

Amended

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

501 N. Crescent Way, P.O. Box 3520  
Anaheim, California 92803-3520

[www.auhsd.us](http://www.auhsd.us)

**NOTICE OF REGULAR MEETING**

Date: June 12, 2017

To: Anna L. Piercy, P.O. Box 3520, Anaheim, CA 92803-3520  
Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520  
Al Jabbar, P.O. Box 3520, Anaheim, CA 92803-3520  
Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520  
Annemarie Randle-Trejo, 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  
Unidos, 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

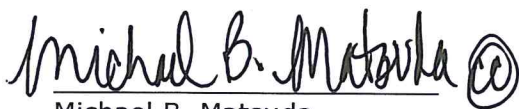
Thursday, the 15<sup>th</sup> day of June 2017

In the District Board Room, 501 N. Crescent Way, Anaheim, California

501 N. Crescent Way, Anaheim, California

**Closed Session-2:30 p.m.**

**Regular Meeting-6:00 p.m.**



Michael B. Matsuda  
Superintendent

## ANAHEIM UNION HIGH SCHOOL DISTRICT

501 N. Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, [www.auhsd.us](http://www.auhsd.us)

### BOARD OF TRUSTEES

#### Agenda

**Thursday, June 15, 2017**

**Closed Session—2:30 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 N. Crescent Way in Anaheim, California. The office is open from 7:45 a.m. to 4:30 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](http://www.auhsd.us), at the same time that they are distributed to the Board of Trustees. *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 12, 2017.*

*Meetings are recorded for use in the official minutes.*

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

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.

- |    |                       |                                       |
|----|-----------------------|---------------------------------------|
| 4. | <b>CLOSED SESSION</b> | <b><i>ACTION/INFORMATION ITEM</i></b> |
|----|-----------------------|---------------------------------------|

The Board of Trustees will meet in closed session for the following purposes:

- 4.1 To consider matters pursuant to Government Code Section 54597: Public employee performance evaluation, superintendent.
- 4.2 To consider matters pursuant to Government Code Section 54956.9 (d)(2): Conference with legal counsel, anticipated litigation regarding one matter.
- 4.3 To consider matters pursuant to Government Code Section 54956.9 (a): Conference with legal counsel, pending settlement (Claim AUHSD 15-09, Tort Claim #362).
- 4.4 To consider matters pursuant to Government Code Section 54956.9 (d)(2): Conference with legal counsel, anticipated litigation regarding one special education matter.
- 4.5 To consider matters pursuant to Government Code Section 54957.6: Conference with labor negotiators Mr. Matsuda, Dr. Fried, Mrs. Root, and Mr. Jackson 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).

- 4.6 To consider matters pursuant to Government Code Section 54597: Public employee performance evaluation.
- 4.7 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release, HR-2016-17-19. **[CONFIDENTIAL]**
- 4.8 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release, HR-2016-17-20. **[CONFIDENTIAL]**
- 4.9 To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment/reassignment–assistant principal(s).
- 4.10 To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment/reassignment–principal(s).
- 4.11 To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment/reassignment–director, English learner and multilingual services.
- 4.12 To consider matters pursuant to Education Code Section 48918: Expulsion of student 16-43.

**5. RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT** **INFORMATION ITEM**

**5.1 Reconvene Meeting**

The Board of Trustees will reconvene into open session.

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

Board President Anna L. Piercy will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

**5.3 Closed Session Report**

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

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

The Board of Trustees would like to recognize our community stakeholders for their interest in the Anaheim Union High School District and for attending our Board meeting. Thank you for your participation and contribution as we create an educational environment that graduates socially aware, civic-minded students who are college and career ready for the 21<sup>st</sup> century.

In addition, Board President Piercy will introduce dignitaries in attendance.

7. **BOARD OF TRUSTEES' RECOGNITIONS**

**INFORMATION ITEM**

7.1 **Orange County Department of Education (OCDE) English Learner Success Award Recipients**

The Board of Trustees will recognize Carlos H. Hernandez, family and community engagement specialist, Oxford Academy and Hope School, as well as Esther Park, District Korean interpreter/translator, who were honored as the AUHSD District awardees at the 5<sup>th</sup> Annual Orange County Department of Education (OCDE) Language Learner Celebration held on May 11, 2017, at the Marconi Automotive Museum in Tustin. The Board will also recognize Diana Fujimoto, curriculum specialist, District English Learner Services for her nomination for the OCDE county awardee. This event is a county-wide opportunity to recognize and commend the achievements of our Orange County community in meeting the needs of all language learners, as well as promoting and valuing multi-literacy.

7.2 **Multi-literacy Award, Oxford Academy Student**

The Board of Trustees will recognize Emily Kim, graduating senior from Oxford Academy, for her outstanding achievement in mastering four languages. This is the second year this award has been bestowed on a multi-lingual, multi-literate student who has met the criteria for the State Seal of Biliteracy in English and three or more other languages.

7.3 **Orange County Music and Arts Administrators**

The Board of Trustees will recognize Vanessa Montgomery, Loara High School teacher, for being the recipient of the Secondary Theater Educator of the Year at the 2017 Music and Arts Educators Awards by the Orange County Department of Education. The Orange County Music and Arts Administrators present prestigious awards to honor the accomplishments of teachers who make a difference in the lives of students through arts education.

7.4 **Kennedy High School, Every 15 Minutes Supporters**

The Board of Trustees will recognize the following individuals that helped make the Every 15 Minutes Program at Kennedy High School a successful event. The Every 15 Minutes Program offers students a real-life experience without the real-life risks. This emotionally charged program is an event designed to dramatically instill teenagers with the potentially dangerous consequences of drinking alcohol while driving. This powerful program challenges students to think about drinking while driving and the responsibility of making mature decisions when lives are involved. The following individuals provided outstanding contributions to this event and their involvement made a tremendous difference in the success of the Every 15 Minutes Program.

Joseph Aragona, La Palma Community Foundation Board Member  
Lauree Aragona, La Palma Community Foundation Vice President  
Mackenzie Cook, Community Member  
Lori Dinwiddie, Community Member  
Anthony Ferrari, Community Member  
Annie Grommet, Perfect Harmony Booster Club President  
Terry Kim, La Palma Chief of Police  
Sammie Sias, Community Member  
Michele Steggell, La Palma Community Foundation President and Mayor of La Palma

8. **REPORTS** **INFORMATION ITEM**

8.1 **Reports of Associations**

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

8.2 **Parent Teacher Student Association (PTSA) Reports**

PTSA representatives present will be invited to address the Board of Trustees.

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. **PRESENTATION** **INFORMATION ITEM**

**District English Learner Advisory Committee (DELAC)**

Background Information:

In compliance with state regulations, DELAC must advise the Board of Trustees on the programs and procedures related to the implementation of the English Learner Program. Parent input and needs are gathered and addressed by the English Learner Services staff at DELAC meetings. Annually, the DELAC executive committee advises the Board of Trustees directly on the needs of the English learner students.

Current Consideration:

The DELAC executive committee along with the English Learner Services staff will present the annual report to the Board of Trustees, as required by state statute. The DELAC report will advise the Board of Trustees on required tasks, which include the District's plan and goals for services, needs assessment, teacher and paraprofessional qualifications, annual language census, procedures for reclassification, as well as written notifications.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended that the Board officially receive the information.

11. **ITEMS OF BUSINESS**

**RESOLUTIONS**

- 11.1 **Resolution No. 2016/17-B-24, Authorization of Approval of Vendor Claims/Orders (Roll Call Vote)** **ACTION ITEM**

Background Information:

The District has been using the Orange County Department of Education's (OCDE) financial system since July 1, 2001. While the District's accounting department enters the vendor claims/orders for payment, OCDE is responsible for processing the physical warrant, or the electronic transfer. Before OCDE will do this process, a District administrator must approve the claims/orders for payment. OCDE requires a resolution stating the names of the administrators authorized to approve the issuance of warrants or electronic transfers.

Current Consideration:

This resolution will authorize Jennifer Root, Karen Orr, and Jeri Chinarian to approve vendor claims/orders and payments electronically. All previous authorizations are rescinded.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2016/17-B-24, by a roll call vote. **[EXHIBIT A]**

11.2 **Resolution No. 2016/17-B-25, General Fund; Resolution No. 2016/17-B-26, Various Funds; and Proposed Budget (All Funds) (Roll Call Vote)** **ACTION ITEM**

Background Information:

The Board of Trustees must adopt a budget for the next fiscal year by July 1, 2017, per Education Code Section 42127(a). The Board has a fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. The District submitted a detailed list of methods of acquiring such funds for Board approval as part of the 2017 Second Interim Report. As a part of the proposed budget, updates to the Anaheim Union High School District Budget Stabilization Plan will be presented.

Current Consideration:

After thorough analysis and review, the 2016-17 budget was updated from the Second Interim Report, which was presented and approved by the Board of Trustees at its March 7, 2017, regular 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. 2016/17-B-25 summarizes adjustments to the General Fund and Resolution No. 2016/17-B-26 summarizes adjustments to all other funds.

Budget Implication:

As part of the annual budget reporting process, budget adjustments are made to revenue, expenditures, and fund balances. Resolution No. 2016/17-B-25, General Fund, and Resolution No. 2016/17-B-26, Various Funds, authorize budget adjustments per Education Code Sections 42600 and 42601.

Staff Recommendation:

1. It is recommended that the Board of Trustees adopt Resolution No. 2016/17-B-25, General Fund, by a roll call vote. **[EXHIBIT B]**
2. It is recommended that the Board of Trustees adopt Resolution No. 2016/17-B-26, Various Funds, by a roll call vote. **[EXHIBIT C]**

3. It is recommended that the Board of Trustees adopt the 2017-18 Proposed Budget including the updated Budget Stabilization Plan. (All Funds) **[EXHIBIT D]**

11.3 **Resolution No. 2016/17-B-27, Education Protection Account** **ACTION ITEM**  
**(Roll Call Vote)**

Background Information:

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increases the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education, and community college districts are required to determine how the monies received from the Education Protection Account (EPA) are spent in the school or schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators, or any other administrative costs, for the years 2012-13 through 2017-18.

Current Consideration:

The new revenues generated from Proposition 30 are deposited into a state account named the Education Protection Account (EPA). School districts, county offices of education, charter schools, and Local Educational Agencies (LEAs) will receive funds from the EPA based on their proportionate share of the state-wide revenue limit amount, including charter school general purpose funding. A corresponding reduction is made to an LEA's revenue limit, or charter school general purpose state aid, equal to the amount of their EPA entitlement.

This resolution, as required by Article XIII, Section 36 of the California Constitution, approving the District's utilization of funds subject to Education Protection Account for 2017-18, has been prepared for the Board's consideration.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees adopt the Resolution No. 2016/17-B-27, by a roll call vote. **[EXHIBIT E]**

## **EDUCATIONAL SERVICES**

11.4 **Adoption, Local Control and Accountability Plan (LCAP)** **ACTION ITEM**  
**and Annual Update**

Background Information:

California Education Code Section 52060 requires school districts to adopt a Local Control Accountability Plan (LCAP) and annual update on or before July 1 of each year. California Education Code Section 52070 requires that school districts file an LCAP with the County Superintendent of Schools no later than five days after adoption of the LCAP. School districts must also ensure that teachers, principals, administrators, and other school personnel, as well as local bargaining units, parents, and pupils are consulted in the development of the 2017-18 LCAP. They are also provided information regarding the annual update, which details the actual LCAP expenditures that were projected for the 2016-17 year.

Current Consideration:

The public hearing was held on June 8, 2017. The purpose of the public hearing was to allow the public an additional opportunity to ask questions concerning the District's LCAP and annual update.

Budget Implication:

The program and goals contained in the LCAP must align with the terms of the District's 2017-18 annual budget and multi-year budget projections.

Staff Recommendation:

It is recommended that the Board of Trustees adopt the LCAP and annual update.

**[EXHIBIT F]**

11.5 **New Board Policy 8803.05 Comprehensive Suicide Prevention and Intervention Policy, First Reading** **INFORMATION ITEM**

Background Information:

Assembly Bill 2246, which was signed into law on September 26, 2016, adds Education Code Section 215 effective January 1, 2017. Education Code Section 215(a)(1) requires the governing board of a local educational agency that serves pupils in grades 7-12, inclusive, before the beginning of the 2017-18 year, to adopt a policy on pupil suicide prevention in grades 7-12.

Current Consideration:

Education Code Section 215(a)(2) states that the policy shall specifically address the needs of high-risk groups, including, but not limited to, all of the following:

- Youth bereaved by suicide.
- Youth with disabilities, mental illness, or substance abuse disorders.
- Youth experiencing homelessness or in out-of-home settings, such as foster care.
- Lesbian, gay, bisexual, transgender, or questioning youth.

Education Code Section 215(a)(3) states that the policy shall also address any training to be provided to teachers on suicide awareness and prevention. Materials approved by a local educational agency for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, as well as when and how to refer youth and their families to those services. The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees review the new Board policy. **[EXHIBIT G]**

11.6 **Memorandum of Understanding (MOU), StandUp For Kids** **ACTION ITEM**

Background Information:

StandUp For Kids is a non-profit charity that works directly with homeless youth across the country. It serves unaccompanied homeless youth and young parents with children of their own through their 25<sup>th</sup> birthday. Their ongoing mission is to end the cycle of youth



homelessness. The organization was founded in 1990 in San Diego, and has grown to sustain locations in 17 cities across 10 states and the District of Columbia.

Current Consideration:

The memorandum of understanding establishes a formal partnership with StandUp For Kids, which will allow for its staff to work with youth and school staff on school campuses across the District. The purpose is to ensure unaccompanied minors have additional support in their community, beyond what is currently in place through the District. These services are focused on ensuring youth are moved into housing and have all their basic needs met. Additional services will include peer mentoring and post graduate support. Services will be provided June 16, 2017, through June 30, 2018.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees approve the MOU. **[EXHIBIT H]**

11.7 **Agreement, Orange County Department of Education (OCDE), Scaling Up Multi-Tiered System of Support State-wide (SUMS) Grant** **ACTION ITEM**

Background Information:

The Orange County Department of Education (OCDE) has received funds from the state of California for the Improving Systems of Academic and Behavioral Supports (ISABS); Scaling Up Multi-Tiered System of Support State-wide (SUMS) grant to address barriers to learning and re-engage disconnected students by creating a culture of collaboration among marginalized and fragmented support systems. The SUMS grant requires that a portion of funds from the grant be allocated to schools through the state of California.

Current Consideration:

The SUMS grant has provided services and trainings to District administrators, as well as staff at South Junior High School and Loara High School. The trainings have included foundations and domains of Multi-Tiered System of Supports (MTSS) and assessment tools. Services are being provided November 1, 2016, through June 30, 2020.

Budget Implication:

There is no impact to the budget. The total grant amount is \$10,000.

Staff Recommendation:

It is recommended that the Board of Trustees ratify the agreement. **[EXHIBIT I]**

11.8 **Memorandum of Understanding (MOU), Growth Opportunities through Athletics Learning and Service (GOALS)** **ACTION ITEM**

Background Information:

The mission of the Growth Opportunities through Athletics, Learning and Service (GOALS) initiative is to create free, team oriented, long term social development opportunities for low income youth in Anaheim. GOALS incorporates a host of team athletics including: soccer, lacrosse, team handball, basketball, roller hockey, tennis, as well as daily ice hockey clinics, games, and tournaments. GOALS maintains a completely free program with educational enrichment programs and award winning community service programs, such as the GOALS Cadets "Summer of Service." Since its creation in the mid-1990s, GOALS has collaborated with the city of Anaheim and has served an estimated 30,000 low income youth.

Current Consideration:

GOALS has offered to provide services to Savanna High School students. This agreement details the roles of the District and GOALS to ensure students have opportunities to participate in positive experiences centered on teamwork, fitness, as well as service beyond school hours. Services will be provided for eight weeks, June 19, 2017, and will automatically renew each year, unless either party requests to terminate services.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

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

**[EXHIBIT J]**

11.9 **Agreement, University of Southern California (USC), Pullias Center for Higher Education (PCHE) ACTION ITEM**

Background Information:

Schools serving predominantly low-income students have added Advanced Placement (AP) courses rapidly over the last decade. Existing research has primarily analyzed the expansion of Advanced Placement from a quantitative lens, arguing that the expansion has largely failed. While more students from marginalized backgrounds have enrolled in these courses, most have been unable to pass the AP exams at the end of the year. These studies obscure where AP programs in urban schools have succeeded. This study, to be conducted by the University of Southern California (USC), Pullias Center for Higher Education (PCHE), will analyze three District urban high schools in similar neighborhoods, with similar demographics, but very different Advanced Placement outcomes.

Current Consideration:

The three District school sites that have been asked to participate in this USC PCHE AP Research Study are Anaheim, Katella, and Loara high schools. The study seeks to understand how different policies, practices, and pedagogies can impact the success of students taking AP classes who attend urban schools. Through interviews of students, teachers, and administrators, as well as classroom observations, this study will assess why at one school, nearly twice as many students take AP tests and students pass the tests at nearly twice the rate of students at the other schools. Employing a comparative case study approach, this study can contribute to a substantial gap in the literature on Advanced Placement regarding the possibility for Advanced Placement success at urban high schools. The study will take place over the course of the 2017-18 year. All data collected will be secured to protect the confidentiality of participants. Services will be provided June 16, 2017, through June 30, 2018.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT K]**

11.10 **School-Sponsored Student Organizations**

**ACTION ITEM**

Background Information:

The Board of Trustees shall give approval for the establishment of all student organizations. The proposed organizations shall not engage in any activities, other than those that are organizational in nature, until the Board of Trustees has approved its application.

Current Consideration:

The following schools have submitted school-sponsored student organization applications:

- 11.10.1 Optimum Club, Savanna High School
- 11.10.2 STEAM Club, Western High School
- 11.10.3 SOAR (South Outstanding Academic Reward), South Junior High School
- 11.10.4 South Science Club, South Junior High School

Budget Implication:

Each school-sponsored student organization offsets operational costs through donations and fundraising efforts.

Staff Recommendation:

It is recommended that the Board of Trustees approve the school-sponsored organization applications. **[EXHIBITS L, M, N, and O]**

**HUMAN RESOURCES**

11.11 **Public Hearing, Disclosure of Collective Bargaining Agreement with ASTA**

**INFORMATION ITEM**

Background Information:

The Board of Trustees must hold a public hearing to hear comments related to the collective bargaining agreement with the Anaheim Secondary Teachers Association (ASTA) for 2016-17, in accordance with AB 1200 (Statutes of 1991, G.C. 3547.3, Chapter 1213). Copies of the disclosure are available for review and study in the Business Office, 501 N. Crescent Way, Anaheim, California.

Current Consideration:

After the negotiation process with ASTA has concluded, the collective bargaining agreement is presented to the public via a Board of Trustees meeting. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the agreement.

Budget Implication:

There will be no impact to the budget.

Staff 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 proposed agreement.

11.12 **Adoption of the 2016-17 Collective Bargaining Agreement with ASTA** **ACTION ITEM**

Background Information:

The District and the Anaheim Secondary Teachers Association (ASTA) had a three-year agreement that expired at the end of the 2015-16 year. The District and ASTA brought forth proposals to begin the negotiations for 2016-17 and negotiations commenced in the fall of 2016. A tentative agreement was reached on March 30, 2017. The tentative agreement was ratified by unit members of ASTA.

Current Consideration:

The tentative agreement is for years 2016-17 and 2017-18. It includes a zero percent increase on the salary schedule for 2016-17 and an increase to the District's maximum contribution to the benefits cap for medical insurance beginning in 2017. The agreement also includes other contract language changes.

Budget Implication:

Increases to employees' health benefits effective July 1, 2017, for ASTA unit members will impact the budget with an additional estimated expense of \$920,530. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees adopt the 2016-17 collective bargaining agreement with ASTA. **[EXHIBITS P and Q]**

11.13 **Public Hearing, Disclosure of Collective Bargaining Agreement with APGA** **INFORMATION ITEM**

Background Information:

The Board of Trustees must hold a public hearing to hear comments related to the collective bargaining agreement with the Anaheim Personnel and Guidance Association (APGA) for 2016-17, in accordance with AB 1200 (Statutes of 1991, G.C. 3547.3, Chapter 1213). Copies of the disclosure are available for review and study in the Business Office, 501 N. Crescent Way, Anaheim, California.

Current Consideration:

After the negotiation process with APGA has concluded, the collective bargaining agreement is presented to the public via a Board of Trustees meeting. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the agreement.

Budget Implication:

There is no impact to the budget.

Staff 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 proposed agreement.

11.14 **Adoption of the 2016-17 Collective Bargaining Agreement with APGA** **ACTION ITEM**

Background Information:

The District and APGA currently had a three-year agreement that expired at the end of the 2015-16 year. The District and APGA brought forth proposals to begin the negotiations for

2016-17 year and negotiations commenced in the spring of 2017. A tentative agreement was reached on April 20, 2017. The tentative agreement was ratified by unit members of APGA.

Current Consideration:

The tentative agreement is for years 2016-17, 2017-18, and 2018-19. It includes a zero percent increase on the salary schedule for 2016-17 year and an increase to the District's maximum contribution to the benefits cap for medical insurance beginning in 2017. The agreement also includes other contract language changes.

Budget Implication:

Increases to employees' health benefits effective July 1, 2017, for APGA unit members will impact the budget with an additional estimated expense of \$48,180. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees adopt the 2016-17 collective bargaining agreement with APGA. **[EXHIBITS R and S]**

11.15 **Public Hearing, Disclosure of Collective Bargaining Agreement with CSEA** **INFORMATION ITEM**

Background Information:

The Board of Trustees is requested to hold a public hearing on the collective bargaining agreement with the California School Employees Association (CSEA) for 2014-17, in accordance with AB 1200 (Statutes of 1991, G.C. 3547.3, Chapter 1213). Copies of the disclosure are available for review and study in the Business Office, 501 N. Crescent Way, Anaheim, California.

Current Consideration:

After the negotiation process with CSEA has concluded, the collective bargaining agreement is presented to the public via a Board of Trustees meeting. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the agreement.

Budget Implication:

There is no impact to the budget.

Staff 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 proposed agreement.

11.16 **Adoption of the 2016-17 Collective Bargaining Agreement with CSEA** **ACTION ITEM**

Background Information:

The District and CSEA currently have a three-year agreement for the 2014-15, 2015-16, and 2016-17 years. The District and CSEA brought forth proposals to begin the reopener negotiations for 2016-17 year and negotiations commenced in the spring of 2017. A tentative agreement was reached on May 17, 2017. The tentative agreement was ratified by unit members of CSEA.

Current Consideration:

The tentative agreement includes a zero percent increase on the salary schedule for 2016-17 year and an increase to the District's maximum contribution to the benefits cap for medical insurance beginning in 2017. The agreement also includes other contract language changes.

Budget Implication:

Increases to employees' health benefits effective July 1, 2017, for CSEA unit members will impact the budget with an additional estimated expense of \$551,150. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees adopt the 2016-17 collective bargaining agreement with CSEA. **[EXHIBITS T and U]**

11.17 **Salary Increase for Executive Director, Greater Anaheim Special Education Local Plan Area (GASELPA)** **ACTION ITEM**

Background Information:

The executive director of GASELPA is a non-bargaining employee of the District. Salaries for unrepresented and contract employees may be reviewed and adjusted, per the employment agreement. The AUHSD Board of Trustees must approve changes to the salaries for unrepresented and contract employees even when District funds are not used and salaries are paid using pass-through funds.

Current Consideration:

The salary increase for the executive director of GASELPA shall be paid using pass-through funds. This increase was approved by the GASELPA Board of Trustees on May 1, 2017.

Budget Implication:

There will be no direct impact to the District's budget. The executive director of GASELPA salary increase is estimated to be \$27,332, for a total annual salary of \$202,432, effective July 1, 2017. This additional expense will be paid using GASELPA Funds.

Staff Recommendation:

It is recommended that the Board of Trustees approve the salary increase.

**SUPERINTENDENT'S OFFICE**

11.18 **Termination of Joint Powers Agreement (JPA) with the City of Anaheim** **ACTION ITEM**

Background Information:

In 1965, the Anaheim Union High School District and the city of Anaheim entered into a Joint Powers Agreement (JPA) to assist with the financing for the original construction of the Anaheim Convention Center. The JPA created the Convention Center Authority for oversight of the debt obligation and the convention center. Under the agreement, District property was used as collateral for the initial loan to construct the convention center. Under the JPA, the District was provided periodic access and use of the convention center for school related activities and events. The JPA extended for 40 years or until the debt obligations under the JPA were retired. In December 2014, the City paid the debt obligation under the JPA. As such, the JPA has no further obligations.

The District and the city of Anaheim were interested in continuing the District's access to the convention center. On April 4, 2017, the city of Anaheim approved an MOU permitting the District continued use of the convention center, which is relatively consistent with the District access and use of the convention center under the JPA. On April 13, 2017, the Board of Trustees approved the MOU.

Current Consideration:

On April 4, 2017, the city of Anaheim moved to terminate the JPA and the Community Center Authority, since there was no longer any purpose for either. As the other party to the JPA, the District must also take formal action to terminate the JPA.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees review and approve the JPA termination agreement. **[EXHIBIT V]**

12. **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 calendar 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.

**BUSINESS SERVICES**

12.1 **Agreement, North Orange County Regional Occupation Program (NOCROP)**

Background Information:

The District and NOCROP maintain a use of facilities agreement that allows the NOCROP the use of District facilities.

Current Consideration:

The agreement will be renewed for the period of July 1, 2017, through June 30, 2018, for use of District facilities according to the District's approved fee schedules. This agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

The fees collected will be used to offset direct costs resulting from NOCROP's use of District facilities.

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT W]**

12.2 **Agreement Amendment #4, Human Resources Application, Implementation, and Software Support Service Agreement**

Background Information:

The Anaheim Union High School District contracts with the Orange County Superintendent of Schools to provide annual software support services for the Human Resources Application software.

Current Consideration:

The contract provides for professional services to the District for the implementation of the Human Resources Application, including on-going training services for present and future employees, future software enhancements, as well as support services, July 1, 2017, through June 30, 2018.

Budget Implication:

The total cost is not to exceed \$80,028. This is an increase of \$1,569 from the 2016-17 agreement. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve agreement amendment #4.

**[EXHIBIT X]**

12.3 **Agreement Amendment #2, Sungard Business-Plus System Support, Implementation, and Software Support Service Agreement**

Background Information:

The Anaheim Union High School District contracts with the Orange County Superintendent of Schools to provide annual software support services for the Sungard Business-Plus System Support software. The Business-Plus System Support covers basic financial/budget, school site finance, stores inventory, as well as fixed asset systems.

Current Consideration:

The contract provides for an annual evaluation of support service charges for possible upward or downward adjustments based on the Orange County Superintendent of Schools' actual costs to support Sungard Business-Plus System Support software, July 1, 2017, through June 30, 2018.

Budget Implication:

Services are to be provided at a cost not to exceed \$103,486. This is an increase of \$4,928 from the 2016-17 agreement. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve agreement amendment #2.

**[EXHIBIT Y]**

12.4 **Agreement Amendment, guided decisions - inform**

Background Information:

Guided decisions - inform is the firm of a highly regarded school financial consultant, Eva Lueck. Ms. Lueck, a retired CBO with vast experience, provides consulting services to school districts regarding school financial and business operations by providing clients with practical and hands on services.



Current Consideration:

The District desires to amend its agreement with guided decisions – inform to continue assistance regarding issues of budgeting and general fiscal issues. Services will be provided through December 30, 2017. The amendment is not to exceed \$4,000, plus mileage, in addition to the previously approved \$10,000, plus mileage. This agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

This amendment will increase the current agreement by an additional \$4,000, plus mileage for a total amount not to exceed amount of \$14,000. The current agreement expires June 30, 2017. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT Z]**

12.5 **Consulting Services Agreement, Total Compensation Systems, Inc.**

Background Information:

Actuarial evaluations for the District’s self-funded medical and dental plans must be completed every three years in order to comply with Education Code Sections 17566 and 17567. The last evaluation was done for the 2015 calendar year, and will soon be due for the 2018 calendar year, as studies are intended to be conducted in advance of the effective date of the first calendar year for which they apply.

Current Consideration:

Total Compensation, Inc., has provided professional actuarial services for the District for many years. In addition to providing the Education Code Section 17566 (AB1200) certification, an analysis of claims costs will be completed to establish benefit accrual rates should the District decide to self-fund the Anthem HMO plan. Accrual rates would be set on both a supercomposite and 4-tier basis.

Budget Implication:

Cost of actuarial services would not exceed \$6,800 for the Anthem HMO self-funding analysis, and a discounted rate of \$3,200 for the Education Code Section 17566 (AB1200) studies on the District’s self-funded medical and dental plans. (Health and Welfare Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT AA]**

12.6 **Agreements, Transportation**

Background Information:

The Board of Trustees in past years has approved the agreements to provide transportation services to the Greater Anaheim SELPA, North Orange County Regional Occupation Program, Tiger Woods Learning Center, Servite High School, City of Cypress Parks and Recreation, GOALS Academy, Knott Avenue Christian Church, Zion Lutheran Church, Connelly High School, and River Church.

Current Consideration:

It is in the best interest of the District to continue the transportation agreements. The agreements will be in effect July 1, 2017, through June 30, 2018. Contracts for each agency will be signed following approval of the Board of Trustees.

Budget Implication:

The transportation agreements provide for a net income to the District, which assists in offsetting the transportation contribution from the General Fund.

Staff Recommendation:

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

**[EXHIBITS BB, CC, DD, EE, FF, GG, HH, II, JJ, and KK]**

12.7 **Agreement, Orange County Public Safety**

Background Information:

The District has worked with Orange County Public Safety (OCPS) to patrol its facilities during evening, night, weekend hours, and around-the-clock patrols during District holidays. The District has experienced a marked decrease in school vandalism and an increase in the apprehension of various perpetrators on our school sites. They have thwarted various crimes from actually happening, had many arrests, and are proactive with their approach to keeping all of our school sites safe and secure afterhours, as well as during holidays. In addition, they are the first responders for any alarm trigger, which has virtually eliminated the need to contact District staff for late night responses.

Current Consideration:

OCPS provides a highly specialized professional service. Their officers are trained Emergency Medical Technicians (EMT), with CPR and first aid training, as well as trained first responders to emergent and non-emergent situations. OCPS is well connected to local law enforcement, fire personnel, District administration, and have been working in conjunction with the Anaheim Police Department (APD), and other local law enforcement agencies, to protect our school sites. They have been participating in APD task force meetings, which include internal upper management and supervisory staff, to discuss the protection of all Anaheim school sites, and was the only non-city entity invited to participate. OCPS has been given radios with direct communication to APD and have been praised for all of their efforts.

OCPS also provides, at minimum, detailed weekly reports of incidents that occur on our school sites. They check entry points such as gates, fences, doors, and windows reporting back their findings to inform staff of potential issues. Sometimes they utilize state-of-the-art technology, such as the body cams to assist officers with incidents that may occur.

Full around-the-clock coverage will be provided during holidays, which will allow for higher presence on school sites when they are most vulnerable. Additional coverage for Non-Student/Teacher Days, will also be included along with a uniformed officer at all scheduled Board of Trustees meetings.

OCPS has greatly reduced crimes to our school sites after hours, while creating a presence that our school sites are being patrolled regularly, keeping them safe and secure. Services will be provided July 1, 2017, through June 30, 2019. By entering into a two-year agreement, the cost remains unchanged from last year, and will be held firm through the end of the term.

Budget Implication:

The regular monthly fee will be \$13,700 for the two car patrol services. Orange County Public Safety pursuant to Government Code (GC) 53060 for an amount not to exceed \$174,400, per fiscal year. (General Funds)

An additional not to exceed \$10,000 has been added for special events, such as graduation or other requirements as needed. (General Funds)

Staff Recommendation:

The Board of Trustees is requested to approve the agreement. [EXHIBIT LL]

12.8 **Agreement, Atkinson, Andelson, Loya, Rudd & Romo, PC**

Background Information:

The District, at times, requires for legal services for facilities, maintenance, and procurement related programs. Staff utilizes Orange County Department of Education counsel, as much as possible for legal services, but sometimes there are requirements that are outside the scope of the services and expertise they provide to the District. In these circumstances, outside counsel is utilized and recommended.

Current Consideration:

The District has used Atkinson, Andelson, Loya, Rudd, and Romo, PC (AALRR) and recommends to renew their contract. Services will be provided from July 1, 2017, through June 30, 2020, for legal services regarding facilities, maintenance, as well as procurement related programs. The District will also renew its online subscription, which is discounted after the first year, and will have access to a continually updated database of legal documents, including various contracts, as well as front-end bid documents.

Budget Implication:

Services will be provided at a cost not to exceed \$75,000 per fiscal year. (General Funds and Measure H Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. [EXHIBIT MM]

12.9 **Agreement, Continental Vending, Inc.**

Background Information:

In June of 2009, the Board of Trustees approved a multi-year contract for District-wide beverage vending for all school sites. This was due to new food compliance regulations, such as, Senate Bill (SB) 965 and SB 12, which had to do with school beverage and snack food vending protocol at school sites.

Current Consideration:

At that time, the Board of Trustees directed staff to approve the contract for beverages only. The new contract will be for beverages with the option to incorporate compliant snacks if requested by individual school sites. A pilot program will be conducted before opening up to all schools. The Food Services Department will assist by reviewing the snacks and working with the contractor to ensure compliance with snack food regulations.

Staff recommends the award of an agreement to Continental Vending, Inc. for a two-year period, with the option to renew annually, for up to three additional one-year terms.

Budget Implication:

The agreement will generate approximately 20 percent revenue of sales, less taxes, and CRV to the District, that will be deposited into each school's respective Associated Student Body Funds.

Staff Recommendation:

It is recommended that the Board of Trustees award an agreement to Continental Vending, Inc. for a period of two years. The agreement will be reviewed annually, and will be approved or terminated by the District's director of purchasing and central services, for up to a maximum of three additional years.

12.10 **Award of Bid, School to Home Communication**

Background Information:

The Anaheim Union High School District has used an online mass notification system (system) for more than twelve years. School sites and the District use the system to send attendance messages, broadcast messages, emergency messages, and more recently, individualized parent messages from teachers.

At the March 7, 2017, Board of Trustees meeting, the process to utilize competitive request for proposals (RFP) was approved, and staff proceeded with the bidding process.

Current Consideration:

There were two phases to the evaluation process of systems that included a paper screening, then a committee evaluation, and selection. The committee was comprised of key stakeholders including Family and Community Engagement Specialists (FACES), teachers, technical staff, as well as parents that provided invaluable input and evaluations to determine the successful bidder. Evaluation factors that were considered included presentation, service, maintenance, training, base requirements, graphical interface, system requirements, implementation plan, future flexibility and scalability, and price.

As a result of the bidding process utilized per Resolution 2016/17-B-20 pursuant to Public Contract Code (PCC) 20118.2, the committee selected Aries Software Inc., dba Eagle Software. The scope of the contract includes a turn-key solution including installation, cutover, testing, training, and maintenance for Aeries+Loop. Staff recommends the award of an agreement for a three-year period with the option to renew annually, for up to two additional one-year terms.

Budget Implication:

The total amount of the award is not to exceed \$68,400 the first year, and \$62,000 annually thereafter. The District will realize a savings of approximately 24 percent the first year, and 37 percent each year thereafter, over the current contract price. (LCFF, Title I, and General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees award Bids 2017-20 to Aeries Software Inc., dba Eagle Software pursuant to PCC 20118.2 for up to five years. The agreement will be reviewed annually and will be approved or terminated by the District's director of purchasing and central services for up to a maximum of two additional years.

12.11 **Agreement, Best Best & Krieger, LLP**

Background Information:

The District requires legal services as related to litigation or other matters requiring legal expertise. Best Best & Krieger, LLP, has been providing the District with legal services, primarily for the District's facilities and construction program.

Current Consideration:

The District has an interest in continuing legal services with Best Best & Krieger, LLP for the 2017-18 fiscal year.

Budget Implication:

This agreement will not exceed \$50,000 for services through June 30, 2018. (Routine Restricted Maintenance, Measure H, and/or other funds as appropriate)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT NN]**

12.12 **Agreement Amendment, Parker & Covert, LLP**

Background Information:

Parker & Covert, LLP, provides specific legal consultation and services, which are not provided by attorneys at the Orange County Department of Education. Attorneys at Parker & Covert, LLP, specialize in legal issues related to school districts and are experts in analyzing and interpreting California Education Code. At the December 11, 2014, Board meeting the Board of Trustees approved an agreement with Parker & Covert, LLP to provide services related to engineering matters.

Current Consideration:

The District has an interest in continuing services with Parker & Covert, LLP through June 30, 2018. The agreement amendment extends the service period to assist with engineering services. This agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

There is no change in the amount of the agreement which remains at a cost not to exceed the amount of \$275,000. (General, Measure H, and/or other funds as appropriate)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement amendment. **[EXHIBIT OO]**

12.13 **Agreement Amendment, School Facility Consultants**

Background Information:

School Facility Consultants was retained in May 2014 to assist the District in analyzing data for potential state funding. The firm specializes in analyzing the District's complex data sets to determine eligibility for modernization and new construction funding administered by the Office of Public School Construction (OPSC). The passage of the Measure H general obligation bond in November 2014 presented the opportunity for the District to leverage these funds for potential state eligibility.

Current Consideration:

In November 2016, Prop 51 was approved by voters, which provides state funds for school construction. Due to the passing of Prop 51, the District desires to amend its agreement with School Facility Consultants to continue updating our eligibility for state funding and assisting with the processing of the District's applications. The amendment is not to exceed \$59,000, in addition to the previously approved \$61,000. This agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

This amendment will increase the current agreement by an additional \$59,000 for a not to exceed amount of \$120,000. The current agreement expires June 30, 2018. (Measure H, Routine Restricted Maintenance, and/or other funds as appropriate)

Staff Recommendation:

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

**[EXHIBIT PP]**

12.14 **Agreement Amendment, Cumming Construction Management, Inc.**

Background Information:

In 2015, the District issued RFP 2015-20 Program and Project Management Services pursuant to Government Code Section 53060, seeking qualified firms to assist the District with the management of its construction program (Program), funded by various sources, including Measure H. Cumming Construction Management, Inc. (Cumming) was awarded the contract. In addition to the management, scheduling, and budgeting of the Program, the firm provides assistance during the planning and construction of the capital projects, prepares project updates, and reports to the Citizens' Oversight Committee.

Current Consideration:

The District desires to amend its agreement with Cumming to continue services required for program and project management. In accordance with the agreement, the amendment would extend services for three additional years requiring annual extensions. The assistant superintendent, Business services would approve annual renewals upon staff's recommendation to extend services. In accordance with Education Code Section 17596, the total term of the agreement will not exceed five years.

Budget Implication:

The amendment will extend and increase the current agreement by \$4 million to cover services through June 30, 2020, at a cost not to exceed \$6.98 million (five-year total from July 6, 2015, through June 30, 2020). The amendment with its annual extensions will be based on Cumming's 2015 fee rate schedule. (Measure H Funds, Routine Restricted Maintenance Funds, and/or other funds as appropriate)

Staff Recommendation:

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

**[EXHIBIT QQ]**

12.15 **Award of Bid**

The Board of Trustees is requested to award the bid.

<u>Bid #</u>	<u>Service</u>	<u>Award</u>	<u>Amount</u>
2017-20	South Junior High School New Backflow Device Painting (Maintenance Funds)	Verne's Plumbing, Inc.	\$62,900

Staff Recommendation:

It is recommended that the Board of Trustees award the bid as listed.

12.16 **Notice of Completion**

The Board of Trustees is requested to approve the notice of completion as listed.

Bid #2016-10, Katella High School	P.O. #K64A0253
E-Rate 19 Structured Cabling (E-Rate and RDA Funds)	
X-ACT Technology Solutions, Inc.	
Original Contract	\$159,000
Contract Changes	\$0
Total Amount Paid (E-Rate Funds 80 percent, District match 20 percent)	\$159,000

Staff Recommendation:

It is recommended that the Board of Trustees authorize the assistant superintendent of business to accept all listed work as complete, and authorize the filing of the notice of completion with the Office of the County Recorder.

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

Staff 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, as well as authorize proper disposal in accordance with Education Code Section 60510 et al. **[EXHIBIT RR]**

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

Staff 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, as well as authorize staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510 et al. **[EXHIBIT SS]**

12.19 **Donations**

Staff Recommendation:

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

12.20 **Purchase Order Detail Report**

Staff Recommendation:

It is recommended that the Board of Trustees ratify the report April 28, 2017, through June 5, 2017. **[EXHIBIT UU]**

12.21 **Check Register/Warrants Report**

Staff Recommendation:

It is recommended that the Board of Trustees ratify the report April 28, 2017, through June 5, 2017. **[EXHIBIT VV]**

## 12.22 SUPPLEMENTAL INFORMATION

- 12.22.1 ASB Fund, April 2017 **[EXHIBIT WW]**
- 12.22.2 Cafeteria Fund, March 2017 **[EXHIBIT XX]**
- 12.22.3 Enrollment, Month 9 **[EXHIBIT YY]**

## EDUCATIONAL SERVICES

### 12.23 Consolidated Application

#### Background Information:

The Consolidated Application is a mechanism for gathering important financial and program related information, which is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Local educational agencies use the web-based Consolidated Application and Reporting System (CARS) to electronically apply for and manage funds, report expenditures, and to provide assurances that the district will adhere to legal requirements. The system is also used by the CDE categorical program and fiscal services staff to collect financial and participation data to ensure compliance with state and federal regulations. The District participates in the following programs currently referenced in the Consolidated Application: Title I, Part A, Basic Grant; Title II, Part A, Teacher Quality; Title III, Part A, Limited English Proficient (LEP) Students; and Title III, Part B, Immigrant Students.

#### Current Consideration:

The CDE requires approval by the Board of Trustees of the Consolidated Application once per year. The Consolidated Application must be Board approved before categorical funds received during the upcoming fiscal year can be spent.

#### Budget Implication:

Categorical funds administered through the Consolidated Application must supplement the District's base fund, as well as adhere to the legal requirements related to specific formulas driven by state and/or federal categorical programs.

#### Staff Recommendation:

It is recommended that the Board of Trustees approve the Consolidated Application. **[EXHIBIT ZZ]**

### 12.24 Application, Carl D. Perkins Career and Technical Education Improvement Act of 2006 Application for 2017-18 Funding

#### Background Information:

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 provides annual funding to improve, enhance, and/or expand Career Technical Education (CTE) pathways in designated industries. Through collaboration with the North Orange County Regional Occupational Program (NOCROP), the Anaheim Union High School District (AUHSD) has developed 20 career pathways across 12 of the 15 recognized industries. Districts submit an annual funding application to the State detailing the projected expenditures of the funding. Both the District and the State must approve the funding application.



Current Consideration:

Anaheim, Cypress, Kennedy, Katella, Loara, Magnolia, Savanna, and Western high schools, as well as Oxford Academy have requested funding to support designated CTE pathway programs. This funding is for the purchase of industry equipment upgrades, professional development, and to support the activities of career technical student organizations, such as Future Business Leaders of America (FBLA), and Future Homemakers of America–Home Economics Related Occupations (FHA-HERO).

Budget Implication:

There is no impact on the budget. The 2017-18 Carl D. Perkins allocation is \$507,309. The 2016-17 Carl D. Perkins allocation was \$607,554. (Federal Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the submission of the application. **[EXHIBIT AAA]**

12.25 **Agreement with Orange County Department of Education, Medi-Cal Administrative Activities (MAA)**

Background Information:

The goal of Medi-Cal Administrative Activities (MAA) is to improve the availability and accessibility of Medi-Cal services to Medi-Cal eligible and potentially eligible individuals, as well as families, where appropriate. The District is reimbursed for providing some Medi-Cal eligible services to Medi-Cal eligible students. To receive reimbursement for the services, the California Welfare and Institution Code Section 14132.47(c)(1) requires that the Department of Health Services enter an agreement with the Local Educational Consortium to administer the program. The Orange County Department of Education serves as the Local Educational Consortium on behalf of all Orange County school districts.

Current Consideration:

The MAA Participation Agreement effectuates reimbursement to local education agencies for Medi-Cal eligible services. The Orange County Department of Education will administer the MAA program for our District. Services will be provided July 1, 2017, through June 30, 2018.

Budget Implication:

The District will pay the Orange County Superintendent of Schools a fee not to exceed a five percent quarterly claim of the state participation fee. (Medi-Cal Funds)

Staff Recommendation:

It is recommended that the Board of Trustees ratify the agreement. **[EXHIBIT BBB]**

12.26 **Memorandum of Understanding (MOU), Boys Town California, Inc.**

Background Information:

Boys Town California, Inc. has a history with the District and is committed to promoting students' good health and social-emotional well-being by providing a collaborative delivery system to address the needs of the students residing in the Anaheim and surrounding service area.

Current Consideration:

The current (MOU) with Boys Town California, Inc., is due to expire on June 30, 2017. The purpose of the new MOU is to approve the partnership and collaboration for the 2017-18

year. There are no changes to the MOU in terms of services and capacity of services. Boys Town will continue to serve all school sites based on their needs and will continue to offer its full scope of services offered to students, parents, and families. Services will be provided July 1, 2017, through June 30, 2018.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees approve the MOU. [EXHIBIT CCC]

12.27 **Memorandum of Understanding (MOU), Big Brothers Big Sisters of Orange County (BBBSOC)**

Background Information:

During the 2014-15 year, the District, in partnership with the city of Anaheim's Mayor's office, developed a tiered mentorship program with selected high school students and local businesses. This tiered mentoring approach provides businesses with several options for mentoring District students. Big Brothers Big Sisters of Orange County (BBBSOC) partnership provides a tier-three, one-on-one approach through their Anaheim Beyond School Walls Mentoring Program.

Current Consideration:

The District will renew its partnership with BBBSOC to assist in the implementation of the tiered Anaheim Innovative Mentoring Experience (AIME) mentoring program. BBBSOC has extensive experience pairing youth with adult mentors. They have a mentoring screening, selection, and training process, as well as mentoring curriculum and activities. Services will be provided July 1, 2017, through June 30, 2018.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees approve the MOU. [EXHIBIT DDD]

12.28 **Amendment, Apex Learning Inc., Contract Agreement**

Background Information:

Apex Learning, Inc., provides the digital curriculum for the Independent Learning Center (ILC) at Anaheim and Western high schools, as well as the Apex Credit Recovery labs at each of the comprehensive high schools and alternative education. The Apex digital curriculum allows students to access a broad range of UC-approved courses at any time of day and to work from home, school, or anywhere they have internet access. It allows teachers to manage and collect student work, provide access to real-time data, and provide students with performance feedback. Students have been served through the ILC and the Apex Credit Recovery Labs, which has contributed to a higher graduation rate and improved A-G completion for each of the participating high schools.

Current Consideration:

Over the next several years, the District is expanding our Independent Studies program to include two of our comprehensive school sites. In addition, the District is maintaining the after-school Apex credit recovery program at each comprehensive high school and alternative education. The current Apex Learning, Inc. agreement was approved on July 14,

2014, and is due to expire on August 20, 2017. This amendment to the agreement maintains the terms and conditions of the current agreement, with the exception of extending the licenses for three more years. It also includes all existing and future tools, as well as resources, and on-going technical support. The contract agreement amendment term is August 21, 2017, through August 20, 2020. This agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

The three-year Apex Learning Inc., Contract Agreement Amendment is for \$456,582, which covers the cost of the licenses and three days of onsite professional development. The payment schedule divides the total cost into three annual payments of \$152,194 each. (General Fund).

Staff Recommendation:

It is recommended that the Board of Trustees approve the contract agreement amendment. **[EXHIBIT EEE]**

12.29 **Agreement, College Board College Readiness System Products**

Background Information:

The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age, while there is still time to inform instruction and learning, as well as increase students' readiness for college expectations. The College Board provides national college readiness assessments, including the Preliminary Scholastic Aptitude Test (PSAT) and the National Merit Scholarship Qualifying Test (NMSQT) for tenth and eleventh grade students. This assessment was revised in 2015 to align with the new Scholastic Aptitude Test (SAT) and will expose students to a wealth of college planning and preparation tools.

Current Consideration:

The District will purchase the PSAT NMSQT for all tenth grade students. This assessment will be administered to students on October 11, 2017. The college readiness assessment data will be used to inform all students, parents, and school staff on how their students are progressing towards college preparation. Additional college planning tools, as well as online student, and parent resources will be provided by the College Board to support college preparation, including free, personalized SAT study resources from the Khan Academy. College parent nights and classroom presentations will be provided at school sites to inform parents and students on how to use the assessment data and tools for preparation. The PSAT NMSQT assessment data will also be utilized by school counselors for student placement decisions for honors and advanced placement courses. The agreement will be signed upon District Board approval. Services will be provided July 1, 2017, through June 30, 2018.

Budget Implication:

The total costs for these services are not to exceed \$73,696. (LCFF Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT FFF]**

12.30 **California Interscholastic Federation (CIF) League 2017-18 List**

Background Information:

CIF is the governing body for high school sports in the state of California. Every year, CIF requires school districts to submit a list of principals as designated representatives to CIF leagues.

Current Consideration:

This yearly action is required of all governing boards by Education Code Section 33353(a)(1), and is due to the CIF administrative offices by July 1, 2017. Designated board representatives to CIF leagues are the only individuals that will be voting on issues at league and section levels, which impact high school athletics. Without this action, CIF is required to suspend voting privileges for the affected schools.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees approve the list. **[EXHIBIT GGG]**

12.31 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected books for health, English, career technical education, social science, math, and world language courses. The books have been made available for public view.

Staff Recommendation:

It is recommended that the Board of Trustees adopt the selected materials. **[EXHIBIT HHH]**

12.32 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee recommended the selected material for display, for courses in world languages. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display, June 15, 2017, through July 13, 2017.

Staff Recommendation:

It is recommended that the Board of Trustees approve the display. **[EXHIBIT III]**

12.33 **Field Trip Report**

Staff Recommendation:

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

## HUMAN RESOURCES

### 12.34 **Memorandum of Understanding (MOU), The Association of California School Administrators (ACSA), Foundation for Educational Administration (FEA)**

#### Background Information:

Obtaining a Clear Administrative Services credential is a requirement for all employees serving in an administrator position. To obtain the credential, individuals must enroll in a program authorized by the California Commission on Teacher Credentialing (CTC) complete coursework, and a minimum number of hours. Due to an increasing number of new administrators at the District in recent years, the District collaborated with the Association of California School Administrators (ACSA) to establish a cohort to complete a clear credential program. By serving as a host site, this ensures the program meets the District's high standards for leadership development. The Network of ACSA Clear Administrative Credential Local Programs (CACLP-Net) was created and is administered through a partnership with ACSA, the Foundation for Educational Administration (FEA), and Local Education Agencies. This partnership includes ACSA-FEA Affiliated Local Programs to provide ACSA's approved Commission on Teacher Credentialing Clear Administrative Credential Program outcomes. The MOU between ACSA-FEA and the District allows administrators to be trained as administrative coaches and/or mentors.

#### Current Consideration:

The purpose of this agreement is to provide the District the ability to train administrators as coaches and/or mentors, as well as serve as the credentialing institution for administrators enrolled in the Clear Administrative Credential Program. Online and in-person training will be scheduled for specific dates during the 2017-18 year. Services will be provided July 1, 2017, through May 31, 2018.

#### Budget Implication:

The total cost is not to exceed \$2,405. (General Funds)

#### Staff Recommendation:

It is recommended that the Board of Trustees approve the MOU. **[EXHIBIT KKK]**

### 12.35 **Agreement, Artiano Shinoff and Holtz, APC**

#### Background Information:

Stutz Artiano Shinoff and Holtz, APC, provides specific legal consultation and services, which are not provided by attorneys at the Orange County Department of Education. Attorneys at

Stutz Artiano Shinoff and Holtz, APC, specialize in employment law, education law, personnel, negotiations, as well as labor relations. The District has had an agreement in place with Stutz Artiano Shinoff and Holtz, APC, since 2005.

#### Current Consideration:

Services will be provided July 1, 2017, through June 30, 2018, on an as-needed basis.

#### Budget Implication:

The total cost of this agreement is not to exceed \$350,000. (General Funds)

#### Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT LLL]**

12.36 **Agreement, Monjaras and Wismeyer Group, Inc.**

Background Information:

The District Human Resources Division is mandated by law, including the American Disabilities Act (ADA), to ensure the rights of employees and the District when health, or medical issues affect an employee's work and may lead to accommodations. Monjaras and Wismeyer Group, Inc. perform essential functions that require critical knowledge and expertise in specific areas, including accommodation meetings, job analysis, return-to-work programs, as well as other specialized functions. The District has had an agreement in place with Monjaras and Wismeyer Group, Inc. since 2011.

Current Consideration:

The agreement provides services July 1, 2017, through June 30, 2018. The services are typically related to employee accommodations and return-to-work agreements.

Budget Implication:

Services will be provided on an as-needed basis at a cost not to exceed \$10,000. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT MMM]**

12.37 **Agreement, Parker & Covert, LLP**

Background Information:

Parker & Covert, LLP, provide specific legal consultation and services, which are not provided by attorneys at the Orange County Department of Education. Attorneys at Parker & Covert, LLP, specialize in employment law, personnel, negotiations, and labor relations. The District has had an agreement in place with Parker & Covert, LLP, since 2011.

Current Consideration:

Services will be provided July 1, 2017, through June 30, 2019, on an as-needed basis. This agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

The cost of the two-year agreement is not to exceed \$350,000. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT NNN]**

12.38 **2016-17 Williams Settlement Legislation Review Report**

Background Information:

The Orange County Department of Education (OCDE) conducts a bi-annual review of decile 1-3 schools based on the 2012 Academic Performance Index and school sites participating in the Quality Education Investment Act (QEIA) program to ensure compliance with Williams Settlement Legislation requirements. This process is conducted in addition to the District's submission of Williams Uniform Complaints reports, which summarize all complaints relative to adequate textbooks and instructional materials, teacher vacancies or misassignments, facilities conditions, intensive instruction, as well as services for students who have not passed the California High School Exit Examination (CAHSEE) by the end of the 12<sup>th</sup> grade.

Current Consideration:

According to Education Code Section 1240(2)(H), the findings of the review by OCDE must be publically shared with the Board of Trustees. The report, as provided, indicates any deficiencies during January 2017, February 2017, and March 2017, which were reported to school administrators for remediation.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees accept the report as submitted.

**[EXHIBIT OOO]**

12.39 **Agreement, Healthy Adventures**

Background Information:

The Well Done! Wellness Program assists employees and their families by providing programs and services that support healthy choices at home and in the workplace. Healthy Adventures Foundation is a non-profit organization that provides wellness programming for companies, specifically with non-profit, education, and government organizations in Southern California. Healthy Adventures provides highly skilled staff with verified experience and expertise to support program implementation, as well as create a more robust offering of services to employees, thereby increasing opportunities for employees to make healthier choices. Additionally, partnering with Healthy Adventures relieves the District of liability in selecting individual instructors and service providers.

Current Consideration:

Healthy Adventures Foundation services include biometrics screenings, health coaching, online portal for wellness initiatives and wellness challenges, as well as staffing for onsite fitness classes, healthy cooking workshops, other onsite workshops and/or seminars, as well as wellness program consulting. Services will be provided July 1, 2017, through July 1, 2018.

Budget Implication:

The total cost is not to exceed \$52,250. (Wellness Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement. **[EXHIBIT PPP]**

12.40 **Certificated Personnel Report**

Staff Recommendation:

It is recommended that the Board of Trustees approve/ratify the report as submitted.

**[EXHIBIT QQQ]**

12.41 **Classified Personnel Report**

Staff Recommendation:

It is recommended that the Board of Trustees approve/ratify the report as submitted.

**[EXHIBIT RRR]**

## **SUPERINTENDENT'S OFFICE**

### **12.42 California School Boards Association (CSBA) Membership**

#### Background Information:

CSBA is the nonprofit education association representing the elected officials who govern public school districts and county offices of education. A membership-driven organization, CSBA provides policy resources and training to members, as well as represents the state-wide interests of public education through legal, political legislative, community, and media advocacy. The cost is based on the total revenue figures for the District as reported to the California Department of Education.

#### Current Consideration:

CSBA membership benefits include policy analysis and services, leadership development, and education advocacy.

#### Budget Implication:

The cost of membership for the 2017-18 year is not to exceed \$18,795. For the 2016-17 year, the Board approved the CSBA membership at a cost not to exceed \$17,610. (General Funds)

#### Staff Recommendation:

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

### **12.43 California School Boards Association (CSBA), GAMUT Online Policy Services**

#### Background Information:

The District is a member of CSBA and receives many benefits of membership. CSBA also provides comprehensive guidance regarding school board policies, administrative regulations, by-laws, and procedures. The GAMUT online service provides access to and use of model policies that comply with all state and federal legal requirements. The model policies are continually updated as new laws or mandates are implemented.

#### Current Consideration:

GAMUT online provides access to all model CSBA policies, regulations, and bylaws for use by the District. This is a renewal of the subscription. Staff suggests that the Board approve renewing this subscription annually until such time that the Board determines the subscription is no longer necessary.

#### Budget Implication:

The total cost for the 2017-18 year is \$5,410. For the 2016-17 year, the total cost was \$5,410. The District shall pay the annual fee as set forth in the renewal notice provided by CSBA to the District. (General Funds)

#### Staff Recommendation:

It is recommended that the Board of Trustees approve the ongoing subscription to CSBA's GAMUT online service.



12.44 **California School Boards Association (CSBA) Annual Education Conference**

Background Information:

CSBA annual conference and trade show is CSBA's premier continuing education program, delivering practical solutions to help governance teams from districts and county offices improve student learning and achievement.

Current Consideration:

The California School Boards Association's Annual Conference and Trade Show 2017 will be held November 30, 2017, through December 2, 2017, in San Diego, California.

Budget Implication:

The conference registration rates, per person, are as follows: early registration, \$495 (June 6-August 2); regular registration, \$510 (August 2-November 8); and late registration, \$675. The hotel rate is \$259, per night, for the Marriott Marquis San Diego Marina. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees discuss and/or approve payment for the Board members that request to attend the conference, with payment of their necessary expenses.

12.45 **Board of Trustees' Meeting Minutes**

12.45.1 April 13, 2017, Regular Meeting [EXHIBIT SSS]

12.45.2 May 9, 2017, Regular Meeting [EXHIBIT TTT]

12.45.3 May 16, 2017, Special Meeting [EXHIBIT UUU]

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 13, 2017, at 6:00 p.m.

Thursday, August 10  
Thursday, September 7  
Thursday, October 5

Thursday, November 2  
Thursday, December 7

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 12, 2017.*

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

**AUTHORIZATION OF APPROVAL OF VENDOR CLAIMS/ORDERS**

**RESOLUTION NO. 2016/17-B-24**

June 15, 2017

I, Katherine Smith, clerk of the Board of Trustees of the Anaheim Union High School District of Orange County, California, hereby certify that the said Board at a regular meeting thereof, held on the 15<sup>th</sup> day of June 2017, adopted by a majority vote of said Board, a resolution that the following named persons be authorized to approve vendor payments electronically, effective the 30<sup>th</sup> day of June 2017; and that all previous authorizations for approval are rescinded. This resolution further states that when the authorization is exercised, the claims and orders have been ordered paid by said Board, and have processed pursuant to the provisions of Education Code Sections 42630-34/85230-34.

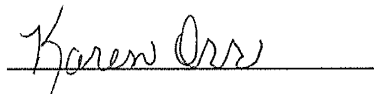
Name Types

Signature

Jeri Chinarian



Karen Orr



Jennifer Root



IN WITNESS WHEREOF, I have hereunto set my hand this 15<sup>th</sup> day of June 2017.

\_\_\_\_\_  
Katherine Smith  
Clerk, Board of Trustees

AYES:

NOES:

ABSTAIN:

ABSENT:

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

I, Michael B. Matsuda, 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 at the regular meeting thereof held on the 15<sup>th</sup> day of June 2017, 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 15<sup>th</sup> day of June 2017.

\_\_\_\_\_  
Michael B. Matsuda  
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. 2016/17-B-25**

June 15, 2017

On the motion of Trustee \_\_\_\_\_ and duly seconded and carried, the following resolution was adopted:

**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.

**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 a regular meeting of the Board of Trustees on June 15, 2017, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

I, Michael B. Matsuda, 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 15th day of June 2017, 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 15th day of June 2017.

\_\_\_\_\_  
Michael B. Matsuda  
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. 2016/17-B-25**

**June 15, 2017**

Schedule of Adjustments

<u>Budgetary Account Number</u>	<u>Income Source</u>	<u>Amount</u>
8010-8099	Local Control/Property Tax	\$ (752,564.00)
8100-8299	Federal Revenues	378,192.00
8300-8599	Other State Revenues	(377,019.00)
8600-8799	Other Local Revenues	151,732.00
8930-8979	Other Sources/Uses	-
	Increase (Decrease) to Revenue	<u>\$ (599,659.00)</u>
<u>Expenditure</u>		
1000-1999	Certificated Salaries	\$ (1,835,310.00)
2000-2999	Classified Salaries	(198,164.00)
3000-3999	Employee Benefits	260,638.00
4000-4999	Books and Supplies	(2,077,226.00)
5000-5999	Services, Other Operating	2,437,572.00
6000-6999	Capital Outlay	(1,857,608.00)
7100-7499	Other Outgo	(2,324,989.00)
7600-7629	Transfers In/Out	-
	Increase (Decrease) to Expenditures	<u>\$ (5,595,087.00)</u>
<u>Fund Balance Accounts</u>		
9712	Nonspendable Stores	\$ -
9713	Prepaid Expenditures	-
9740	Restricted	(338,664.00)
9780	Other Assignments	1,399,057.00
9789	Reserve for Economic Uncertainties	(167,852.00)
9790	Unappropriated Fund Balance	4,102,887.00
	Beginning Fund Balance Adjustment	-
	Increase (Decrease) to Fund Balance	<u>\$ 4,995,428.00</u>

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
FOR ADJUSTMENTS TO INCOME AND EXPENDITURES  
(VARIOUS FUNDS)**

**RESOLUTION NO. 2016/17-B-26**

June 15, 2017

On the motion of Trustee \_\_\_\_\_ duly seconded and carried, the following resolution was adopted:

**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 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 15, 2017, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

I, Michael B. Matsuda, 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 15th day of June 2017, 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 15th day of June 2017.

\_\_\_\_\_  
Michael B. Matsuda  
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. 2016/17-B-26**

**June 15, 2017**

Schedule of Adjustments

Object Code and Description	FUND DESCRIPTION						
	GO BOND 2014 SERIES 2015	CAPITAL FACILITIES	CAPITAL FACILITIES AGENCY RDA	COUNTY SCHOOL FACILITIES	SPECIAL RESERVE FUND 2017 COP	SELF-INSURANCE WORKERS COMP FUND	
8000 - ALL REVENUE SOURCES	\$ 35,000.00	\$ 489,260.00	\$ 20,390.00	\$ -	\$ 851,740.00	\$ -	\$ (29,430.00)
1000 - CERTIFICATED SALARIES							
2000 - CLASSIFIED SALARIES							
3000 - EMPLOYEE BENEFITS							
4000 - BOOKS AND SUPPLIES	(2,216,900.00)						
5000 - SVCS & OTHER OPER EXP	2,100.00	(9,590.00)	(2,170.00)		725,272.00		(6,920.00)
6000 - CAPITAL OUTLAY	(20,072,157.00)	-	(3,689,823.00)	(261,000.00)	5,622,933.00		-
7000 - OTHER OUTGO	-	-	-	-	-	-	-
INCREASE (DECREASE) TO EXPENDITURES	(22,286,957.00)	(9,590.00)	(3,691,993.00)	(261,000.00)	6,348,205.00		(6,920.00)
FUND BALANCE INCREASE (DECREASE)	\$ 22,321,957.00	\$ 498,850.00	\$ 3,712,383.00	\$ 261,000.00	\$ (5,496,465.00)	\$ -	\$ (22,510.00)



**EXHIBIT D**  
**2017-2018**  
**Proposed Budget,**  
**is included as a**  
**separate**  
**attachment.**

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

EXHIBIT E

**EDUCATION PROTECTION ACCOUNT 2017-2018**

**RESOLUTION NO. 2016/17-B-27**

On the motion of Trustee \_\_\_\_\_ and duly seconded and carried, the following resolution was adopted.

**WHEREAS**, the voters approved Proposition 30 on November 6, 2012; and

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

**WHEREAS**, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and

**WHEREAS**, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year; and

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts; and

**WHEREAS**, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government; and

**WHEREAS**, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

**WHEREAS**, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board; and

**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and

**WHEREAS**, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

**NOW, THEREFORE, IT IS HEREBY RESOLVED:**

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Anaheim Union High School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Anaheim Union High School District has determined to spend the monies received from the Education Protection Act as attached.

**PASSED AND ADOPTED** by the Board of Trustees of the Anaheim Union High School District, County of Orange, State of California, this 15<sup>th</sup> day of June 2017, by a roll call vote.

AYES:

NOES:

ABSTAIN:

ABSENT:

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

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and the 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 15<sup>th</sup> day of June 2017, 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 15<sup>th</sup> day of June 2017.

\_\_\_\_\_  
Michael B. Matsuda  
Superintendent and  
Secretary to the Board of Trustees

Anaheim Union High School District  
2017-18 Education Protection Account  
Program by Resource Report  
Expenditures by Function - Detail

Estimated Expenditures through: June 30, 2018  
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Local Control Funding	8010-8099	42,030,085.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>42,030,085.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	42,030,085.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>42,030,085.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

Appendix C: AUHSD 2017-18 Local Control and Accountability Plan (LCAP) Stakeholder Engagement Planning Tool

Appendix D: AUHSD 2017-18 First Best Instruction Placemat

Appendix E: AUHSD Data Summary

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Anaheim Union High School District

Contact  
Name and  
Title

Manuel Colon, Chief Academic  
Officer

Email  
and  
Phone

[colon\\_m@auhsd.us](mailto:colon_m@auhsd.us)  
714-999-3575

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

#### General Information

The Anaheim Union High School District (AUHSD), founded in 1898, is an urban secondary school district, and has a student population of approximately 31,000. 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, attend 20 campuses, and come to us from five feeder-elementary districts. Seventy-one percent of AUHSD students are low-income, as indicated by participation in the National School Lunch Program, and 20.7% are English learners (EL). The demographic profile also indicates the following regarding student subgroups: 66.2% Hispanic, 12.8% Asian, 10.7% White, 4.1% Filipino, 2.4% African-American, 2.7% two or more races, 0.6% Pacific Islander, and 0.5% Native American. The AUHSD 2016 cohort graduation rate is 88.5%, as indicated on the California Longitudinal Pupil Achievement Data System (CALPADS) report. The State Accountability Transition Report indicates a 2015 three-year weighted average graduation rate of 88.7%.

The District is proud to have six California Distinguished Schools: Oxford Academy, which is also a National Blue Ribbon School; Cypress, Kennedy, and Western high schools; and Lexington and Walker junior high schools. Eight of the District's schools became Gold Ribbon Schools in 2015: Anaheim, Loara, and Savanna high schools, and Brookhurst, Dale, South, Sycamore, and Walker junior high schools. Five more of the District's schools became Gold Ribbon Schools in 2017: Cypress, Kennedy, and Western high schools, Lexington Junior High School, and Oxford Academy. Additionally, Savanna High School is a nationally recognized P-21 Exemplar School that emphasizes project-based learning, and John F. Kennedy High School offers an International Baccalaureate (IB) Diploma program.

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, Career Technical Education programs, and Visual and Performing Arts programs.

### **AUHSD Vision Statement**

The Anaheim Union High School District will graduate socially aware, civic-minded students who are college and career ready for the 21<sup>st</sup> century.

### **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, well-rounded educational program in a safe and nurturing learning environment that promotes:

- High academic achievement based on a strong foundation of knowledge and skills
- 21<sup>st</sup> century learning skills for students to act as problem solvers and critical thinkers
- Readiness for post-secondary education, career options, and civic and social responsibility

## **LCAP HIGHLIGHTS**

Identify and briefly summarize the key features of this year's LCAP.

The AUHSD Local Control and Accountability Plan (LCAP) is designed to meet the needs of all students, and in particular the unduplicated student population of low-income, English learners, and foster youth, which is 71% as indicated in the California School Dashboard report.

The District's vision and mission statements are aligned with the goals and actions of the District's LCAP; and, the LCAP is the product of extensive stakeholder engagement process that included many conversations with parents, teachers, students, classified staff, administrators, and community members. Responses from the engagement process, which included multiple forms of feedback including survey results, were evaluated and used to help guide any proposed changes to goals and actions from the previous year's LCAP.

The District's 2017-18 LCAP has three goals that remain the same as in the LCAP from the previous year, and they are listed below. The District's 2017-18 LCAP also contains 27 actions that were refined through the LCAP stakeholder engagement process. All LCAP actions were reviewed, and in many cases additional sub-actions were added. LCAP actions are listed in "Section 2: Goals, Actions, Expenditures, and Progress Indicators" of this document. They are broad statements, and each action contains many action-steps that are intended to lead to improved services for students. The action-steps, and/or action details, are not included in Section 2 of the LCAP. They are listed in Appendix C, the District's LCAP planning tool.

Hearing and understanding what our stakeholders value for our students is extremely important. Also extremely important are the actions and services that stakeholders feel need to be improved for underserved student populations. To that end, Appendix C lists explicit details for each LCAP Action.

### **2016-17LCAP Goals**

Goal 1: All students will demonstrate college and career readiness.

Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.

Goal 3: Provide and nurture a safe and positive school culture.

Through the stakeholder engagement process, needs, metrics, goals, and actions from the 2016-17 LCAP were reviewed. Then, relevant data, proposed priorities, and action steps were analyzed by stakeholder groups. The LCAP Steering Committee debriefed all information that was a product of the stakeholder engagement meetings, which helped to further refine LCAP actions.

To begin the revision process, stakeholders were asked to identify gaps in services, and then determine needs that were not addressed in the 2016-17 LCAP. They were also asked to record needs that were not met in the 2016-17 LCAP on a planning tool. The LCAP Steering Committee used the planning tool responses to help craft a needs assessment, and also to develop additional actions that could be added to the 2017-18 LCAP.

The stakeholder engagement process included a consensus building process, which resulted in the revision of existing LCAP actions, and the development of additional action-steps that are included in the 2017-18 LCAP.

The LCAP was presented to the Board of Trustees at a public hearing, which was held on June 8, 2017. Pending the outcome of the public hearing, the Board of Trustees is anticipated to formally adopt the District's 2017-18 LCAP at a public Board meeting, which will be held on June 15, 2017.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Highlights of the District's greatest progress are contained in bulleted actions below, and the District plans to build on the progress that has been achieved, by continuing to improve/increase the capacity of all actions/services listed in this section.

- a. Graduation rate for all students increased by 1.2%, from 87.3% in 2014-15 to 88.5% in 2015-16.
- b. There has been a 150% increase in computer devices since the inception of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP); and, many teachers are seamlessly infusing technology with 21<sup>st</sup> century learning strategies to provide all students with increased access to the curriculum, and also to promote good digital citizenship.
- c. In the 2016-17 year, 1,000 students earned the State Seal of Biliteracy. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.
- d. AVID Excel program has helped EL students achieve greater academic success, as well as new ELD curriculum/textbooks were piloted during the 2016-17 year.
- e. Summer options were expanded for English learners (EL) via the Summer Language Academy, which increased from 75 students in 2016 to 120 students enrolled in 2017.
- f. Anaheim Innovative Mentoring Experience (AIME) program has served more than 1,400 AUHSD students through a tiered mentoring program, which allows for a variety of business, and corporate and community partners to participate in making a difference in the lives of students. Students benefit from mentoring experiences that help them to prepare for the demands of college and career in an authentic environment. Students also make community and personal connections that can last a lifetime.
- g. Dual enrollment opportunities have been expanded to include an Ethnic Studies course through a partnership with North Orange County Community College District (NOCCCD)
- h. Career and Technical Education (CTE) pathways that result in industry certification have been expanded to include two new pathways: cyber-security and media-arts/film.
- i. Students' talents are being showcased through a variety of school and District science, technology, engineering, art, and mathematics (STEAM) events, including the District's Sustainability Showcase, and STEAM-a-Palooza (STEAM showcase).

## GREATEST PROGRESS



- j. Next Generation Science Standards (NGSS) taskforce is planning for the implementation of NGSS. Curriculum is being developed and piloted in 2017-18, and then implementation will occur during the 2018-19 year.
- k. Services to address students' social-emotional needs have been increased and improved through the hiring of additional social workers and providing Capturing Kids Hearts training/professional learning to teachers and staff. The District's crisis-response team has also been restructured.
- l. The District's Saturday Academy program was expanded to provide additional enrichment learning opportunities to more students, and also to support improved attendance results.
- m. Parent involvement/parent leadership capacity was expanded through Parent Leadership Academies, Parent Learning Walks, and Family and Community Engagement (FACE) Specialists.
- n. Meaningful two-way communication with parents was increased through Aeries Parent Portal and Blackboard Connect. (As of May 19, 2017: 11,001,576 voicemails were delivered to parents; 14,784,288 emails were delivered to parents; and 2,754 parents completed LCAP surveys.)
- o. More than 600 teachers participated in Reflective Learning Walks conducted at schools, where participants received embedded training/professional learning on First Best Instruction, and/or on strategies to enhance instructional practices and expand student access to the curriculum.
- p. More than 100 teachers received Civic Learning training/professional learning, and now the District has a cadre of trainer-of-trainers in civics and democracy.
- q. Special Education teachers participated in District-wide calibration for IEP development, and 15 Speech Language Pathologists were certified in augmentative-alternative communication, in order to increase Students With Disabilities' (SWD) access to the curriculum.
- r. Twenty-first century furniture was implemented in 223 classrooms, and another 141 classrooms are slated to receive 21<sup>st</sup> century furniture during the 2017-18 year.
- s. Measure H facilities projects that provide upgrades, beautification, and security fencing for District facilities continue to be completed. Most notably, during the 2016-17 year, has been the implementation of Katella High School's Drought Response Outreach Program for Schools (DROPS). The DROPS project and the makeover to Katella High School included a new entrance arch, outdoor learning spaces, shade structures, pavement, and extensive landscaping upgrades that included drought resistant native plants. Infrastructure upgrades included underground piping, electrical conduits, and the installation of large tanks to help replenish the underground water table. Students who take the Earth Science course at Katella High School, not only study Earth Science, but they have the opportunity to become docents for the DROPS project, and they provide educational tours for staff, parents, and community members.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**GREATEST NEEDS** →

The list below highlights some of the District's greatest challenges:

- a. Improving mathematics achievement results for all students, with an even greater emphasis on improving mathematics achievement results for EL and SWD subgroups.



- b. Improving English language arts (ELA) achievement results for all students, with an even greater emphasis on improving ELA achievement results for EL and SWD subgroups.
- c. Improving the A-G completion rate for all students, with an even greater emphasis on improving the A-G completion rate for EL and SWD subgroups.
- d. Refining systems to more efficiently monitor program effectiveness.
- e. Refining social and emotional/ behavioral support systems to reduce the disproportionate number/percentage of EL, African American, and SWD are suspended and/or expelled.

To address the following needs, the District is doing the following:

- a. Mathematics curriculum will be reviewed to determine how to make it more accessible for all students, and especially for EL and SWD subgroups. This includes training/professional learning for mathematics teachers that will occur during the 2017-18 year.
- b. ELA teachers will receive training/professional learning during the 2017-18 year, and continue to learn strategies intended to increase students' access to ELA curriculum.
- c. ELD curriculum was revised in the spring of 2017, which includes the adoption, purchase, and repurposing of ELD instructional materials. ELD teachers will receive training/professional learning in the summer of 2017 on implementation of the new ELD curriculum.
- d. In the spring of 2017, Superintendent, Assistant Superintendent of Educational Services, and selected Educational Services directors/coordinators met with the School Leadership Team (SLA) at each of the District's schools to examine the barriers to having an improved A-G completion rate, and what actions schools should implement in order to improve student achievement outcomes. These actions will be reflected in each school's 2017-18 Single Plan for Student Achievement (SPSA). The SPSAs are also aligned with the District's LCAP.
- e. The District is in the process of developing technological systems to engender more effective data-driven decision-making that will help support more effective/efficient program monitoring. The District will continue to develop these systems during the 2017-18 year.
- f. Teachers and staff will continue to receive training/professional learning on strategies to better address students social and emotional needs; and, the District's Student Support Services Department will continue to explore grant opportunities and community partnerships, in an effort to provide additional programs/resources to support students' mental health needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE GAPS** →

An analysis of District data indicates the following performance gaps (referenced in the California Dashboard Report, at <https://www.caschooldashboard.org/#/Home>):

- a. Graduation rates for EL and SWD subgroups are low as compared to other subgroups.
- b. Mathematics achievement results indicate performance gaps in mathematics for EL and SWD subgroups.
- c. EL, African American, and SWD subgroups have a disproportionate number/percentage of suspensions and expulsions.

To address the following performance gaps, the District is doing the following:

- a. The District will continue to improve services for EL and SWD in order to improve the graduation rates for these subgroups.
- b. As previously stated in the Greatest Needs section of the LCAP, the District is reviewing current adopted mathematics curriculum to determine how to make it more accessible for all students, and especially for EL and SWD. This includes training/professional learning for mathematics teachers that will occur during the 2017-18 year.
- c. As previously stated in the Greatest Needs section of the LCAP, teachers and staff will continue to receive training/professional learning on strategies to better address students' social and emotional needs. Additionally, the District's Student Support Services department will continue to expand/improve services, through grant opportunities and community partnerships to add additional programs/resources that support students' mental health needs.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The District will increase or improve services for low-income students, English learners, Foster Youth:

- a. Continue to ensure that English Learners (EL), McKinney-Vento, and Foster Youth receive appropriate mental-health and behavioral services, including school social-worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education.
- b. District and schools will refine placement and monitoring system for EL, including Newcomers and Long-Term English Learners (LTEL), and also will revise/refine EL curriculum.
- c. The District will provide additional opportunities for EL, McKinney-Vento, and Foster Youth to receive additional academic support to better support college and career readiness outcomes for these student subgroups.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$376,677,908

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$123,223,550

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Base funded expenditures that are not associated with English Learners, McKinney-Vento, Foster Youth, and Students With Disabilities subgroups are not included in this LCAP.

\$303,502,663

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

## Goal 1 All students will demonstrate college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

##### Priority 1: Basic

- 1) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed in all subject areas that they are teaching.
- 2) Increase to 100% the number of teachers who are appropriately assigned and fully-credentialed and/or fully-authorized for the pupils that they are instructing.
- 3) Provide sufficient access to standards-aligned instructional materials for all pupils, and maintain 100% compliance with Williams' instructional materials requirements.

##### Priority 2: Implementation of State Standards

- 1) Implement all current academic content and performance standards adopted by the State Board of Education, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."
- 2) The District's schools will increase the number of Capstone Projects, which utilize Performance Task Assessments. (Establish baseline data in 2016-17.)
- 3) Improve and/or expand programs and services that enable English Learners (EL) to access Common Core State Standards (CCSS) and English Language Development (ELD) standards to gain academic content knowledge and English language proficiency, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."

##### Priority 4: Pupil Achievement

- 1) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1%

#### ACTUAL

##### Priority 1: Basic

- 1) For all AUHSD teachers/all subject areas, 90.3% of teachers are appropriately assigned and 99.6% are fully-credentialed. Most of the missassignments have to do with core area teachers coaching one period of athletics, which is allowable per state education code section 44258.9.
- 2) For all AUHSD teachers/all subject areas, 90.3% of teachers are appropriately assigned and fully-credentialed and/or fully-authorized for the pupils that they are instructing. The current percentage of teachers who lack only English learner authorization is 0.3% (less than on-half of a percent)
- 3) Sufficient access to standards-aligned instructional materials for all pupils has been provided, and 100% compliance with Williams' instructional materials requirements have been maintained.

##### Priority 2: Implementation of State Standards

- 4) Implemented all current academic content and performance standards adopted by the State Board of Education, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."
- 5) The District maintained one established high school Capstone Project which utilized Performance Task Assessments, and increased the number of emerging Capstone Projects at three additional high schools.
- 6) Improved and/or expanded programs and services that enabled English Learners (EL) to access Common Core State Standards (CCSS) and English Language Development (ELD) standards to gain academic content knowledge and English language proficiency, as measured by pupil achievement results that are included in metrics listed under "Priority 4: Pupil Achievement."

##### Priority 4: Pupil Achievement

- 1) As a District, increased California Assessment of Student Performance and

- annually from 44% meeting or exceeding the standard in 2014-15 in English Language Arts to 45% in 2015-16. (meeting-30%, and exceeding-14%)
- 2) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually from 28% meeting or exceeding the standard in 2014-15 in mathematics to 29% in 2015-16. (meeting-16%, and exceeding-12%)
  - 3) As a District, we will increase the District-wide A-G completion rate by 1% annually, from 38.2% to 39.2%. (Most current A-G completion rate is from 2014-15.)
  - 4) As a District, we will increase the A-G completion rate for Low Income Pupils by 1% annually, from 33.7% to 34.7%. (Most current A-G completion rate for this subgroup is from 2014-15.)
  - 5) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually, from 2.6% to 3.6%. (Most current A-G completion rate for this subgroup is from 2013-14.)
  - 6) As a District, we will increase the District-wide graduation rate by 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16. (Most current grad rate is from 2014-15.)
  - 7) As a District, we will increase the graduation rate for English Learners by 1% annually, from 71.5% in 2014-15 to 72.5% in 2015-16.
  - 8) As a District, we will increase the graduation rate for Students With Disabilities (SWD) by 1% annually, from 65.1% in 2014-15 to 66.1% in 2015-16.
  - 9) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually, from 16.2% in 2014-15 to 16.7% in 2015-16. (Most current AP participation rate is from 2014-15.)
  - 10) As a District, we will increase Advanced Placement (AP) Exam pass rate, with a score of 3 or higher, by .5% annually, from 53.0% in 2014-15 to 53.5% in 2015-16. (Most current AP pass rate is from 2015-16.)
  - 11) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually, from 23% in 2014-15 to 24%, "Ready for College" in 2015-16.
  - 12) As a District, we will improve Early Assessment Program (EAP) Mathematics results by 1% annually, from 12% in 2014-15 to 13% "Ready for College" in 2015-16.
  - 13) As a District, we will increase the percentage of ELs making annual progress in learning English by 2.6% over two years, from 59.4% in 2013-14 to 62% in 2015-16, as defined by Annual Measurable Achievement Objective (AMAO) 1. (Most current CELDT data is from 2014-15.)
  - 14) As a District, we will increase the percentage of ELs who are enrolled less than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) by 1.6% over two years, from 28.4% in 2013-14 to 30% in 2015-16, as defined by AMAO 2.
  - 15) The District will increase the percentage of ELs reclassifying/re-designating to Fluent English Proficient, from 8% to 9%
  - 16) As a District, we will increase the percentage of ELs who are enrolled 5 years or more and who score "English Proficient" on the CELDT by 2.1% over two years, from 50.7% in 2013-14 to 52.8% in 2015-16, as defined by

- Progress (CAASPP) achievement test results by 3% from 44% meeting or exceeding the standard in 2014-15 in English Language Arts to 47% in 2015-16. (meeting-31%, and exceeding-16%)
- 2) As a District, increased California Assessment of Student Performance and Progress (CAASPP) achievement test results by 2% from 28% meeting or exceeding the standard in 2014-15 in mathematics to 30% in 2015-16. (meeting-17%, and exceeding-13%)
  - 3) As a District, the District-wide A-G completion rate decreased by 1.4%, from 38.2% in 2014-15 to 37.9% in 2015-16 (Most current A-G completion rate).
  - 4) As a District, increased the A-G completion rate for Low Income Pupils by .5%, from 33.7% in 2014-15 to 34.2% in 2015-16. (Most current A-G completion rate for this subgroup is from 2015-16.)
  - 5) As a District, increased the A-G completion rate for English Learners (EL) by 2%, from 2.6% in 2014-15 to 2.8% in 2015-16. (Most current A-G completion rate for this subgroup is from 2015-16.)
  - 6) As a District, increased the District-wide graduation rate by 1.2%, from 87.3% in 2014-15 to 88.5% in 2015-16. (Most current grad rate is from 2015-16.)
  - 7) As a District, increased the graduation rate for English Learners by 3%, from 76.0% in 2014-15 to 79.0% in 2015-16. (Most current grad rate is from 2015-16.)
  - 8) As a District, increased the graduation rate for Students with Disabilities (SWD) by 8.3%, from 65.1% in 2014-15 to 73.4% in 2015-16. (Most current grad rate is from 2015-16.)
  - 9) As a District, Advanced Placement (AP) participation rate was 15.1% in 2013-14, 16.2% in 2014-15, and 17.4% in 2015-16. An increase in participation more than 1% each year.
  - 10) As a District, increased Advanced Placement (AP) Exam pass rate, with a score of 3 or higher, by 1.8%, from 53.0% in 2014-15 to 54.8% in 2015-16.
  - 11) As a District, Early Assessment Program (EAP) ELA results, students "Ready for College," decreased by 1%, from 23% in 2014-15 to 22% in 2015-16.
  - 12) As a District, Early Assessment Program (EAP) Mathematics results, students "Ready for College," decreased by 2%, from 12% in 2014-15 to 10% in 2015-16.
  - 13) In 2015-16 the Title 3 AMAOs were discontinued by CDE. The interim replacement is the EL Progress and Proficiency Report. The interim report for 2015-16 shows 57.9% of ELs "making annual progress in learning English" according to California English Development Test (CELDT) scores.
  - 14) In 2015-16 the Title 3 AMAOs were discontinued by CDE. The interim replacement is the EL Progress and Proficiency Report. As a District, the interim report shows the percentage of ELs who are enrolled less than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) is 21.8% in 2015-16.
  - 15) The District increased the percentage of ELs reclassifying/re-designating to Fluent English Proficient, from 10.3% in 2014-15 to 10.4% in 2015-16 (the annual report used last year reported data in October, instead of March).
  - 16) In 2015-16 the Title 3 AMAOs were discontinued by CDE. The interim replacement is the EL Progress and Proficiency Report. As a District, the interim report shows the percentage of ELs who are enrolled more than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) is 49.3% in 2015-16.

AMAO 2.

**Priority 7 and 8: Course Access and Other Pupil Outcomes**

- 1) As a District, we will provide increased opportunities for students to participate in broad courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages, and analyze pupil outcomes related to enrollment in broader courses of study. (Continue to establish baseline data in 2016-17.)
- 2) As a District, we will improve and/or expand programs and services developed and provided to unduplicated pupils. (Continue to establish baseline data in 2016-17.)
- 3) As a District, we will improve and/or expand programs and services developed and provided to Students With Disabilities (SWD). (Continue to establish baseline data in 2016-17.)

**Priority 7 and 8: Course Access and Other Pupil Outcomes**

- 1) In 2015-16, the District provided increased opportunities for students to participate in broad courses of study: 62% of all students enrolled in Visual and Performing Arts (VAPA), 37% of high school students enrolled in Career Technical Education (CTE), and 40.6% of all students enrolled in World Languages. Baseline data will continue to be established in 2016-17 for Science, Technology, Engineering, Arts, and Mathematics (STEAM) enrollment.
- 2) The District improved and/or expanded programs and services developed and provided to unduplicated pupils, including additional translators and the Summer Language Academy for English Learners.
- 3) The District improved and/or expanded programs and services developed and provided to Students with Disabilities (SWD) in 2015-16, including 1 Autism Focus class, 1 Adult Transition Program, 1 Moderate to Severe and 3 Mild Moderate classes.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1.1**

PLANNED	ACTUAL
<p>1.1. The District will continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21<sup>st</sup> century learning experiences to all students.</p> <ul style="list-style-type: none"> <li>• Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts.</li> <li>○ Through the District's negotiations process, all staff received a three percent raise, and a 10% increase to stipends in 2015-16: \$8.5 million annually (Local Control Funding Formula [LCFF]).</li> <li>• Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$1 million annually (LCFF).</li> <li>• Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF).</li> <li>• Continue to support 18 full-time equivalent (FTE) Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF).</li> <li>• Continue to support 5.5 FTE curriculum specialists with a focus on students with disabilities and English Learners and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III,</li> </ul>	<p>1.1. The District continued to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provided first, best instruction and/or 21<sup>st</sup> century learning experiences to all students.</p> <ul style="list-style-type: none"> <li>• Continued to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts.</li> <li>○ Through the District's negotiations process, all staff received a three percent raise, and a 10% increase to stipends in 2015-16, which was maintained in 2016-17: \$8.5 million (Local Control Funding Formula [LCFF]).</li> <li>• Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Add .5 FTE additional teacher to all schools in 2016-17: \$1 million (LCFF). A District budget shortfall prevented this action-step from being implemented.</li> <li>• In 2016-17, the District continued to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million (LCFF).</li> <li>• In 2016-17, the District continued to support 18 full-time equivalent (FTE) Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million (Title I, Title II, and LCFF).</li> <li>• In 2016-17, the District continued to support 5.5 FTE curriculum specialists with a focus on students with disabilities and English Learners and/or instructional coaches: \$695,000 for salaries and</li> </ul>

- and LCFF).
- Continue to support 19 FTE tech coaches added in 2015-16: approximately \$625,000 annually for 1 release period per tech coach (site funds).
- Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II])
- Continue to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staff's capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards, including ELD standards: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds).
  - Refine plan, with appropriate timelines, for all teachers to meet state mandated credentialing requirements, and also provide opportunities and support for teachers to complete this work outside of the school day and/or school year: costs are included in District Professional Learning Plan.
  - Provide training/professional learning that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan.
  - Provide training/professional learning on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (LTEL).
- Develop and implement professional learning monitoring system to track professional learning participation and costs:
  - Implement GoSignMeUp registration software: \$8,500 annually, starting in 2016-17 (Title II).
  - Provide for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, and testing assistants. (Part of District Professional Learning Plan already referenced.)

**BUDGETED**

- Through the District's negotiations process, all staff received a three percent raise, and a 10% increase to stipends in 2015-16: \$8.5 million annually (LCFF).
- Add .5 FTE additional teacher to all schools in 2016-17: \$1 million annually (LCFF).
- Continue to support 1 FTE additional teacher per site that was added in 2015-16: \$1.85 million annually (LCFF).
- Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF).
- Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF).

**Expenditures**

- benefits (Title I, II, III, and LCFF).
- In 2016-17, the District continued to support 19 FTE tech coaches added in 2015-16: \$625,000 for 1 release period per tech coach (site funds).
- Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II])  
A District budget shortfall prevented this action-step from being implemented.
- In 2016-17, the District continued to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staff's capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards, including ELD standards: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds).
  - Refined plan, with appropriate timelines, for all teachers to meet state mandated credentialing requirements, and also provide opportunities and support for teachers to complete this work outside of the school day and/or school year: costs are included in District Professional Learning Plan.
  - Provided training/professional learning that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan.
  - Provided training/professional learning on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (LTEL).
- In 2016-17, the District developed and implemented professional learning monitoring system to track professional learning participation and costs:
  - Implemented GoSignMeUp registration software: \$8,500 (Title II).
  - Provided for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, and testing assistants. (Part of District Professional Learning Plan already referenced.)

**ESTIMATED ACTUAL**

- Through the District's negotiations process, all staff received a three percent raise, and a 10% increase to stipends in 2015-16, which the District continued to support in 2016-17: \$8.5 million (LCFF).
- In 2016-17, the District continued to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million (LCFF).
- In 2016-17, the District continued to support 18 FTE Lesson Design Specialists: \$2.16 million for salaries and benefits (Title I, Title II, and LCFF).
- In 2016-17, the District continued to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 for salaries and benefits (Title I, II, III, and LCFF).
- In 2016-17, the District continued to support 19 FTE tech coaches added in 2015-16: base funded except for 1 release period for tech coach duties.

## Action 1.2

- Continue to support 19 FTE tech coaches added in 2015-16: base funded except for 1 release period for tech coach duties, which is \$625,000 annually for salaries and benefits (site funds).
- Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II])
- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds)
- Professional learning monitoring system: GoSignMeUp registration software: \$8,500 annually, starting in 2016-17 (Title II).

- which is \$625,000 for salaries and benefits (site funds).
- Math coach(es) not added in 2016-17 due to a budget shortfall.
- In 2016-17, the District continued to support the District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds).
- In 2016-17, the District developed and implemented professional learning monitoring system: GoSignMeUp registration software: \$8,500 (Title II).

### PLANNED

- 1.2. Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.
- Provide centralized training necessary for the implementation of all California State Standards, including ELD standards, and all other state adopted, standards-aligned lesson study models, which support close reading of complex text, using complex text in speech, and demonstrating competency with evidence-based writing. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
  - Continue to support teachers in the completion and/or refinement of all CCSS aligned units of study, Performance Task Assessments (PTA), and other lesson study models. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
  - Provide training/professional learning on strategies to develop skills that are part of the Framework for 21<sup>st</sup> Century Learning (aka P21 Framework) and non-cognitive skills. Among the skills included are critical thinking, creativity, communication, and collaboration, and character. In addition, provide civic learning across all content areas, with the expectation that what is learned in the classroom will apply to the larger community.
    - o Total training/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
    - o Continue to support 18 FTE Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF—duplicated amount from Action 1.1.).
    - o Continue to support 5.5 FTE curriculum specialists and/or

### ACTUAL

- 1.2. The District continued with its efforts to guarantee that instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.
- The District provided centralized training necessary for the implementation of all California State Standards, including ELD standards, and all other state adopted, standards-aligned lesson study models, which support close reading of complex text, using complex text in speech, and demonstrating competency with evidence-based writing. Costs are included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
  - The District continued to support teachers in the completion and/or refinement of all CCSS aligned units of study, Performance Task Assessments (PTA), and other lesson study models. Costs are included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
  - The District provided training/professional learning on strategies to develop skills that are part of the Framework for 21<sup>st</sup> Century Learning (aka P21 Framework) and non-cognitive skills. Among the skills included are critical thinking, creativity, communication, and collaboration, and character. In addition, provide civic learning across all content areas, with the expectation that what is learned in the classroom will apply to the larger community.
    - o Total training/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
    - o In 2016-17, the District continued to support 18 FTE Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million (Title I, Title II, and LCFF—duplicated amount from Action 1.1.).
    - o In 2016-17, the District continued to support 5.5 FTE curriculum

instructional coaches with a focus on students with disabilities and English Learners: \$695,000 annually (Title I, II, III, and LCFF—duplicated amount from Action 1.1.).

- o Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].)

- Continue implementation of Next Generation Science Standards (NGSS) in grades 7 and 9 in 2016-17, and in all science courses in 2017-18. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

- Through the library/media center, continue to develop a universal instructional model for incorporating student inquiry and research skills into units of study across all content areas, as well as service learning projects: No cost.

- Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social emotional) and cultural relevancy. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

specialists and/or instructional coaches with a focus on students with disabilities and English Learners: \$695,000 (Title I, II, III, and LCFF—duplicated amount from Action 1.1.).

- o Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) A District budget shortfall prevented this action-step from being implemented.

- In 2016-17, the District continued to investigate implementation of Next Generation Science Standards (NGSS). Task force was established to investigate best NGSS learning model. Implementation NGSS curriculum did not occur in 2016-17. However, a task force was created to determine which model of NGSS the District would adopt. Costs, although minimal, are included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.). The District piloted NGSS in grade 7 at 3 schools, and is still exploring model NGSS curriculum.

- In 2016-17, the District continued to develop a universal instructional model for school libraries/media centers, which incorporates student inquiry and research skills into units of study across all content areas, as well as service learning projects: No cost. The District librarian is exploring models of implementation.

- In 2016-17, the District provided ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social emotional) and cultural relevancy. Costs are included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

#### BUDGETED

- Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

- Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF—duplicated amount from Action 1.1.).

- Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

- Add math coach(es) in 2016-17 if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].)

#### ESTIMATED ACTUAL

- In 2016-17, the District continued to support the District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

- In 2016-17, the District continued to support 18 FTE Lesson Design Specialists: \$2.16 million for salaries and benefits (Title I, Title II, and LCFF—duplicated amount from Action 1.1.).

- In 2016-17, the District continued to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 for salaries and benefits (Title I, II, III, and LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

- The district did not add math coach(es) in 2016-17. A District budget shortfall prevented this action-step from being implemented.

#### Expenditures



PLANNED

- 1.3. In order to meet the learning needs of all students, each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.
- Purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks in accordance with current state adoption cycle.
    - Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19 (Lottery).
    - Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery).
    - Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery).
    - Adopt NGSS instructional materials in appropriate year: \$2 million in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds).
  - Continue to support each site library/media center by implementing a universal resource system that increases the literary resources for students and staff.
    - Adopt a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I).
    - Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Ebsco AP Source): \$65,000 annually (LCFF, Title I).
  - Continue to partner with our local public libraries to provide students and staff seamless access to online public resources (i.e. A [Library] Card for Every Student [ACES] program): No cost
  - Purchase technology to support 21<sup>st</sup> century instructional materials.
    - Continue to enhance technology infrastructure to support 21<sup>st</sup> century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 ((77%-E-Rate, 23% LCFF)
    - Develop policies and procedures for technology implementations that support 21<sup>st</sup> century learning.

Actions/Services

ACTUAL

- 1.3. The District provided each school with sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.
- In 2016-17, the District purchased and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks in accordance with current state adoption cycle.
    - In 2016-17, the District adopted/Purchased World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19 (Lottery).
    - In 2016-17, the District continued to purchase consumable math textbooks: \$350,000 (Lottery).
    - In 2016-17, the District purchased instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 (Lottery).
    - Adopt NGSS instructional materials in appropriate year: \$2 million in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds).
  - In 2016-17, the District continued to support each site library/media center by implementing a universal resource system that increases the literary resources for students and staff.
    - In 2016-17, the District purchased a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 (LCFF, Title I).
    - In 2016-17, the District increased the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Ebsco AP Source): \$65,000 (LCFF, Title I).
  - In 2016-17, the District continued to partner with our local public libraries to provide students and staff seamless access to online public resources (i.e. A [Library] Card for Every Student [ACES] program): No cost
  - In 2016-17, the District purchased technology to support 21<sup>st</sup> century instructional materials.
    - In 2016-17, the District continued to enhance technology infrastructure to support 21<sup>st</sup> century learning, which included increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 (77%-E-Rate, 23% LCFF). This project was completed.
    - In 2016-17, the District continued to develop policies and procedures

for technology implementations that support 21<sup>st</sup> century learning.

**BUDGETED**

- Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19 (Lottery).
- Continue to purchase consumable math textbooks in 2016-17, 2017-18, and 2018-19: \$350,000 annually (Lottery).
- Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery).
- Adopt a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 (LCFF, Title I).
- Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Ebsco AP Source): \$65,000 annually (Title I).
- Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF).

**Expenditures**

**ESTIMATED ACTUAL**

- In 2016-17, the District adopted/Purchased World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19 (Lottery).
- In 2016-17, the District continued to purchase consumable math textbooks: \$350,000 (Lottery).
- In 2016-17, the District purchased instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 (Lottery).
- In 2016-17, the District purchased a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 (LCFF, Title I).
- In 2016-17, the District increased the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Ebsco AP Source): \$65,000 (Title I).
- In 2016-17, the District continued to enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF).

**Action 1.4**

**PLANNED**

- 1.4 Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.
- Continue to purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning.
    - o Continue to support the regular replacement and growth of infrastructure and student and staff technology annually as long as funding is available: \$4.9 million (LCFF).
    - o Enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF –duplicated amount from Action 1.3.).
    - o Support the implementation and use of technology as part of an instructional model.
      - Continue to support 19 FTE tech coaches: \$625,000 annually for 1 release period per tech coach (site funds – duplicated amount from Action 1.1.).
      - Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000 (LCFF).
      - Add 1 FTE Network Manager to manage district network infrastructure in 2016-17: \$140,000 (LCFF–if funding becomes available).
  - o Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available.

Actions/Services

**ACTUAL**

- 1.4 Students and staff continued to have access to a broad range of sustainable technological resources that matched students' individual learning needs.
- Continued to purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning.
    - o In 2016-17, the District continued to support the regular replacement and growth of infrastructure and student and staff technology as long as funding is available: \$4.9 million (LCFF). District budget shortfall prevented this action from being fully implemented. The actual amount spent by school and District funds is closer to \$1 million.
    - o In 2016-17, the District continued to enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF– duplicated amount from Action 1.3.).
    - o In 2016-17, the District supported the implementation and use of technology as part of an instructional model.
      - In 2016-17, the District continued to support 19 FTE tech coaches: \$625,000 for 1 release period per tech coach (site funds –duplicated amount from Action 1.1.).
      - In 2016-17, the District continued to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000 (LCFF).
      - Add 1 FTE Network Manager to manage district network

infrastructure in 2016-17: \$140,000 (LCFF—if funding becomes available). A District budget shortfall prevented this action-step from being completed.

- o Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available. Increased access for these student subgroups is still being determined; however, "Snap" and other new programs were made available to SWD.

**BUDGETED**

- Continue to support the regular replacement and growth of infrastructure and student and staff technology annually as long as funding is available: \$4.9 million (LCFF).
- Enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF –duplicated amount from Action 1.3.).
- Continue to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is \$625,000 annually for salaries and benefits (site funds–duplicated amount from Action 1.1.).
- Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000. (LCFF).
- Add 1 FTE Network Manager to manage district network infrastructure in 2016-17: \$140,000 (LCFF—if funding becomes available).

**Expenditures**

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to support the regular replacement and growth of infrastructure and student and staff technology as long as funding is available: \$4.9 million (LCFF). District budget shortfall prevented this action from being fully implemented. The actual amount spent by school and District funds is closer to \$1 million.
- In 2016-17, the District continued to enhance technology infrastructure: \$600,000 in 2016-17 (77%-E-Rate, 23%-LCFF –duplicated amount from Action 1.3.).
- In 2016-17, the District continued to support 19 tech coaches: base funded except for 1 release period for tech coach duties, which is \$625,000 for salaries and benefits (site funds–duplicated amount from Action 1.1.).
- In 2016-17, the District continued to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$504,000 for salaries and benefits. (LCFF).

**1.5**

**Action**

**PLANNED**

- 1.5. Through First Best Instruction, which begins with intentional lesson design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.
- Professional Learning Community teams will inform instructional practice by sharing and discussing student work examples through guided protocols.
  - District Professional Learning Plan includes training on a broad range of assessments, such as formative assessment practices, performance task assessments, components of the District Writing Journey, project-based learning, and Capstone-like projects.
    - o Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.)
  - Continue to provide training on multiple sources of student data, including school climate, student performance, and summative assessments, to best inform instructional practice.
    - o Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000

**Actions/Services**

**ACTUAL**

- 1.5. Through First Best Instruction, which begins with intentional lesson design, teachers used multiple forms of monitoring of student progress to determine appropriate interventions, as needed.
- In 2016-17, Professional Learning Community teams continued to inform instructional practice by sharing and discussing student work examples through guided protocols.
  - In 2016-17, the District provided training on a broad range of assessments, such as formative assessment practices, performance task assessments, components of the District Writing Journey, project-based learning, and Capstone-like projects.
    - o Costs are included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.)
  - In 2016-17, the District continued to provide training on multiple sources of student data, including school climate, student performance, and summative assessments, to best inform instructional practice.
    - o In 2016-17, the District continued to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician:

- o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF).
- o Continue to support Hanover Research as a partner to conduct analysis reports on district focus areas to inform decision-making (A-G Predictive Analysis, Best Practices in Capstone Projects, LCAP Survey; Analysis of Results, LCAP Survey; Reliability Analysis, Reflective Learning Walks Survey, etc.): \$40,500 in 2016-17 (Title I).
- o Continue training of staff on refinement of Individual Education Plans (IEP) and quarterly progress on goals and objectives. (Costs included in District Professional Learning Plan and site trainings.)
- o Continue to formally and regularly assess the educational strengths and needs of SWD, EL, McKinney-Vento, and Foster Youth students.

- o \$288,000 (LCFF).
- o In 2016-17, the District continued to support Hanover Research as a partner to conduct analysis reports on district focus areas to inform decision-making (A-G Predictive Analysis, Best Practices in Capstone Projects, LCAP Survey; Analysis of Results, LCAP Survey; Reliability Analysis, Reflective Learning Walks Survey, etc.): \$40,500 in 2016-17 (Title I).
- o In 2016-17, the District continued training of staff on refinement of Individual Education Plans (IEP) and quarterly progress on goals and objectives. (Costs included in District Professional Learning Plan and site trainings.)
- o In 2016-17, the District continued to formally and regularly assess the educational strengths and needs of SWD, EL, McKinney-Vento, and Foster Youth students.

**BUDGETED**

- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.)
- Continue to support 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF)
- Continue to support 1 FTE Research/Data Analyst (Program Administrator) \$113,000 (LCFF)
- Continue to partner with Hanover Research consultant \$40,500 (Title I).

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to support the District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.)
- In 2016-17, the District continued to support 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 for salaries and benefits (LCFF)
- In 2016-17, the District continued to support 1 FTE Research/Data Analyst (Program Administrator): \$113,000 for salary and benefits (LCFF)
- In 2016-17, the District continued to partner with Hanover Research consultant: \$40,500 (Title I).

Expenditures

Action 1.6

Action

**PLANNED**

- 1.6. Each school will implement scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.
- o Refine school scheduling structures and/or provide scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), civic learning, and World Languages.
  - o Utilize a variety of resources including Regional Occupational Program (ROP), grants (such as the California Democracy Grant), and community partnerships to expand STEAM, VAPA, CTE, civic learning, and World Languages course offerings.
    - Maintain supplementary support for CTE pathways: \$635,000 annually (Perkins).

**ACTUAL**

- 1.6. Each school implemented scheduling structures and adjusted course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.
- o Schools continued to refine scheduling structures and/or provide scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), civic learning, and World Languages.
  - o Schools utilized a variety of resources including Regional Occupational Program (ROP), grants (such as the California Democracy Grant), and community partnerships to expand STEAM, VAPA, CTE, civic learning, and World Languages course offerings.
    - In 2016-17, the District maintained supplementary support for CTE pathways: \$635,000 (Perkins).

Actions/Services

- o District provides additional resources and training/professional learning to support broader courses of study: \$50,000 annually (LCFF).
- Develop a Special Education Models Task Force to address the continuum of classes and services for SWDs (District Professional Learning Plan).
- Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students.
- Continue to support funding for academic supports/remediation, transportation, and costs/fees for extracurricular programs (including sports) for SWD, EL, McKinney-Vento, and Foster Youth students:
  - o Intramural sports for grades 7 and 8: \$89,000 (LCFF).
  - o Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF).

**BUDGETED**

- Supplementary support for CTE pathways: \$635,000 annually (Perkins).
- Additional resources and training/professional learning to support broader courses of study: \$50,000 annually (LCFF).
- Intramural sports for grades 7-8: \$89,000 annually (LCFF).
- Transportation for McKinney-Vento, and Foster Youth students: \$40,000 annually (Title I, LCFF).

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to provide supplementary support for CTE pathways: \$635,000 (Perkins).
- In 2016-17, the District continued to provide additional resources and training/professional learning to support broader courses of study: \$50,000 (LCFF).
- In 2016-17, the District continued to provide Intramural sports for grades 7-8: \$89,000 (LCFF).
- In 2016-17, the District continued to provide Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF).

- o In 2016-17, the District provided additional resources and training/professional learning to support broader courses of study: \$50,000 (LCFF).
- In 2016-17, Special Education Models Task Force was developed to address the continuum of classes and services for SWDs (District Professional Learning Plan).
- In 2016-17, the District continued to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students.
- In 2016-17, the District continued to support funding for academic supports/remediation, transportation, and costs/fees for extracurricular programs (including sports) for SWD, EL, McKinney-Vento, and Foster Youth students:
  - o Intramural sports for grades 7 and 8: \$89,000 (LCFF).
  - o Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF).

Action **1.7**

Action

Actions/Services

**PLANNED**

- 1.7. District and schools will continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.
- Provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed.
    - o AP training/professional learning for teachers in 2016-17: \$25,000 annually (site Title I, site Title II, and site LCFF).
  - Provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses.
    - o District Professional Learning Plan includes training on strategies to develop college-readiness skills that students will need for the successful completion of A-G courses: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
  - Schools provide each student with an individualized six-year,

**ACTUAL**

- 1.7. District and schools continued to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.
- In 2016-17, the District continued to provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed.
    - o The District provided AP training/professional learning for teachers in 2016-17: \$25,000 (site Title I, site Title II, and site LCFF).
  - In 2016-17, the District provided teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses.
    - o District Professional Learning Plan included training on strategies to develop college-readiness skills that students will need for the successful completion of A-G courses: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount

- student academic plan that is college and career aligned.
- Add counselors to decrease student to counselor ratio.
    - Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF).
    - Continue to support 4 FTE counselors added in 2015-16–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually (LCFF).
  - Add one counselor per high school site for new site college and career centers.
    - Add 10 FTE counselors in 2016-17, 2017-18, and in 2018-19 (add up to 5 FTE each year): \$1.24 million annually if funding becomes available (LCFF).
  - Provide A-G enrichment opportunities:
    - Continue to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): \$350,000 annually (Title I and LCFF).
    - Continue to support Summer Leadership Academy added in 2015-16: \$28,000 (LCFF).
  - Continue training in Universal Design for Learning and in co-teaching models to increase access to A-G classes for SWD, EL, McKinney-Vento, and Foster Youth students. (Costs included in District Professional Learning Plan referenced in 1.2.)
  - Provide multi-tiered systems of support (MTSS), aka Response to Intervention and Instruction (RtI<sup>2</sup>), support to students who are struggling in A-G courses.
    - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I).
  - Continue to ensure that all students, including McKinney-Vento, Foster Youth, and EL students are enrolled in appropriate academic programs provided by the District, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services.
  - Expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs.
    - 2016 AVID summer training: \$75,500 (LCFF, GEAR UP, Title II).
    - AVID Tutors: \$230,000 annually (Title I, LCFF-site funds).
    - PUENTE counselor and ancillary costs: \$180,000 annually (LCFF).

- from Action 1.1.).
- Schools provided each student with an individualized six-year, student academic plan that is college and career aligned. (All high school students develop an individualized four-year plan. Starting in 2016-17, 9<sup>th</sup>-grade students develop a 6-year plan.)
  - Add counselors to decrease student to counselor ratio.
    - In 2016-17, the District continued to support 2 FTE counselors added in 2014-15: \$268,000 (LCFF).
    - In 2016-17, the District continued to support 4 FTE counselors added in 2015-16–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 (LCFF).
  - Add one counselor per high school site for new site college and career centers.
    - Add 10 FTE counselors in 2016-17, 2017-18, and in 2018-19 (add up to 5 FTE each year): \$1.24 million if funding becomes available (LCFF). A District budget shortfall prevented this action-step from being implemented.
  - In 2016-17, the District provided A-G enrichment opportunities:
    - In 2016-17, the District continued to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): \$350,000 (Title I and LCFF).
    - In 2016-17, the District continued to support the Summer Leadership Academy added in 2015-16: \$28,000 (LCFF).
  - In 2016-17, the District continued to provide training in Universal Design for Learning and in co-teaching models to increase access to A-G classes for SWD, EL, McKinney-Vento, and Foster Youth students. (Costs are included in District Professional Learning Plan referenced in 1.2.)
  - In 2016-17, the District continued to provide multi-tiered systems of support (MTSS), aka Response to Intervention and Instruction (RtI<sup>2</sup>), support to students who are struggling in A-G courses.
    - In 2016-17, the District continued to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I).
  - In 2016-17, the District continued to ensure that all students, including McKinney-Vento, Foster Youth, and EL students are enrolled in appropriate academic programs provided by the District, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services.
  - In 2016-17, the District continued to expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs.
    - 2016 AVID summer training: \$75,500 (LCFF, GEAR UP, Title II).
    - AVID Tutors: \$230,000 (Title I, LCFF-site funds).
    - PUENTE counselor and ancillary costs: \$180,000 (LCFF).

#### BUDGETED

- AP training/professional learning for teachers in 2016-17: \$25,000 annually (site Title I, site Title II, and site LCFF).
- District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
- Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF).
- Continue to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF).
- Add 10 FTE counselors in 2016-17 and in 2017-18, and in 2018-19 (add up to 5 FTE each year): \$1.24 million if funding becomes available (LCFF).
- Continue to provide A-G enrichment opportunities such as enrichment summer school to focus on the development of academic skills, which was piloted in 2015-16: \$350,000 (Title I and LCFF).
- Continue to support Summer Leadership Academy added in 2015-16: \$28,000 (LCFF).
- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I).
  - 2016 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III).
  - AVID Tutors: \$230,000 annually (Title I, LCFF).
  - PUENTE counselor and ancillary costs: \$180,000 annually for salary, benefits, and ancillary costs (LCFF).

#### Expenditures

#### ESTIMATED ACTUAL

- In 2016-17, the District provided AP training/professional learning for teachers: \$25,000 (site Title I, site Title II, and site LCFF).
- In 2016-17, the District continued to support the District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
- In 2016-17, the District continued to support 2 FTE counselors added in 2014-15: \$268,000 for salaries and benefits (LCFF).
- In 2016-17, the District continued to support 4 FTE counselors added in 2015-16—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 for salaries and benefits (LCFF).
- In 2016-17, the District continued to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): \$350,000 (Title I and LCFF).
- In 2016-17, the District continued to support the Summer Leadership Academy added in 2015-16: \$28,000 (LCFF).
- In 2016-17, the District continued to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million for salaries and benefits (LCFF, Title I).
  - In 2016-17, the District continued to expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs
    - 2016 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III).
    - AVID Tutors: \$230,000 (Title I, LCFF).
    - PUENTE counselor and ancillary costs: \$180,000 for salary, benefits, and ancillary costs (LCFF).

## Action 1.8

#### PLANNED

- 1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.
- Continue to provide training/professional learning for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model.
    - o District Professional Learning Plan includes training on English Language Development (ELD) Standards, and English Language Arts (ELA)/English Language Development (ELD) Framework: \$750,000 (Title I, Title II, Title III, LCFF Educator Effectiveness Funds—duplicated amount from Action 1.1.).
  - Increase EL students' engagement in the learning process through expanded access to appropriate technological resources. (Technology costs referenced in Actions 1.2. and 1.3.)
  - Continue to support the language needs of EL students with disabilities through the IEP process, by providing linguistically appropriate goals and objectives: No cost.

#### ACTUAL

- 1.8. The District took actions to help support the improvement of the instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.
- In 2016-17, the District continued to provide training/professional learning for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model.
    - o District Professional Learning Plan includes training on English Language Development (ELD) Standards, and English Language Arts (ELA)/English Language Development (ELD) Framework: \$750,000 (Title I, Title II, Title III, LCFF Educator Effectiveness Funds—duplicated amount from Action 1.1.).
  - In 2016-17, the District took actions to help support EL students' increase engagement in the learning process through expanded access to appropriate technological resources. (Technology costs referenced in Actions 1.2. and 1.3.)

#### Actions/Services

- Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students.
- Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites.
  - Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.58 million annually (LCFF).
  - Continue to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million (LCFF and Title III).

- In 2016-17, the District continued to support the language needs of EL students with disabilities through the IEP process, by providing linguistically appropriate goals and objectives: No cost.
- In 2016-17, the District continued to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students.
- In 2016-17, the District continued to support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites.
  - In 2016-17, the District continued to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.58 million annually (LCFF).
  - In 2016-17, the District continued to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million (LCFF and Title III).

**BUDGETED**

- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).
- Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.58 million annually for salaries and benefits (LCFF).
- Continue to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million annually for salaries and benefits (LCFF and Title III).

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to support the District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).
- In 2016-17, the District continued to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.58 million for salaries and benefits (LCFF).
- In 2016-17, the District continued to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million for salaries and benefits (LCFF and Title III).

Expenditures

Action **1.9**

**PLANNED**

- 1.9. Expand college and career enrichment programs to promote biliteracy.
- Expand World Languages and Dual Language Academy programs.
    - Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available).
      - Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): \$551,000 annually (LCFF).
      - Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work (Title II).
      - Recognize students' attainment of biliteracy through pathway awards in 8<sup>th</sup> and 12<sup>th</sup> grade: \$7,500 annually. (Title II)
    - Support stipend that was negotiated for teachers with bilingual

**ACTUAL**

- 1.9. The District took actions to help support the expansion of college and career enrichment programs to promote biliteracy.
- Expanded World Languages and Dual Language Academy programs.
    - Recruited and hired additional World Languages and bilingual authorized teachers (as teaching positions become available).
      - In 2016-17, the District continued to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): \$551,000 annually (LCFF).
      - In 2016-17, the District continued to support teachers working on bilingual authorization: \$5,000 for release time to complete field work (Title III).
      - In 2016-17, the District continued to recognize students' attainment of biliteracy through pathway awards in 8<sup>th</sup> and 12<sup>th</sup> grade: \$7,500. (Title II)
    - In 2016-17, the District supported the stipend that was negotiated

Actions/Services



authorization. Thirty teachers have their bilingual authorization: \$68,000 (LCFF).

- o Increase World Languages and Dual Language Academy course offerings. Provide for appropriate instructional materials for students and professional learning for teachers: \$10,000 (site LCFF, site Title I).
- o Explore the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin.
- Expand high school peer-to-peer academic tutoring programs: minimal to no cost (site funds).
- Expand programs, such as the Advancement Via Individual Determination (AVID) Excel, which employ the use of one-to-one and small group academic tutoring by college students: \$30,000 annually for program, curriculum and resources (Title III).

for teachers with bilingual authorization. Currently, 30 of the District's teachers have their bilingual authorization: \$68,000 (LCFF).

- o In 2016-17, the District increased World Languages and Dual Language Academy course offerings, and provided appropriate instructional materials for students, and professional learning for teachers: \$10,000 (site LCFF, site Title I).
- o In 2016-17, the District explored the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin courses.
- The District took actions to help support the expansion of high school peer-to-peer academic tutoring programs: minimal to no cost (site funds).
- The District took actions to help support the expansion of programs, such as the Advancement Via Individual Determination (AVID) Excel, which employ the use of one-to-one and small group academic tutoring by college students: \$30,000 for program, curriculum and resources (Title III).

#### BUDGETED

- Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): \$551,000 annually for salaries and benefits (LCFF).
- Continue to support teachers working on bilingual authorization: \$5,000 annually for release time (Title III).
- Recognize students' attainment of biliteracy through pathway awards in 8<sup>th</sup> and 12<sup>th</sup> grade: \$7,500 annually (Title III).
- Support stipend that was negotiated for teachers with bilingual authorization: \$68,000 (LCFF).
- World Languages and Dual Language Academy instructional materials for students and professional learning for teachers: \$10,000 (site LCFF, site Title I).
- AVID Excel program, curriculum and resources: \$30,000 annually (Title III).

#### ESTIMATED ACTUAL

- In 2016-17, the District continued to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): \$551,000 for salaries and benefits (LCFF).
- In 2016-17, the District continued to support teachers working on bilingual authorization: \$5,000 for release time (Title III).
- In 2016-17, the District continued to recognize students' attainment of biliteracy through pathway awards in 8<sup>th</sup> and 12<sup>th</sup> grade: \$7,500 (Title III).
- In 2016-17, the District supported stipend that was negotiated for teachers with bilingual authorization: \$68,000 (LCFF).
- In 2016-17, the District purchased World Languages and Dual Language Academy instructional materials for students and professional learning for teachers: \$10,000 (site LCFF, site Title I).
- In 2016-17, the District continued to support AVID Excel program, curriculum and resources: \$30,000 (Title III).

### Expenditures

## Action 1.10

#### PLANNED

- 1.10. Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.
- Continue to support data-management systems that make student achievement indicators more accessible to school sites.

#### ACTUAL

- 1.10. The District took actions to help support the implementation of systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.
- In 2016-17, the District continued to support data-management systems that make student achievement indicators more accessible to school sites.

### Actions/Services

- Continue to refine a District-wide, comprehensive assessment system, which utilizes performance task based learning (including capstone-like projects), and summative assessments.
  - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7).
  - Continue to provide assessment training, and how to strategically determine student placement and guide student support. Cost included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.2).
  - Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 (Title I and LCFF—duplicated amount from Action 1.5).
  - Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF—duplicated amount from Action 1.5).
- Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2016-17: \$40,000 (Special Education Funds).
- Formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from 1.5)
- Promptly and regularly assess whether McKinney-Vento and Foster Youth students are eligible to graduate under Education Code 51225.1. This entitles McKinney-Vento and Foster Youth students who transfer between districts or fourth year of high school, and cannot meet local graduation requirements, to graduate, so long as they meet state graduation requirements. (No cost)
- Ensure that all students, including EL, McKinney-Vento and Foster Youth, are provided with challenging learning environments, and are also promptly assessed for, and provided appropriate special education or 504 accommodations. (No cost)

#### BUDGETED

- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I—duplicated amount from Action 1.7).
- Training cost included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).
- Continue to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 annually for salaries and benefits (Title I and LCFF—duplicated amount from Action 1.5).

#### Expenditures

- In 2016-17, the District continued to refine a District-wide, comprehensive assessment system, which utilizes performance task assessments, project based learning (including capstone-like projects), and summative assessments.
  - In 2016-17, the District continued to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7).
  - In 2016-17, the District continued to provide assessment training, and how to strategically determine student placement and guide student support. Cost included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.2).
  - In 2016-17, the District continued to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 (Title I and LCFF—duplicated amount from Action 1.5).
  - In 2016-17, the District continued to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF—duplicated amount from Action 1.5).
- In 2016-17, the District provided updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2016-17: \$40,000 (Special Education Funds).
- In 2016-17, the District continued to formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from 1.5)
- In 2016-17, the District continued to promptly and regularly assess whether McKinney-Vento and Foster Youth students are eligible to graduate under Education Code 51225.1. This entitles McKinney-Vento and Foster Youth students who transfer between districts or fourth year of high school, and cannot meet local graduation requirements, to graduate, so long as they meet state graduation requirements. (No cost)
- In 2016-17, the District continued to ensure that all students, including EL, McKinney-Vento and Foster Youth, are provided with challenging learning environments, and are also promptly assessed for, and provided appropriate special education or 504 accommodations. (No cost)

#### ESTIMATED ACTUAL

- In 2016-17, the District continued to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7).
- In 2016-17, the District continued to support the District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).
- In 2016-17, the District continued to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 for salaries and benefits (Title I and LCFF—duplicated amount from Action 1.5).

# Action 1.11

- Continue to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 (LCFF--duplicated amount from Action 1.5).
- Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2016-17: \$40,000 (Special Education Funds).

- In 2016-17, the District continued to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 for salary and benefits (LCFF--duplicated amount from Action 1.5).
- In 2016-17, the District purchased/provided updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2016-17: \$40,000 (Special Education Funds).

## PLANNED

- 1.11. Each school has implemented services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.
- Expand basic services/programs for students to remediate credit deficiencies, which includes the expansion of services and programs that support English Learners (EL), Foster Youth, and Low Income Pupils.
    - o All positions that support EL, Low Income Pupils, and Foster Youth, which are not part of the base fund: \$13.7 million (Title I, Title II, and LCFF).
    - o Support programs that help struggling students earn a high school diploma through targeted services, such as APEX Learning credit recovery program: \$180,000 annually (Title I and LCFF).
    - o Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually (LCFF).
    - o Continue to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): \$350,000 annually (Title I and LCFF--duplicated amount from Action 1.8).
    - Continue to ensure that EL, McKinney-Vento, and Foster Youth students receive appropriate mental-health and behavioral services, including school social-worker counseling, school-based mental-health services and in-school therapeutic education.
    - Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social emotional) and cultural relevancy (duplicated action from 1.2). Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1).

## ACTUAL

- 1.11. The District took actions to support each school's implementation of services/programs, and/or a multi-tiered system of supports (MTSS), which provided additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.
- The District continued to support services/programs for students to remediate credit deficiencies, which included the expansion of services and programs that support English Learners (EL), Foster Youth, and Low Income Pupils.
    - o In 2016-17, the District continued to support all positions that support EL, Low Income Pupils, and Foster Youth, which are not part of the base fund: \$13.7 million (Title I, Title II, and LCFF).
    - o In 2016-17, the District continued to support programs that help struggling students earn a high school diploma through targeted services, such as APEX Learning credit recovery program: \$180,000 (Title I and LCFF).
    - o In 2016-17, the District continued to support teacher supplemental hourly pay to support APEX after-school program: \$102,000 (LCFF).
    - o In 2016-17, the District continued to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): \$350,000 (Title I and LCFF--duplicated amount from Action 1.8).
    - In 2016-17, the District continued to ensure that EL, McKinney-Vento, and Foster Youth students receive appropriate mental-health and behavioral services, including school social-worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education.
    - In 2016-17, the District continued to provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social emotional) and cultural relevancy (duplicated action from 1.2). Costs are included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1).

## Actions/Services

**BUDGETED**

- All salaries and benefits that support EL, Low Income Pupils and Foster Youth which are not part of the base fund: \$13.7 million annually for salaries and benefits (Title I, Title III, and LCFF).
- APEX Learning credit recovery program: \$180,000 annually for salaries and benefits (Title I and LCFF).
- Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually for salaries and benefits (LCFF).
- Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF—duplicated amount from Action 1.8).
- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

**Expenditures**

**Action 1.12**

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to support all positions that support EL, Low Income Pupils, and Foster Youth, which are not part of the base fund: \$13.7 million for salaries and benefits (Title I, Title III, and LCFF).
- In 2016-17, the District continued to support APEX Learning credit recovery program: \$180,000 for salaries and benefits (Title I and LCFF).
- In 2016-17, the District continued to support teacher supplemental hourly pay to support APEX after-school program: \$102,000 for salaries and benefits (LCFF).
- In 2016-17, the District continued to support the summer ELA and math academic skill building program: \$350,000 (Title I and LCFF—duplicated amount from Action 1.8).
- In 2016-17, the District continued to support the District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

**PLANNED**

- 1.12 District and schools will refine placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (LTEL), and also will revise/refine the District's EL curriculum.
- Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: \$50,000 (Title I).
  - Support creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: \$15,000 (Title I).
  - Refine and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including Newcomer EL and LTEL students.
  - Provide adequate curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses.
    - o Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.).
    - o Professional Learning costs for EL staff are included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
  - Provide additional instructional support to ELs at the lower levels

**ACTUAL**

- 1.12. District and schools refined placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (LTEL), and worked on revising/refining the District's EL curriculum.
- In 2016-17, the District purchased a monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: \$50,000 (Title I).
  - Support creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: \$15,000 (Title I). A District budget shortfall prevented this action-step from being implemented.
  - In 2016-17, District staff worked to refine and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including Newcomer EL and LTEL students.
  - In 2016-17, District staff worked to provide/implement effective curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses.
    - o In 2016-17, the District continued to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million (LCFF—duplicated amount from Action 1.8.).
    - o Professional Learning costs for EL staff are included in District Professional Learning Plan, which the District continued to support in 2016-17: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

Actions/Services

- of proficiency, who are enrolled in heterogeneously-mixed content area classes (i.e. English, Math, Social Sciences, and Science).
- o Continue to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.44 million (LCFF, and Title III—duplicated amount from Action 1.8.).
- o Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.).
- o Continue to provide embedded LDS support to address instructional needs of EL students.
- o Hire/restore additional instructional assistants (Vietnamese, Korean, Arabic, Mandarin, and Spanish) to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I).
- o Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1.
- o Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1.
- o Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III).
- o Continue to provide extended learning and/or enrichment opportunities to EL students.
- o Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title II).

**BUDGETED**

- Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: Cost \$50,000 (Title I).
- Creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: \$15,000 (Title I).
- Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.).
- Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
- EL Services staff: \$1.44 million annually (LCFF, and Title III—duplicated amount from Action 1.8.).

**Expenditures**

- In 2016-17, the District provided additional instructional support to ELs at the lower levels of proficiency, who are enrolled in heterogeneously-mixed content area classes (i.e. English, Math, Social Sciences, and Science).
- o In 2016-17, the District continued to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.44 million (LCFF, and Title III—duplicated amount from Action 1.8.).
- o In 2016-17, the District continued to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.).
- o In 2016-17, the District continued to provide embedded LDS (aka Lesson Design Coach [LDC]) support to address instructional needs of EL students.
- o In 2016-17, the District hired/restored additional instructional assistants (Vietnamese, Korean, Arabic, Mandarin, and Spanish) to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I). District budget shortfall prevented this action from being fully implemented.
- o Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1. A District budget shortfall prevented this action-step from being implemented.
- o In 2016-17, the District provided training for instructional assistants and teachers on best practices: costs are included in District Professional Learning Plan referenced in Action 1.1.
- o In 2016-17, the District provided additional primary language supplemental instructional materials to students/teachers: \$10,000 (Title II).
- o In 2016-17, the District continued to provide extended learning and/or enrichment opportunities to EL students.
- o In 2016-17, the District continued to support the intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$53,000 (Title III).

**ESTIMATED ACTUAL**

- In 2016-17, the District purchased a monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: Cost \$50,000 (Title I).
- In 2016-17, the District continued to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million (LCFF—duplicated amount from Action 1.8.).
- In 2016-17, the District continued to support professional Learning costs for EL staff, which are included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
- In 2016-17, the District continued to support positions that provided services to ELs, including EL Support Services staffing needs: \$1.44 million (LCFF, and Title III—duplicated amount from Action 1.8.).
- In 2016-17, the District continued to support 18 FTE MTSS Specialists

## Action 1.13

- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I—duplicated amount from Action 1.7.).
- Hire/restore additional instructional assistants to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I).
- Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1.
- Provide primary language resources to students/teachers: \$10,000 annually (Title III).
- Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).

- added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action 1.7.).
- Hire/restore additional instructional assistants to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I). A District budget shortfall prevented this action-step from being fully implemented.
- In 2016-17, the District provided additional primary language supplemental instructional materials to students/teachers: \$10,000 (Title III).
- In 2016-17, the District provided continued to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$53,000 (Title III).

### PLANNED

- 1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.
- Refine assessment and identification processes for SWD.
    - o Continue to support 2 FTE psychologists Added in 2015-16 in order for there to be a minimum of 1 dedicated psychologist at each school site: \$278,000 annually (Medi-Cal and LCFF)
    - o Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs: \$40,000 (Special Education Funds—duplicated amount from Action 1.10.)
  - Refine curriculum, and provide training and coaching in accommodations and modifications in the general education classroom, in order to provide SWD equal access to the core curriculum and to current state adopted standards, including Common Core State Standards (CCSS).
    - o Continue to support current positions that provide services to SWDs: \$56.24 million annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).
      - o Add 1 FTE Curriculum Specialist in 2016-17 to provide curriculum development, and modifications and accommodations and accommodations training: \$120,000 annually if funding becomes available (LCFF).
      - o Provide training/professional learning for special education and general education teachers, including coaching and support in inclusion strategies and Universal Design for Learning. Cost included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

### ACTUAL

- 1.13. In 2016-17, the District improved services for Students With Disabilities (SWD) and expanded SWD access to the core curriculum.
- Refined assessment and identification processes for SWD.
    - o In 2016-17, the District continued to support 2 FTE psychologists Added in 2015-16 in order for there to be a minimum of 1 dedicated psychologist at each school site: \$278,000 (Medi-Cal and LCFF)
    - o In 2016-17, the District purchased/provided updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs: \$40,000 (Special Education Funds—duplicated amount from Action 1.10.)
  - Refined curriculum, and provided training and coaching in accommodations and modifications in the general education classroom, in order to provide SWD equal access to the core curriculum and to current state adopted standards, including Common Core State Standards (CCSS).
    - o In 2016-17, the District continued to support current positions that provide services to SWDs: \$56.24 million (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).
      - o Add 1 FTE Curriculum Specialist in 2016-17 to provide curriculum development, and modifications and accommodations training: \$120,000 if funding becomes available (LCFF). A District budget shortfall prevented this action-step from being implemented.
      - o In 2016-17, the District provided training/professional learning for special education and general education teachers, including coaching and support in inclusion strategies and Universal Design for Learning. Cost included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

### Actions/Services

- Increase support to address the literacy and language needs of SWD in both general education and special education classrooms.
  - Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1.
  - Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million annually (LCFF).
  - Add 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 if funding becomes available (LCFF).
  - Add 1 FTE Assistive Technology Specialist in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds)
  - Increase technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.)
  - Ensure that all students, including EL, McKinney-Vento and Foster Youth, are provided with challenging learning environments, and are also promptly assessed for, and provided appropriate special education or 504 accommodations. (Duplicated from Action 1.10.)

- Increased support to address the literacy and language needs of SWD in both general education and special education classrooms.
  - Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1. A District budget shortfall prevented this action-step from being implemented.
  - In 2016-17, the District continued to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million (LCFF).
  - In 2016-17, the District added 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits (LCFF).
  - In 2016-17, the District added 1 FTE Assistive Technology Specialist in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds)
  - In 2016-17, the District increased technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.) "Snap" and other new programs were made available to SWD.
  - In 2016-17, the District ensured that all students, including EL, McKinney-Vento and Foster Youth, are provided with challenging learning environments, and are also promptly assessed for, and provided appropriate special education or 504 accommodations. (Duplicated from Action 1.10.)

#### BUDGETED

- Continue to support 2 FTE psychologists: \$278,000 annually (Medi-Cal and LCFF)
- Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs: \$40,000 (Special Education Funds—duplicated amount from Action 1.10).
- Continue to support positions that provide services to SWDs: \$56.24 million annually for salaries and benefits (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).
- Add 1 FTE Curriculum Specialist in 2016-17: \$120,000 annually for salary and benefits if funding becomes available (LCFF).
- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).
- Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1.
- Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million annually for salaries and benefits (LCFF).
- Add 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF).

#### ESTIMATED ACTUAL

- In 2016-17, the District continued to support 2 FTE psychologists: \$278,000 (Medi-Cal and LCFF)
- In 2016-17, the District provided updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs: \$40,000 (Special Education Funds—duplicated amount from Action 1.10).
- In 2016-17, the District continued to support current positions that provide services to SWDs: \$56.24 million for salaries and benefits (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).
- In 2016-17, the District provided training/professional learning for special education and general education teachers. Cost included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).
- In 2016-17, the District continued to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million for salaries and benefits (LCFF).
- In 2016-17, the District added 1 FTE speech-language pathologist in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits (LCFF).
- In 2016-17, the District added 1 FTE Assistive Technology Specialist in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 for salary and benefits (Special Education Funds).

#### Expenditures

# Action 1.14

- Add 1 FTE Assistive Technology Specialist in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds).

## PLANNED

- 1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.
- Maintain current non-traditional instructional options, including APEX Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District.
    - o APEX Learning licenses for expanded program: \$167,000 annually (LCFF).
    - o Learning Management software for eLearning: \$150,000 annually (LCFF).
    - o Continue to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): \$350,000 annually (Title I and LCFF—duplicated amount from Action 1.7.).
    - o Investigate other credit recovery options for students who need accommodated or modified curriculum.
      - Pilot credit recovery program for 9<sup>th</sup>- and 10<sup>th</sup>-grade McKinney-Vento and Foster Youth students, second semester 2016-17: \$5,000 (Title I McKinney-Vento)
      - Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III funds; duplicated action from 1.12).
  - Continue to support Independent Learning Centers (ILC) at two schools: Maintain ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually (LCFF).

## Actions/Services

## ACTUAL

- 1.14. Each high school utilized APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.
- In 2016-17, the District maintained current non-traditional instructional options, including APEX Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District.
    - o In 2016-17, the District continued to support APEX Learning licenses for expanded program: \$167,000 (LCFF).
    - o In 2016-17, the District continued to support learning management software for eLearning: \$150,000 (LCFF).
    - o In 2016-17, the District continued to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): \$350,000 (Title I and LCFF—duplicated amount from Action 1.7.).
    - o In 2016-17, District staff continued to investigate other credit recovery options for students who need accommodated or modified curriculum.
      - In 2016-17, the District piloted a credit recovery program for 9<sup>th</sup>- and 10<sup>th</sup>-grade McKinney-Vento and Foster Youth students, second semester 2016-17: \$5,000 (Title I McKinney-Vento)
      - In 2016-17, the District continued to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$53,000 (Title III funds; duplicated action from 1.12).
  - In 2016-17, the District continued to support Independent Learning Centers (ILC) at two schools: Maintained ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million (LCFF).

## BUDGETED

- APEX Learning licenses for expanded program: \$167,000 annually (LCFF).
- Learning Management software for eLearning: \$150,000 annually (LCFF).
- Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF—duplicated amount from Action 1.7.).
- Pilot credit recovery program for 9<sup>th</sup>- and 10<sup>th</sup>-grade McKinney-Vento and

## ESTIMATED ACTUAL

- In 2016-17, the District continued to support APEX Learning licenses for expanded program: \$167,000 (LCFF).
- In 2016-17, the District continued to support learning management software for eLearning: \$150,000 (LCFF).
- In 2016-17, the District continued to support a summer ELA and math academic skill building program: \$350,000 (Title I and LCFF—duplicated amount from Action 1.7.).

## Expenditures



# Action 1.15

- Foster Youth students, second semester 2016-17: \$5,000 (Title I McKinney-Vento).
- Continue to support summer institute for EL students that was piloted in 2015-16: \$50,000 (Title III funds).
- ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually for salaries and benefits (LCFF).

- In 2016-17, the District piloted a credit recovery program for 9<sup>th</sup>- and 10<sup>th</sup>-grade McKinney-Vento and Foster Youth students, second semester 2016-17: \$5,000 (Title I McKinney-Vento).
- In 2016-17, the District continued to support summer institute for EL students that was piloted in 2015-16: \$53,000 (Title III funds).
- In 2016-17, the District continued to support Independent Learning Centers (ILC) at two schools: ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million for salaries and benefits (LCFF).

## PLANNED

1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.

- Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students.
  - Nurture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), and Chapman University, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and North Orange County Community College District (NOCCCD).
  - Continue to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities.
  - Expand mentoring and volunteering opportunities that are civic minded and support students completing the community-based service learning graduation requirement.
  - Increase work experience and internship opportunities.
  - Continue to provide District and site college and career fairs:
    - District College and Career Fair: \$25,000 (AUHSD Foundation, United Way Funds).
    - Site college/career fairs: \$10,000 (site funds).
  - Increase access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes.
  - Increase opportunities for dual enrollment with community colleges and universities.
  - Increase access to career inventories, e.g. Armed Services Vocational Aptitude Battery (ASVAB), or career interest inventory software such as California College Guidance Initiative (CCGI): \$58,000 (LCFF).
  - Continue to partner with North Orange County Regional Consortium (NOCRC) for Adult Education to implement

## ACTUAL

1.15. The District created post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.

- Strengthened and expanded community partnerships to provide robust post-secondary transition opportunities for students.
  - In 2016-17, the District nurtured existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), and Chapman University, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and North Orange County Community College District (NOCCCD).
  - In 2016-17, the District continued to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities. In particular, the Anaheim Collaborative worked on the development of the Anaheim Union Educational Pledge, which is intended to guarantee admission to CSUF and UCI for District students who meet A-G admissions requirements, and are graduates of the District's high schools.
  - In 2016-17, the District expanded mentoring and volunteering opportunities that are civic minded and support students' completion of the community-based service learning graduation requirement.
  - In 2016-17, the District increased work experience and internship opportunities through the District's via the Anaheim Innovative Mentoring Experience (AIME) program.
  - In 2016-17, the District continued to provide District and site college and career fairs:
    - District College and Career Fair: \$25,000 (AUHSD Foundation, United Way Funds).
    - Site college/career fairs: \$10,000 (site funds).
  - In 2016-17, the District increased access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes.

## Actions/Services

- o approved strategies for adults in the community. (No fiscal impact to the District.)
- o Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 annually (Special Education Funds).
- o Develop partnerships with local colleges and universities to assist undocumented students in navigating the AB540 and Deferred Action for Childhood Arrivals (DACA) application process.
  - Increase awareness and opportunities for AB540 and DACA students.
  - Provide training and resources for school counselors to increase awareness and understanding of AB540 and DACA, so that they may inform and assist undocumented students who are ready to attend college/university.
- o Continue to establish and/or nurture mentorship opportunities for students with community partners.
  - Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually (LCFF).

- o In 2016-17, the District increased opportunities for dual enrollment with community colleges and universities. In particular, the District expanded Ethnic Studies course offerings (for dual credit) through NOCCCD.
- o In 2016-17, the District increased access to career inventories, e.g. Armed Services Vocational Aptitude Battery (ASVAB), or career interest inventory software such as California College Guidance Initiative (CCGI): \$58,000 (LCFF).
- o In 2016-17, the District continued to partner with North Orange County Regional Consortium (NOCRC) for Adult Education to implement approved strategies for adults in the community. (No fiscal impact to the District.)
- o In 2016-17, the District continued to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 (Special Education Funds).
- o In 2016-17, the District continued to develop partnerships with local colleges and universities to assist undocumented students in navigating the AB540 and Deferred Action for Childhood Arrivals (DACA) application process.
  - Increased awareness and opportunities for AB540 and DACA students.
  - Provided training and resources for school counselors to increase awareness and understanding of AB540 and DACA, so that they may inform and assist undocumented students who are ready to attend college/university.
- o In 2016-17, the District continued to establish and/or nurture mentorship opportunities for students with community partners.
  - Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 (LCFF).

**BUDGETED**

- District College and Career Fair: \$25,000 (AUHSD Foundation).
- Site college/career fairs: \$10,000 (site funds).
- California College Guidance Initiative (CCGI) software: \$58,000 (LCFF).
- Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 annually (Special Education Funds).
- Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually for salary and benefits (LCFF).

**Expenditures**

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to support the District College and Career Fair: \$25,000 (AUHSD Foundation).
- In 2016-17, the District schools continued to support site college/career fairs: \$10,000 (site funds).
- In 2016-17, the District purchased California College Guidance Initiative (CCGI) software: \$58,000 (LCFF).
- In 2016-17, the District continued to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 for salaries and benefits (Special Education Funds).
- In 2016-17, the District continued to support 1.5 FTE College and Career Community Partnership Coordinators: \$186,000 for salary and benefits (LCFF).

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Regarding the actions and services that were implemented to achieve Goal 1, which states "All students will demonstrate college and career readiness," the District has taken several measures to guarantee that all of the District's schools are taking steps to improve educational outcomes for students.

Some of these measures include: Professional Learning Communities (PLCs) at all District schools to address instructional practices, based on formative and summative assessment outcomes; Reflective Learning Walks at all of the District's schools; Single Plan for Student Achievement (SPSA) peer reviews and follow-up visits; sharing school-level and district-level data at principals' meetings; and, involving School Site Councils and District advisory committees, such as the District English Learners Advisory Committee (DELAC) and the Superintendent's Advisory Council, in the monitoring process. These measures have helped to better align educational practices with our LCAP, and strengthen the District's cohesiveness with reference to this work.

The District's First Best Instruction (FBI) Placemat was developed to articulate all aspects of how to best support all students and deliver a high quality educational experience. It is Appendix D of this document, and it has become a mantra of sorts for what we aspire to do for all students. It has also made it easier to share, with all stakeholders, the District's framework/process for supporting students, and implementing student centered classrooms. The FBI Placemat embraces the Framework for 21<sup>st</sup> Century Learning, and non-cognitive skills, which are a vital part of the system that supports student success. This document has become a reflection tool for nearly every District activity intended to improve student learning outcomes.

Reflective Learning Walks have become a very useful way for principals and teachers to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement. Reflective Learning Walks are often conducted generically by staff at individual schools. However, Reflective Learning Walks were expanded in 2016-17 to include staff from more than one school, and they have also become a very effective articulation tool for schools that share feeder patterns, as well as a useful reflection tool for teachers who teach like content areas.

The following highlights also detail some of the specific actions/services that were achieved respective to achieving the articulated Goal:

- a. Next Generation Science Standards (NGSS) task force was established in 2016-17, and is planning for the roll-out of NGSS. Curriculum is being developed/piloted in 2017-18, and then implementation will occur the following year.
- b. One-hundred-and-eight teachers received Civic Learning training, and now the District has a cadre of trainer-of-trainers in civics and democracy.
- c. Career and Technical Education (CTE) pathways that result in industry certification were showcased.
- d. Dual enrollment opportunities were expanded.

- e. The AVID Excel program has helped EL students achieve greater academic success, and the District piloted new ELD curriculum/textbooks in 2016-17.
- f. Expanded summer options for English learners (EL) via the summer language academy, which increased from 75 students in 2016 to 120 students in 2017.
- g. Anaheim Innovative Mentoring Experience (AIME) program has served over 1,400 AUHSD students through a unique tiered mentoring program which allows for a variety of potential business, corporate and community partners to participate in making a difference in the lives of students. Students benefit from mentoring experiences that help prepare them for the demands of college and career in an authentic environment, but also helps them make community and personal connections that can last a lifetime. Some of the District's community partners who participate in the AIME program, include: Kaiser, Anaheim White House, City of Anaheim, Modern Gourmet Foods, GEAR UP, and California State University, Fullerton (CSUF). The AIME program creates the framework to ensure that all of our students have intentional experiences to ensure college career readiness.
- h. The Anaheim Collaborative was established as a means to establish effective post-secondary partnerships. Among the post-secondary partners are: CSUF, University of California, Irvine (UCI), Fullerton Community college, Regional Occupational Program (ROP), the City of Anaheim, and many others. In 2016-17, the Anaheim Collaborative worked to develop an educational pledge to ensure that the District's students who complete A-G requirements for admission to UC/CSU and graduate from one of the District's high schools, will be guaranteed admission at CSUF or UCI.

Ultimately, the actions that the District has taken to expand/improve services for students to achieve the articulated goal have led to an increased graduation rates:

- As a District, increased the District-wide graduation rate by 1.2%, from 87.3% in 2014-15 to 88.5% in 2015-16. (Most current graduation rate is from 2015-16.) Projections as a District are not available.
- As a District, increased the graduation rate for English Learners by 3%, from 76.0% in 2014-15 to 79.0% in 2015-16. (Most current graduation rate is from 2015-16.)
- As a District, increased the graduation rate for Students with Disabilities (SWD) by 8.3%, from 65.1% in 2014-15 to 73.4% in 2015-16. (Most current graduation rate is from 2015-16.)

Based on the focus group feedback from the District's LCAP stakeholder engagement process, all actions in Goal 1 have been deemed important and effective, and actions in Goal 1 have improved services for students. However, there is still much work to be done to improve achievement outcomes in the following areas:

- a. Improve English language arts (ELA) assessment results, particularly for English Learners, Low-Income/Socioeconomically Disadvantaged, Students With Disabilities (SWD), African American, Hispanic, and Pacific Islander subgroups.
- b. Improve Mathematics assessment results, particularly for English Learners, Low-Income/Socioeconomically Disadvantaged, SWD, African American, Hispanic, Pacific Islander, and White subgroups.
- c. Improve A-G completion rates, particularly for English Learners, Low-Income/Socioeconomically Disadvantaged, and SWD subgroups.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Of the 15 actions included in Goal 1, all actions and services were implemented with the exception of:

- a. Did not hire additional instructional assistants for EL.
- b. Did not hire math coaches.
- c. Did not hire additional counselors for college and career center.
- d. Did not hire a curriculum specialist for Special Education.
- e. Did not adopt Next Generation Science Standards (NGSS) instructional materials.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures would be the total cost of the positions that were not added as a result of the District's budget shortfall, which is due to declining enrollment. Also, the District deferred the purchase of NGSS instructional materials, because work is still being completed to determine which NGSS model will be implemented (e.g. integrated vs. discipline specific).

In February of 2017, a thorough examination of the District's LCAP goals occurred as part of the District's LCAP stakeholder engagement process. Stakeholder consensus was reached, and the decision was made that the District's LCAP goals will remain the same in the 2017-18 LCAP. However, State Priority 5 was added to Goal 1, because State Priority 5 metrics include high school graduations rates, which are included as a metric in Goal 1. This is considered a modification.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**2016-17 LCAP Goals (also 2017-18 LCAP Goals)**

- Goal 1: All students will demonstrate college and career readiness.  
Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.  
Goal 3: Provide and nurture a safe and positive school culture.

Goal 1 will continue to have 15 actions in 2017-18. However, each of the actions has been refined through the 2017-18 stakeholder engagement process.

# Annual Update

LCAP Year Reviewed: 2016-17

## Goal 2

**Provide meaningful educational involvement opportunities for all parents to advocate for all students.**

State and/or Local Priorities Addressed by this goal: STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Priority 3: Parent Involvement**
- 1) Increase the number of parents completing parent learning walks by 1%, from 1% (315) in 2014-15 to 2% (630) in 2015-16.
  - 2) Monitor school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. (Continue to establish baseline data in 2016-17.) Disaggregate parent communication data by subgroups, such as EL, RFEF, Low Income Pupils, and Foster Youth.
  - 3) Each school will increase parent attendance at school functions and/or parent participation in programs for unduplicated pupils. (Continue to establish baseline data in 2016-17.)
  - 4) Each school will increase parent participation in programs for Students With Disabilities (SWD). Current data for SWD parents state via survey results that the percent positive parent involvement for SWD is 99.4%.
  - 5) Increase efforts to seek parent input in District decisions, and also to increase efforts to engage parents in the decision-making process at individual school sites.

#### ACTUAL

- Priority 3: Parent Involvement**
- 1) Increased the number of parents who completed parent learning walks from 1% (315) in 2014-15 to 2% (630) in 2015-16—most current data is from 2015-16.
  - 2) Monitored school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. 2016-17 parent communication data indicates the following as of May 19, 2017: 11,001,576 voicemails delivered to parents, and 14,784,288 emails delivered to parents. Additionally, 2,754 parents completed LCAP surveys, which have been disaggregated by home language groups: Parent English-1,911, Parent Spanish-684, Parent Korean-104, and Parent Vietnamese-55.
  - 3) Each school increased parent attendance at school functions and/or parent participation in programs for unduplicated pupils. (The District currently does not have a system to capture this type of data. The system is being developed for implementation during the 2017-18 year.)
  - 4) Each school increased parent participation in programs for Students With Disabilities (SWD). (The District currently does not have a system to capture this type of data. The system is being developed for implementation during the 2017-18 year.)
  - 5) Increase efforts to seek parent input in District decisions, and also to increase efforts to engage parents in the decision-making process at individual school sites. Parent participation in the LCAP survey increased from 1,158 parent participants in 2015-16 to 2,574 parent participants in 2016-17, more than a 100% increase in participation.

(Continue to establish baseline data in 2016-17.)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2.1**

PLANNED	ACTUAL
<p>2.1. Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.</p> <ul style="list-style-type: none"> <li>• The District and schools will continue to implement and refine parent involvement activities that increase parental understanding of the pedagogy used to prepare students for college and career.               <ul style="list-style-type: none"> <li>◦ Continue to provide training to parents on how to proactively monitor student progress.</li> <li>◦ Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding).</li> <li>◦ Continue to support activities, such as the District's Parent Leadership Academy, which help to develop parents' knowledge of educational structures, and promote the development of effective advocacy skills.</li> </ul> </li> <li>• The District and schools will implement programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: \$30,000 annually (Title I, and Site LCFF).</li> <li>• The District and schools will implement programs that provide real-world learning experiences for students, which are showcased to parents and community partners, through events such as STEAM-a-Palooza, and programs that demonstrate real-world college and career readiness, such as capstone projects: \$10,000 annually (LCFF).</li> </ul>	<p>2.1. Improved and/or expanded current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.</p> <ul style="list-style-type: none"> <li>• In 2016-17, the District and schools continued to implement and refine parent involvement activities that increase parental understanding of the pedagogy used to prepare students for college and career.               <ul style="list-style-type: none"> <li>◦ Continued to provide training to parents on how to proactively monitor student progress.</li> <li>◦ Continued to provide Parent Learning Walks: \$5,000 (Site LCFF Funding).</li> <li>◦ Continued to support activities, such as the District's Parent Leadership Academy, which help to develop parents' knowledge of educational structures, and promote the development of effective advocacy skills.</li> </ul> </li> <li>• In 2016-17, the District and schools implemented programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: \$30,000 (Title I, and Site LCFF).</li> <li>• In 2016-17, the District and schools implemented programs that provide real-world learning experiences for students, which are showcased to parents and community partners, through events such as STEAM-a-Palooza, and programs that demonstrate real-world college and career readiness, such as capstone projects: \$10,000 (LCFF).</li> </ul>
<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>- Parent learning walks: \$5,000 annually (Site LCFF Funding).</li> <li>- Programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: \$30,000 annually (Title I, and Site LCFF).</li> <li>- Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: \$10,000 annually (LCFF).</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>- In 2016-17, the District provided parent learning walks: \$5,000 (Site LCFF Funding).</li> <li>- In 2016-17, the District provided programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: \$30,000 (Title I, and Site LCFF).</li> <li>- In 2016-17, the District provided programs that provide real-world</li> </ul>
<p>Expenditures</p>	

## Action 2.2

learning experiences for students, which are showcased to parents and community partners, such as capstone projects: \$10,000 (LCFF).

### PLANNED

- 2.2. Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEF) students, and/or Initially Fluent English Proficient (IFEP) students.
- Provide language appropriate community liaison coverage at all school sites.
    - Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title II), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2016-17.
    - Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title II).
    - Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title II).
  - Support creation of a Welcome Center for Newcomer EL students and their parents/guardians.
  - Provide additional training and resources to parents of Newcomer EL, LTEL, RFEF, and IFEP students: \$250,000 (Title I, Title III, and LCFF).
  - Provide language appropriate translators/interpreters as needed to ensure that parent communication, written and oral, is in the home language.
    - Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF).
    - Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17).
    - Add additional translators as needed using site-level LCFF funding
  - Provide parent involvement opportunities and workshops unique to the needs of parents/caregivers of McKinney-Vento, Foster Youth, and Newcomer EL students.

### ACTUAL

- 2.2. Provided additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEF) students, and/or Initially Fluent English Proficient (IFEP) students.
- Provided language appropriate community liaison coverage at all school sites.
    - In 2016-17, the District maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 (LCFF, Title I, and Title II), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2016-17. The number of community liaisons was not increased to one at all sites due to a budget shortfall.
    - In 2016-17, the District continued to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 (LCFF, Title I, and Title II).
    - In 2016-17, the District continued to support 1 FTE full-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title II).
  - Support creation of a Welcome Center for Newcomer EL students and their parents/guardians. A District budget shortfall prevented this action-step from being implemented.
  - Provide additional training and resources to parents of Newcomer EL, LTEL, RFEF, and IFEP students: \$250,000 (Title I, Title III, and LCFF). A District budget shortfall prevented this action-step from being fully implemented.
  - Provided language appropriate translators/interpreters as needed to ensure that parent communication, written and oral, is in the home language.
    - In 2016-17, the District continued to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF).
    - In 2016-17, the District added/restored 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17).
    - In 2016-17, the District added additional translators as needed using site-level LCFF funding.

### Actions/Services



- Provide workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento).

**BUDGETED**

- Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III)
- Continue to support 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually (LCFF, Title I, and Title III).
- Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III, or LCFF).
- Training and resources for EL support staff: \$250,000 (Title I, Title III, and LCFF).
- Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF).
- Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17).
- Workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento).

**Expenditures**

- In 2016-17, the District provided parent involvement opportunities and workshops unique to the needs of parents/caregivers of McKinney-Vento, Foster Youth, and Newcomer EL students.
- In 2016-17, the District added/restored: \$2,000 (Title I McKinney-Vento).

**ESTIMATED ACTUAL**

- In 2016-17, the District maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 for salaries and benefits (LCFF, Title I, and Title III)
- In 2016-17, the District continued to support 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$155,000 (LCFF, Title I, and Title III).
- In 2016-17, the District continued to support 1 FTE full-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF).
- In 2016-17, the District continued to provide training and resources for EL support staff: \$250,000 (Title I, Title III, and LCFF).
- In 2016-17, the District continued to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF).
- In 2016-17, the District added/restored 1 FTE (8-hour) Vietnamese translator/interpreter: \$60,000 if funding becomes available (LCFF-2016-17).
- In 2016-17, the District provided workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento).

**Action 2.3**

**Actions/Services**

**PLANNED**

- 2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).
- Provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents.
  - Involve parents in trainings provided by Greater Anaheim Special Education Local Plan Area (SELPA) on special education topics, including Free Appropriate Public Education (FAPE), behavior strategies and understanding IEPs.
  - Continue to provide multiple ways for parents to participate in IEPs, including in-person and by phone, as well as having meetings at varied times so parents can attend. (No cost)
  - Continue to make sure that parents feel they have participated in their students' IEP process. (No cost)

**ACTUAL**

- 2.3. Expanded and/or improved parent involvement services for Students With Disabilities (SWD).
- In 2016-17, the District continued to provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents.
  - In 2016-17, the District continued to involve parents in trainings provided by Greater Anaheim Special Education Local Plan Area (SELPA) on special education topics, including Free Appropriate Public Education (FAPE), behavior strategies and understanding IEPs.
  - In 2016-17, the District continued to provide multiple ways for parents to participate in IEPs, including in-person and by phone, as well as having meetings at varied times so parents can attend. (No cost)

- In 2016-17, the District continued to make sure that parents feel they have participated in their students' IEP process. (No cost)

**BUDGETED**

– No additional cost to the District.

**ESTIMATED ACTUAL**

– No additional cost to the District.

Expenditures

Action **2.4**

**PLANNED**

2.4. Increase parental attendance/involvement, and personal connection to school sites by establishing or refining parent resources that are available at all school sites.

- Continue partnership with North Orange County Community College District (NOCCCD) to expand ESL, Citizenship and Computer classes for adults and parents of the community and provide childcare, as needed (AEBG).
- Provide a parent resource center at all school sites.
  - Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).
  - Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).
  - Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III—duplicated amount from Action 2.2.).
  - Add 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title III)
  - Add 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title III)
- Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities.
  - Support creation of Welcome Center at district office for newcomer students and families.
  - Continue to support programs, such as: Disciplina Positiva, Parent Institute for Quality Education (PIQE), California Association for Bilingual Students (CABE) "Project 2 Aspire," and/or other programs that help develop parent connection to the school: \$70,000 annually depending on site needs (site Title I and site LCFF).

**ACTUAL**

2.4. Increased parental attendance/involvement, and personal connection to school sites by establishing or refining parent resources that are available at all school sites.

- In 2016-17, the District continued the partnership with North Orange County Community College District (NOCCCD) to expand ESL, Citizenship and Computer classes for adults and parents of the community and provide childcare, as needed (AEBG).
- Provided a parent resource center at all school sites.
  - In 2016-17, the District maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).
  - In 2016-17, the District continued to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons added in 2015-16: \$155,000 (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).
  - In 2016-17, the District continued to support 1 FTE part-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III—duplicated amount from Action 2.2.).
  - In 2016-17, the District added 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title III)
  - In 2016-17, the District added 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title III)
- Involved parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities.
  - Supported creation of Welcome Center at district office for newcomer students and families. District budget shortfall prevented this action from being implemented.
    - In 2016-17, the District continued to support programs, such as: Disciplina Positiva, Parent Institute for Quality Education (PIQE), California Association for Bilingual

Actions/Services

- o Continue to support and nurture: Superintendent's Advisory Committee (aka District Advisory Council), Parent Teacher Association (PTA), District-level English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council, and other parent advisory committees.
- o District staff will develop, expand, and/or improve parent involvement resources, such as the development and implementation of the District Parent Leadership Academy.
  - Develop/implement parent involvement teams at all schools.
  - Expand opportunities for parents to participate and facilitate Parent Learning Walks at all schools.
  - Pilot parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento)
    - Reduce the stigma and raise awareness of mental-health issues.
    - Provide resources and parenting tools needed to address students' mental-health needs.
- Develop and implement a system to electronically track parent involvement contacts.
  - o Implement a visitor management system not to exceed \$1,500 per school site annually.
  - o Implement GoSignMeUp registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (Title II—duplicated amount from Action 1.1.), or add a feature in Aeries, so that parents can self-report the school groups that they wish to be involved in.

**BUDGETED**

- Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).
- Continue to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).
- Continue to support 1 FTE part-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF—duplicated amount from Action 2.2.).
- Add 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title II).

**Expenditures**

- Students (CABE) "Project 2 Aspire," and/or other programs that help develop parent connection to the school: \$70,000 depending on site needs (site Title I and site LCFF).
- o In 2016-17, the District continued to support and nurture: Superintendent's Advisory Committee (aka District Advisory Council), Parent Teacher Association (PTA), District-level English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council, and other parent advisory committees.
- o In 2016-17, District staff developed, expanded, and/or improved parent involvement resources, such as the development and implementation of the District Parent Leadership Academy.
  - Developed/implemented parent involvement teams at all schools.
  - Expanded opportunities for parents to participate and facilitate Parent Learning Walks at all schools.
  - Piloted parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento)
    - Reduced the stigma and raise awareness of mental-health issues.
    - Provided resources and parenting tools needed to address students' mental-health needs.
- Developed and implemented a system to electronically track parent involvement contacts.
  - o Implement a visitor management system not to exceed \$1,500 per school site. A District budget shortfall prevented this action-step from being implemented.
  - o In 2016-17, the District implemented GoSignMeUp registration software: \$8,500 (Title II—duplicated amount from Action 1.1.),

**ESTIMATED ACTUAL**

- In 2016-17, the District maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).
- In 2016-17, the District continued to support 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$155,000 for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).
- In 2016-17, the District continued to support 1 FTE part-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title III or LCFF—duplicated amount from Action 2.2.).
- In 2016-17, the District added 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant: \$35,000 (LCFF, Title II).

## Action 2.5

- Add 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title III).
- Disciplina Positiva, Parent Institute for Quality Education (PIQE), Parent Leadership Academy, California Association for Bilingual Educators (CABE), and/or other parent education programs: \$70,000 annually depending on site needs (site Title I and site LCFF).
- Pilot parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento)
- Implement a visitor management system not to exceed \$1,500 per school site annually.
- Implement Go Sign Me Up registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (Title II-duplicated amount from Action 1.1.).

### PLANNED

- 2.5. Expanded methods of meaningful two-way communication between schools, District, and families.
- Encourage and support teachers in their efforts to communicate with parents and families, by providing designated time for teachers to make personal connections with families.
  - Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF)
  - Provide parents with access to designated computers at school sites to assist with critical parent communication needs, such as online enrollment and Student Information System Parent Portal.
  - Provide additional translators/interpreters to communicate with parents using a variety of methods.
    - o Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF--duplicated amount from Action 2.2).
    - o Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF--duplicated amount from Action 2.2).
  - Provide trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: \$2,000 (Site LCFF).
  - Provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds).

### Actions/Services

- In 2016-17, the District added 1 FTE (full-time) Korean Bilingual Instructional Assistant: \$35,000 (LCFF, Title III).
- In 2016-17, the District provided a variety of parent education programs such as: Disciplina Positiva, Parent Institute for Quality Education (PIQE), Parent Leadership Academy, California Association for Bilingual Educators (CABE), and/or other parent education programs: \$70,000 depending on site needs (site Title I and site LCFF).
- In 2016-17, the District piloted parent social-emotional workshops to increase student resiliency: \$3,000 (Title I McKinney-Vento)
- In 2016-17, the District implemented GoSignMeUp registration software: \$8,500 (Title II--duplicated amount from Action 1.1.).

### ACTUAL

- 2.5. Expanded methods of meaningful two-way communication between schools, District, and families.
- In 2016-17, District staff encouraged and supported teachers in their efforts to communicate with parents and families, by providing designated time for teachers to make personal connections with families.
  - In 2016-17, the District continued to expand use of parent access to Haiku learning management system at \$144,000 (LCFF)
  - In 2016-17, the District provided parents with access to designated computers at school sites to assist with critical parent communication needs, such as online enrollment and access to Aeries Student Information System Parent Portal.
  - In 2016-17, the District provided additional translators/interpreters to communicate with parents using a variety of methods.
    - o Continued to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF--duplicated amount from Action 2.2).
    - o Added/restored 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF--duplicated amount from Action 2.2).
  - In 2016-17, school staff provided trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: \$2,000 (Site LCFF).

- Continue to utilize mass communication systems, such as TeleParent/Blackboard Connect, ZippSlip Zippgram to provide responsive mass-communication to parents and community.
  - Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I).
  - Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF).

**BUDGETED**

- Continue to expand use of parent access to Haiku learning management system at \$144,000 per year. (LCFF)
- Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF—duplicated amount from Action 2.2.).
- Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF—duplicated amount from Action 2.2.).
- Aeries Parent Portal trainings: \$2,000 (Site LCFF)
- Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I).
- Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF).

**Expenditures**

- In 2016-17, the District provided resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds).
- In 2016-17, the District continued to utilize mass communication systems, such as TeleParent/Blackboard Connect, ZippSlip Zippgram to provide responsive mass-communication to parents and community.
  - Continued to implement TeleParent/Blackboard Connect: \$78,000 (LCFF and Title I).

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to expand use of parent access to Haiku learning management system at \$144,000 (LCFF)
- In 2016-17, the District continued to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 for salaries and benefits (LCFF—duplicated amount from Action 2.2.).
- In 2016-17, the District added/restored 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF—duplicated amount from Action 2.2.).
- In 2016-17, the District continued to provide Aeries Parent Portal trainings: \$2,000 (Site LCFF)
- In 2016-17, the District continued to implement TeleParent/Blackboard Connect: \$78,000 (LCFF and Title I).

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

The highlights below detail some of the actions/services that were achieved respective to Goal 2, which states: "Provide meaningful educational involvement opportunities for all parents to advocate for all students."

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parent involvement/parent leadership capacity was expanded through Parent Leadership Academies (PLA), Parent Learning Walks, and via the Family and Community Engagement (FACE) Specialists. In addition to basic training on the role of families in their students' educational process, parents were engaged as members of advisory groups to solve problems, and make decisions regarding activities to best support optimal student achievement outcomes.

Once parents completed PLA training, they were encouraged to participate in the District's LCAP stakeholder engagement process, which is in addition to the many other roles that these parents

assume as part of the District's parent leadership structure. For example, parents who complete PLA training are more likely to participate in the PTA, run for School Site Council or English Learner Advisory Committee (ELAC), or become a representative on the District English Learner Advisory Committee (DELAC) or the Superintendent's Advisory Council.

The District's FACE Specialists have been instrumental in reaching-out to parents and establishing themselves as point-persons for parents within each school community. They have been working diligently to make all parents feel more connected to their schools, and enticing all parents to participate in school parent involvement activities and events. They make a concerted effort to reach out to parents/families of low-income students, English learners, McKinney-Vento, foster youth, and SWD. They also connect parents/families with local community resources.

Meaningful two-way communication with parents was increased through Blackboard Connect and the Aeries Parent Portal. The effectiveness of these communication systems was enhanced by school and District parent workshops on how to use the Aeries Parent Portal.

Generally, actions in Goal 2 have increased meaningful two-way communication with parents, and also increased parent participation in school and District decisions, governance, and advocacy activities, through school-level and district-level councils, improvement teams, and parent organizations.

Ultimately, the actions that the District has taken to expand/improve services for students to achieve the articulated goal have led to increased parent communication rates:

- Increased the number of parents who completed parent learning walks from 1% (315) in 2014-15 to 2% (630) in 2015-16—most current data is from 2015-16.
- Monitored school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. 2016-17 parent communication data indicates the following as of May 19, 2017: 11,001,576 voicemails delivered to parents, and 14,784,288 emails delivered to parents. Additionally, 2,754 parents completed LCAP surveys, which have been disaggregated by home language groups: Parent English-1,911, Parent Spanish-684, Parent Korean-104, and Parent Vietnamese-55.
- Increase efforts to seek parent input in District decisions, and also to increase efforts to engage parents in the decision-making process at individual school sites. Parent participation in the LCAP survey increased from 1,158 parent participants in 2015-16 to 2,574 parent participants in 2016-17, more than a 100% increase in participation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

LCAP survey responses and stakeholder feedback obtained during the LCAP stakeholder engagement process indicated that the actions/services in Goal 2 were very effective. In particular, the Parent Leadership Academy (PLA) was very well received by parents, and especially well received by the parents of English Learners. There is substantial evidence to

support that the actions/services in Goal 2 helped to significantly improve parent engagement in their students' educational experience.

Of the 5 actions included in Goal 2, all actions and services were implemented except that the District did not expand the Language Assessment Center to include a parent welcome center at the District's Student Support Services Office. That action-step will be attempted again during the 2017-18 year.

The District also chose not to continue to implement ZippSlip Zippgram (\$32,000), because of software consolidation, meaning fewer parent notification programs are being used to deliver parent notifications. Services did not decrease with the discontinuation of this product, and the District saved \$32,000.

In spring of 2017, a thorough examination of the District's LCAP goals occurred as part of the District's LCAP stakeholder engagement process. Stakeholder consensus was reached, and the decision was made that the District's LCAP goals will remain the same in the 2017-18 LCAP.

**2016-17 LCAP Goals (also 2017-18 LCAP Goals)**

Goal 1: All students will demonstrate college and career readiness.

Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.

Goal 3: Provide and nurture a safe and positive school culture.

All of the original 5 actions from Goal 2 of the 2016-17 LCAP will carry forward to the 2017-18 LCAP. However, each of the actions has been refined through the 2017-18 stakeholder engagement process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

# Annual Update

LCAP Year Reviewed: 2016-17

## Goal 3 Provide and nurture a safe and positive school culture.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

##### Priority 1: Basic

- 1) School facilities are maintained and in good repair, as evidenced by Facilities Inspection Tool (FIT) results.

##### Priority 5: Pupil Engagement

- 1) As a District, we will decrease the District-wide high school cohort drop-out rate by .3%, from 7.3% in 2014-15 to 7.0% in 2015-16.
- 2) As a District, we will decrease the District-wide middle school/junior high school drop-out rate by .05%, from .18% in 2014-15 to .13% in 2015-16.
- 3) As a District, we will increase the District-wide attendance rate by .5%, from 95.6% in 2014-15 to 96.1% in 2015-16.
- 4) As a District, we will decrease the District-wide chronic absenteeism rate by .5%, from 12.34% in 2014-15 to 11.84% in 2015-16. (The chronic absenteeism rate is locally defined as missing 10% or more days of the school year.)
- 5) As a District, we will increase the District-wide cohort graduation rate by 1% annually, from 87.3% in 2014-15 to 88.3% in 2015-16.
- 6) As a District, we will increase the cohort graduation rate for Low Income Pupils (LIP) by 1% annually, from 85.4% in 2014-15 to 86.4% in 2015-16.
- 7) As a District, we will increase the cohort graduation rate for English

#### ACTUAL

##### Priority 1: Basic

- 1) School facilities are maintained and in good repair, as evidenced by 2016-17 Facilities Inspection Tool (FIT) results, and also reported in 2016 SARCs, that were published in January 2017.

##### Priority 5: Pupil Engagement

- 2) The District-wide high school cohort dropout rate decreased by .9%, from 7.3% in 2014-15 to 6.4% in 2015-16. (2015-16 is last available year for dropout data).
- 3) The District-wide middle school/junior high school dropout rate decreased by .18%, from .18% in 2014-15 to .0% in 2015-16.
- 4) The District-wide attendance rate decreased by .4%, from 95.6% in 2014-15 to 95.2% in 2015-16.
- 5) The District-wide chronic absenteeism rate increased by .14%, from 12.34% in 2014-15 to 12.48% in 2015-16. (The chronic absenteeism rate is locally defined as missing 10% or more days of the school year.)
- 6) The District-wide graduation rate increased by 1.2%, from 87.3% in 2014-15 to 88.5% in 2015-16. (Most current graduation rate is from 2015-16.) The cohort graduation rate for Low Income Pupils (LIP) increased by 1% annually, from 85.4% in 2014-15 to 86.4% in 2015-16. (Most current graduation rate is from 2015-16.)
- 7) The cohort graduation rate for English Learners (EL) increased by 3%, from



Learners (EL) by 1% annually, from 76.0% in 2014-15 to 77.0% in 2015-16.  
 8) As a District, we will increase the cohort graduation rate for Students With Disabilities (SWD) by 1% annually, from 65.1% in 2014-15 to 66.1% in 2015-16.

**Priority 6: School Climate**

- 1) As a District, we will reduce the District-wide suspension rate by 1%, from 5.4% in 2014-15 to 4.4% in 2015-16. (Most current suspension rate is from 2014-15.)
- 2) As a District, we will continue to maintain a District-wide expulsion rate of less than 1%. (The 2013-14 District-wide expulsion rate is 0.16%, and the 2014-15 District-wide expulsion rate is .02%.)
- 3) As a District, we will improve survey results regarding school climate and campus safety. (Continue to establish baseline data in 2016-17.)
- 4) The District will improve Healthy Kid Survey results. (Establish baseline data in 2015-16.)

76.0% in 2014-15 to 79.0% in 2015-16. (Most current grad rate is from 2015-16)  
 8) The cohort graduation rate for Students with Disabilities (SWD) increased by 8.3%, from 65.1% in 2014-15 to 73.4% in 2015-16. (Most current graduation rate is from 2015-16.)

**Priority 6: School Climate**

- 9) The District-wide suspension rate decreased by .3%, from 5.4% in 2014-15 to 5.1% in 2015-16. (Most current suspension rate is from 2015-16.)
- 10) The District maintained a District-wide expulsion rate of less than 1%. (The 2014-15 District-wide expulsion rate is 0.02%, and the 2015-16 District-wide expulsion rate is .1%.) (2015-16 is the last available data)
- 11) The District improved survey results regarding school climate and campus safety. (Continued to establish baseline data in 2016-17.)
- 12) The District's Healthy Kid Survey results. (Continued to establish baseline data in 2016-17 since the survey was not administered in 2015-16.)

ACTIONS / SERVICES

Action **3.1**

**PLANNED**

- 3.1. Created a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.
- Develop a district-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school.
  - Increase outreach for students with significant truancy issues: \$50,000 if funding becomes available (LCFF).
  - Provide school resources, programs, and support services to monitor and improve student attendance District-wide.
    - o Expand transportation services for students, in need, who live more than 2.5 miles from school: funding analysis will occur in 2016-17.
    - o Continue to support 1 FTE Attendance Program Administrator to support improved attendance results: \$165,000 (LCFF), and continue to support Saturday Academy program: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance.
      - Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students.

Actions/Services

**ACTUAL**

- 3.1. Created a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.
- District staff worked to develop a district-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school.
  - Increase outreach for students with significant truancy issues: \$50,000 if funding becomes available (LCFF). A District budget shortfall prevented this action-step from being implemented.
  - Provided school resources, programs, and support services to monitor and improve student attendance District-wide.
    - o Expand transportation services for students, in need, who live more than 2.5 miles from school: funding analysis will occur in 2016-17. A District budget shortfall prevented this action-step from being implemented.
    - o In 2016-17, the District continued to support 1 FTE Attendance Program Administrator to support improved attendance results: \$165,000 (LCFF), and continue to support Saturday Academy program: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance.
      - Position supported all students and paid special

attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students.

**BUDGETED**

- Increase outreach for students with significant truancy issues: \$50,000 if funding becomes available (LCFF).
- Continue to support 1 FTE Attendance Program Administrator added in 2015-16: \$165,000 annually for salary and benefits (LCFF)
- Saturday Academy program: \$145,000 annually (LCFF).

Expenditures

Action **3.2**

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to support 1 FTE Attendance Program Administrator added in 2015-16: \$165,000 for salary and benefits (LCFF)
- In 2016-17, the District continued to support Saturday Academy program: \$145,000 (LCFF), which was off-set by increased revenue from recuperated attendance.

**PLANNED**

- 3.2. Every school will implement multi-tiered academic and behavioral support systems, aka multi-tiered systems of support (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.
- Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students.
    - o Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.).
    - o Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (-5), and Lexington JHS (-5) added in 2015-16: \$474,000 (LCFF—duplicated amount from Action 1.7.).
    - o Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 (LCFF).
    - o Add 1 FTE social worker in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (United Way Funds).
    - o Continue to support 3 FTE health technicians in 2015-16: \$185,000 annually (LCFF).
  - Continue to develop alternatives to suspension, including "Restorative Practices."
    - o Continue to support 4.5 FTE assistant principals added in 2014-15: \$618,000 annually (LCFF).
    - o Continue to support 2 FTE assistant principals added in 2015-16: \$278,000 (LCFF).
    - o Add additional 1 FTE assistant principal in 2016-17: \$139,000 (LCFF).

Actions/Services

**ACTUAL**

- 3.2. Every school implemented multi-tiered academic and behavioral support systems, aka multi-tiered systems of support (MTSS), which included increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.
- Implemented MTSS, which included increased mental health resources to meet the social and emotional needs of students.
    - o In 2016-17, the District continued to support 2 FTE counselors added in 2014-15: \$268,000 (LCFF—duplicated amount from Action 1.7.).
    - o In 2016-17, the District continued to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (-5), and Lexington JHS (-5) added in 2015-16: \$474,000 (LCFF—duplicated amount from Action 1.7.).
    - o In 2016-17, the District continued to 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 (LCFF).
    - o In 2016-17, the District added 1 FTE social worker intern to support ILC students' mental health needs: \$134,000 (United Way Funds).
    - o In 2016-17, the District continued to support 3 FTE health technicians in 2015-16: \$185,000 (LCFF).
  - Continued to develop alternatives to suspension, including "Restorative Practices."
    - o In 2016-17, the District continued to support 4.5 FTE assistant principals added in 2014-15: \$618,000 (LCFF).
    - o In 2016-17, the District continued to support 2 FTE assistant principals added in 2015-16: \$278,000 (LCFF).
    - o Add additional 1 FTE assistant principal in 2016-17: \$139,000 (LCFF). District budget shortfall prevented this action from being implemented.

- Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF)
- Continue to develop preventative actions and define behavioral expectations through the use of MTSS specialists and Positive Behavioral Interventions and Supports (PBIS) program; and school PBIS teams and/or discipline committees will review suspension/expulsion data bi-monthly.
  - Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million (LCFF, Title I—duplicated amount from Action 1.7.)
  - Add 2 nurses (RNs) in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Explore new ways to provide educationally related mental health services for SWDs, including adding new mental health staff in lieu of an external contract. Positions and costs to be determined based on new model and funding availability.
- Train staff on the developmental, social, and emotional needs of McKinney-Vento, Foster youth students, and including the impact of trauma, mental illness, and/or poverty on behavior and student learning. (Costs included in District Professional Learning Plan.)
  - Decrease the percentage of transfers for McKinney-Vento and Foster Youth students to continuation and other alternative schools.
- Ensure that all students, including McKinney-Vento, Foster Youth, and EL students receive appropriate mental health and behavioral services, including school social worker counseling, school based mental health services and in-school therapeutic services, regardless of whether he or she qualifies for special education. (Duplicated from 1.11)
- Provide training/professional learning to support MTSS implementation: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.)
  - In-house PBIS and ProACT trainers will refine implementation of PBIS and improve crisis management services;
  - In-house Boys Town trainers will refine proactive interventions that target students in restrictive educational environments.
  - “Capturing Kids Hearts” and civic learning training will be provided during the 2016-17 year. (Costs included in District Professional Learning Plan.)
  - Provide training on Behavior Support Plans to Special

- In 2016-17, the District continued to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF)
- Continued to develop preventative actions and define behavioral expectations through the use of MTSS specialists and Positive Behavioral Interventions and Supports (PBIS) program; and school PBIS teams and/or discipline committees will review suspension/expulsion data bi-monthly.
  - In 2016-17, the District continued to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million (LCFF, Title I—duplicated amount from Action 1.7.)
  - Add 2 nurses (RNs) in 2016-17: \$274,000 (LCFF- if funding becomes available). A District budget shortfall prevented this action-step from being implemented.
- In 2016-17, the District explored new ways to provide educationally related mental health services for SWDs, but did not add new mental health staff in lieu of an external contract. Positions and costs are still being determined. (AB114 funds)
- In 2016-17, the District provided training to staff on the developmental, social, and emotional needs of McKinney-Vento, Foster youth students, and including the impact of trauma, mental illness, and/or poverty on behavior and student learning. (Costs included in District Professional Learning Plan.)
  - Decreased the percentage of transfers for McKinney-Vento and Foster Youth students to continuation and other alternative schools.
- Ensure that all students, including McKinney-Vento, Foster Youth, and EL students received appropriate mental health and behavioral services, including school social worker counseling, school based mental health services and in-school therapeutic services, regardless of whether he or she qualifies for special education. (Duplicated from 1.11)
- Provided training/professional learning to support MTSS implementation: cost included in District Professional Learning Plan \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.)
  - In-house PBIS and ProACT trainers refined implementation of PBIS and improved crisis management services;
  - In-house Boys Town trainers refined proactive interventions that target students in restrictive educational environments.
  - “Capturing Kids Hearts” and civic learning training was provided during the 2016-17 year. (Costs included in District Professional Learning Plan.)
  - Provided training on Behavior Support Plans to Special Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan)
- Continued to support the internship training institution, were

Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan)

- Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost
- Provide training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ): Cost included in District Professional Learning Plan.

**BUDGETED**

- Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7).
- Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (5), and Lexington JHS (.5) added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7).
- Continue to support 2 FTE licensed Social Workers with PPS credentials added in 2015-16: \$268,000 for salaries and benefits (LCFF).
- Add 1 FTE social worker in 2016-17 to support ILC students: \$134,000 for salary and benefits if funding becomes available (LCFF).
- Continue to support 3 FTE health technicians in 2015-16: \$185,000 annually for salaries and benefits (LCFF).
- Continue to support 4.5 FTE Assistant Principals added in 2014-15: \$618,000 annually for salaries and benefits (LCFF).
- Continue to support additional 2 FTE assistant principals added in 2015-16: \$278,000 annually for salaries and benefits (LCFF).
- Add additional 1 FTE assistant principal in 2016-17: \$139,000 (LCFF).
- Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF).
- Add 2 nurses (RNs) in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million annually for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7).
- Training/professional learning to implement MTSS: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).

**Expenditures**

graduate-level interns provide mental-health services to the District's students (all subgroups): No cost

- Provided training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ): Cost included in District Professional Learning Plan.

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to support 2 FTE counselors added in 2014-15: \$268,000 for salaries and benefits (LCFF—duplicated amount from Action 1.7).
- In 2016-17, the District continued to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015-16: \$474,000 for salaries and benefits (LCFF—duplicated amount from Action 1.7).
- In 2016-17, the District continued to support 2 FTE licensed Social Workers with PPS credentials added in 2015-16: \$268,000 for salaries and benefits (LCFF).
- In 2016-17, the District added 1 FTE social worker intern to support ILC students' mental health needs: \$134,000 salary and benefits (United Way Funds).
- In 2016-17, the District continued to support 3 FTE health technicians in 2015-16: \$185,000 for salaries and benefits (LCFF).
- In 2016-17, the District continued to support 4.5 FTE Assistant Principals added in 2014-15: \$618,000 for salaries and benefits (LCFF).
- In 2016-17, the District continued to support additional 2 FTE assistant principals added in 2015-16: \$278,000 for salaries and benefits (LCFF).
- In 2016-17, the District continued to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 for salaries and benefits (LCFF).
- In 2016-17, the District continued to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7).
- In 2016-17, the District continued to support training/professional learning to implement MTSS: cost included in District Professional Learning Plan \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).

## Action 3.3

### PLANNED

- 3.3. Each school will have access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.
- District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions.
    - Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Add .5 FTE additional teacher to all schools in 2016-17: \$1 million annually (LCFF–Duplicated amount from Action 1.1.)
    - Use web-reporting program to capture behavioral data in an at-risk data set, and/or create data dashboard to more easily identify students who need interventions.
      - Aeries Analytics program: \$16,000 annually (LCFF).
    - Continue to support District-level 1 FTE Behavior Intervention Specialist (Special Youth Services Department), added in 2014-15, who coordinates interventions and support services at site-level for SWD: \$134,000 annually (LCFF).
    - Establish District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.
    - Continue to cultivate and nourish a culture of pride at all schools.

### Actions/Services

### BUDGETED

- Add .5 FTE additional teacher to all schools in 2016-17: \$1 million annually (LCFF–Duplicated amount from Action 1.1.)
- Aeries Analytics program: \$16,000 annually (LCFF).
- Continue to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$134,000 annually for salaries and benefits (LCFF).

### Expenditures

## Action 3.4

### PLANNED

- 3.4. Each school will implement targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.
- Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to

### Actions/Services

### ACTUAL

- 3.3. Each school had access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.
- District and school sites developed, implemented, and monitored a proactive system that guides appropriate student disciplinary interventions.
    - Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Add .5 FTE additional teacher to all schools in 2016-17: \$1 million (LCFF–Duplicated amount from Action 1.1.) A District budget shortfall prevented this action-step from being implemented.
    - Use web-reporting program to capture behavioral data in an at-risk data set, and/or create data dashboard to more easily identify students who need interventions.
      - In 2016-17, the District purchased Aeries Analytics program: \$16,000 (LCFF).
    - In 2016-17, the District continued to support District-level Behavior Intervention Specialist (Special Youth Services Department), 1 FTE added in 2014-15, who coordinated interventions and support services at site-level for SWD: \$134,000 for salaries and benefits (LCFF).
    - In 2016-17, the District established District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.
    - In 2016-17, the District continued to cultivate and nourish a culture of pride at all schools.

### ESTIMATED ACTUAL

- In 2016-17, the District purchased Aeries Analytics program: \$16,000 (LCFF).
- In 2016-17, the District continued to support 1 FTE District-level Behavior Intervention Specialist added in 2014-15: \$134,000 for salaries and benefits (LCFF).

### ACTUAL

- 3.4. Each school implemented targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.
- Developed and monitored targeted academic and social-emotional/behavioral interventions and support services to meet

meet the diverse needs of student subgroups.

- Continue to support 18 FTE MTSS Specialists, who coordinate interventions and support services at each site: \$2.16 million annually for salaries and benefits (LCFF, Title I–duplicated amount from Action 1.7.).
- Add 1 FTE social worker in 2016–17 to support ILC students' mental health needs: \$134,000 if funding becomes available (United Way Funds–duplicated amount from Action 3.2.).
- Continue to support 2 FTE counselors added in 2014–15: \$268,000 annually (LCFF–duplicated amount from Action 1.7.).
- Continue to support 4 FTE counselors added in 2015–16–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015–16: \$474,000 (LCFF–duplicated amount from Action 1.7.).
- Continue to support academic interventions, including but not limited to AVID, after-school tutoring, and the EMT process:
  - AVID tutoring and after school tutoring: \$175,000 annually (site Title I, site LCFF).
- Continue to support Saturday Academies for academic enrichment/attendance recovery: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance. (Duplicated from 3.2)
- Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available).
- Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social-emotional) and cultural relevancy (duplicated action from 1.2). Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).
- Continue to support and develop policy and data infrastructure necessary to support and monitor the educational success of McKinney-Vento, Foster Youth, and Newcomer EL students.
- Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost
- Ensure that all students, including McKinney-Vento, Foster Youth, and EL students receive appropriate mental-health and behavioral services, including school social worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education. (Duplicated from 1.11)

the diverse needs of student subgroups.

- In 2016–17, the District continued to support 18 FTE MTSS Specialists, who coordinated interventions and support services at each site: \$2.16 million for salaries and benefits (LCFF, Title I–duplicated amount from Action 1.7.).
- In 2016–17, the District added 1 FTE social worker in 2016–17 who supported ILC students' mental health needs: \$134,000 for salaries and benefits (United Way Funds–duplicated amount from Action 3.2.).
- In 2016–17, the District continued to support 2 FTE counselors added in 2014–15: \$268,000 (for salaries and benefits LCFF–duplicated amount from Action 1.7.).
- In 2016–17, the District continued to support 4 FTE counselors added in 2015–16–Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) added in 2015–16: \$474,000 (LCFF–duplicated amount from Action 1.7.).
- In 2016–17, the District continued to support academic interventions, including but not limited to AVID, after-school tutoring, and the EMT process:
  - AVID tutoring and after school tutoring: \$175,000 (site Title I, site LCFF).
- In 2016–17, the District continued to support Saturday Academies for academic enrichment/attendance recovery: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance. (Duplicated amount from Action 3.2)
- Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available). A District budget shortfall prevented this action-step from being implemented.
- In 2016–17, the District continued to provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social-emotional) and cultural relevancy (duplicated action from 1.2). Costs are included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).
- In 2016–17, the District continued to support and develop policy and data infrastructure necessary to support and monitor the educational success of McKinney-Vento, Foster Youth, and Newcomer EL students.
- In 2016–17, the District continued to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost
- In 2016–17, the District continued to ensure that all students, including McKinney-Vento, Foster Youth, and EL students receive appropriate mental-health and behavioral services, including school social worker counseling, school-based mental-

health services and in-school therapeutic services, regardless of whether he or she qualifies for special education. (Duplicated from 1.11)

**BUDGETED**

- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7).
- Add 1 FTE social worker in 2016-17: \$134,000 for salary and benefits if funding becomes available (United Way Funds—duplicated amount from Action 3.2).
- Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7).
- Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7).
- Saturday Academy program: \$145,000 annually (LCFF). Duplicated amount from Action 3.2.
- AVID tutoring and after school tutoring: \$175,000 annually (site Title I, site LCFF).
- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).

**Expenditures**

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7).
- In 2016-17, the District added 1 FTE social worker in 2016-17: \$134,000 for salary and benefits if funding becomes available (United Way Funds—duplicated amount from Action 3.2).
- In 2016-17, the District continued to support 2 FTE counselors added in 2014-15: \$268,000 for salaries and benefits (LCFF—duplicated amount from Action 1.7).
- In 2016-17, the District continued to support 4 FTE counselors added in 2015-16: \$474,000 for salaries and benefits (LCFF—duplicated amount from Action 1.7).
- In 2016-17, the District continued to support Saturday Academy program: \$145,000 (LCFF). Costs are offset by recuperated attendance. Duplicated amount from Action 3.2.
- In 2016-17, the District continued to support AVID tutoring and after school tutoring: \$175,000 (site Title I, site LCFF).
- In 2016-17, the District continued to refine and implement District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1).

**Action 3.5**

**PLANNED**

- 3.5. Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.
- Adopt national counseling standards, provide appropriate professional learning, and monitor implementation.
  - Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students.
    - o Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7).
    - o Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (5) and Lexington JHS (5) in 2015-16: \$474,000 annually (LCFF—duplicated amount from Action 1.7).
  - Require a six-year academic plan for all students.

**Actions/Services**

**ACTUAL**

- 3.5. Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success. A District budget shortfall prevented this action from being fully implemented.
- Adopt national counseling standards, provide appropriate professional learning, and monitor implementation.
  - Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students.
    - o In 2016-17, the District continued to support 2 FTE counselors added in 2014-15: \$268,000 (LCFF—duplicated amount from Action 1.7).
    - o In 2016-17, the District continued to support Continue to support 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (5) and Lexington JHS (5) in 2015-16: \$474,000 (LCFF—duplicated amount from Action 1.7).

- Require a comprehensive transition plan for all 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>-grade students (ex. new student orientations, campus tours, and Link Crew): cost to be determined (site LCFF)
- Ensure that upon full implementation of LCFF, McKinney-Vento, Foster Youth, and EL students receive educational counseling from an academic counselor.
- Ensure that McKinney-Vento, Foster Youth, and EL students are enrolled in appropriate academic programs, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services.
- Ensure that all students including McKinney-Vento, Foster Youth, and EL students who transfer into any of the District's schools are promptly enrolled in the appropriate school and classes, and transferring youth will be awarded credit for all work completed, including partial credits

**BUDGETED**

- Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7).
- Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7).

**Expenditures**

**Action 3.6**

- Require a six-year academic plan for all students. (Not fully implemented.)
- Require a comprehensive transition plan for all 7<sup>th</sup>- and 9<sup>th</sup>-grade students (ex. new student orientations, campus tours, and Link Crew): cost to be determined (site LCFF) (Not fully implemented.)
- Ensured that upon full implementation of LCFF, McKinney-Vento, Foster Youth, and EL students receive educational counseling from an academic counselor.
- Ensured that McKinney-Vento, Foster Youth, and EL students are enrolled in appropriate academic programs, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services.
- Ensured that all students including McKinney-Vento, Foster Youth, and EL students who transfer into any of the District's schools are promptly enrolled in the appropriate school and classes, and transferring youth will be awarded credit for all work completed, including partial credits

**ESTIMATED ACTUAL**

- In 2016-17, the District continued to support 4 FTE counselors added in 2015-16: \$474,000 for salaries and benefits (LCFF—duplicated amount from Action 1.7).
- In 2016-17, the District continued to support 2 FTE counselors added in 2014-15: \$268,000 for salaries and benefits (LCFF—duplicated amount from Action 1.7).

**PLANNED**

- 3.6. Upgrade facilities to improve educational learning environments.
- Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond).
  - Improve District Visual and Performing Arts (VAPA), specifically high volume facilities such as Cook Auditorium and the District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available).
    - o Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds)
  - Improve science classrooms at schools as needed, to make sure that all science classrooms have appropriate lab facilities. (Cost included in Action 3.6. Measure H facilities upgrades.)
  - Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs.

**Actions/Services**

**ACTUAL**

- 3.6. Upgraded facilities to improve educational learning environments.
- Increased fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond). (In progress)
  - Improve District Visual and Performing Arts (VAPA), specifically high volume facilities such as Cook Auditorium and the District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available). A District budget shortfall prevented this action-step from being fully implemented.
    - o Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds). A District budget shortfall prevented this action-step from being fully implemented.
  - Improved science classrooms at schools as needed, to make sure that all science classrooms have appropriate lab facilities.



- o Continue to support 3 FTE custodians added in 2015-16: \$211,000 annually (LCFF).
- o Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: \$1.3 million (LCFF—if funding becomes available).
- o Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current custodial and HVAC procedures: \$15,000 (LCFF—if funding becomes available).
- o Continue to support 4 FTE athletic field workers added in 2015-16: \$309,000 annually (LCFF).
- o Continue to support 1 FTE grounds technician added in 2015-16: \$74,000 annually (LCFF).
- Continue to support the regular replacement and growth of infrastructure and student and staff technology annually as long as funding is available: \$4.9 million annually (LCFF—duplicated amount from Action 1.4).
- Provide appropriate staffing to maintain technology and technology infrastructure:
  - o Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF—duplicated amount from Action 1.4).
  - o Add 1 FTE Network Manager in 2016-17 to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available).
  - o Invest in and/or increase the use of security cameras/surveillance/ alarm systems that will prevent malicious acts such as theft of District property: \$3.4 million over three years (Measure H Bond).

**BUDGETED**

- Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond).
- Improve District Visual and Performing Arts (VAPA), specifically high volume facilities such as Cook Auditorium and the District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available).

**Expenditures**

- (Cost included in Action 3.6. Measure H facilities upgrades.) (In progress)
- Provided an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs.
    - o In 2016-17, the District continued to support 3 FTE custodians added in 2015-16: \$211,000 (LCFF).
    - o Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: \$1.3 million (LCFF—if funding becomes available). A District budget shortfall prevented this action-step from being fully implemented.
    - o Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current custodial and HVAC procedures: \$15,000 (LCFF—if funding becomes available). A District budget shortfall prevented this action-step from being fully implemented.
    - o In 2016-17, the District continued to support 4 FTE athletic field workers added in 2015-16: \$309,000 (LCFF).
    - o In 2016-17, the District continued to support 1 FTE grounds technician added in 2015-16: \$74,000 (LCFF).
  - Continue to support the regular replacement and growth of infrastructure and student and staff technology as long as funding is available: \$4.9 million (LCFF—duplicated amount from Action 1.4). A District budget shortfall prevented this action-step from being fully implemented.
  - Provide appropriate staffing to maintain technology and technology infrastructure:
    - o In 2016-17, the District continued to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF—duplicated amount from Action 1.4).
    - o Add 1 FTE Network Manager in 2016-17 to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available). A District budget shortfall prevented this action-step from being implemented.
    - o Invest in and/or increase the use of security cameras/surveillance/ alarm systems that will prevent malicious acts such as theft of District property: \$3.4 million over three years (Measure H Bond). (In progress)

**ESTIMATED ACTUAL**

- Increased fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond). (In progress)
- In 2016-17, the District continued to support 3 FTE custodians: \$211,000 for salaries and benefits (LCFF).
- In 2016-17, the District continued to support 4 FTE athletic field workers: \$309,000 for salaries and benefits (LCFF).

- In 2016-17, the District continued to support 1 FTE grounds technician: \$74,000 for salary and benefits (LCFF).
- In 2016-17, the District continued to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 for salaries and benefits (LCFF—duplicated amount from Action 1.4.).
- Security cameras/surveillance/ alarm systems: \$ 3.4 million over three years (Measure H Bond). (In progress)

- Provide training to Audio-Visual Technicians (AV Techs) on use on upgraded facilities: \$15,000 (LCFF, Educator Effectiveness Funds).
- Continue to support 3 FTE custodians: \$211,000 annually for salaries and benefits (LCFF).
- Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: \$1.3 million (LCFF—if funding becomes available).
- Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current custodial and HVAC procedures: \$15,000 (LCFF—if funding becomes available).
- Continue to support 4 FTE athletic field workers: \$309,000 annually for salaries and benefits (LCFF).
- Continue to support 1 FTE grounds technician: \$74,000 annually for salary and benefits (LCFF).
- Continue to support the regular replacement and growth of infrastructure and student and staff technology annually as long as funding is available: \$4.9 million annually (LCFF —duplicated amount from Action 1.4).
- Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF—duplicated amount from Action 1.4.).
- Add 1 FTE Network Manager in 2016-17 to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available).
- Security cameras/surveillance/ alarm systems: \$ 3.4 million over three years (Measure H Bond).

## Action 3.7

### PLANNED

- 3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support services.
- Increase course selection and course access for Foster Youth and McKinney-Vento students.
  - Provide additional instructional materials to Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF)
  - Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$268,000 if funding becomes available (LCFF—duplicated amount from Action 3.2.).
  - Provide additional training/professional learning on strategies to better support socio-emotional and/or mental health issues: cost included in District Professional Learning Plan \$750,000

### Actions/Services

### ACTUAL

- 3.7. Increased academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support services.
- Increased course selection and course access for Foster Youth and McKinney-Vento students.
  - In 2016-17, the District continued to provide additional instructional materials to Foster Youth and McKinney-Vento students: \$10,000 (LCFF)
  - Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$268,000 if funding becomes available (LCFF—duplicated amount from Action 3.2.). District budget shortfall prevented this action from being implemented.
  - Provided additional training/professional learning on strategies to better support socio-emotional and/or mental health issues: cost

annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

- Increase outreach services for Foster Youth and McKinney-Vento students.
  - Add additional Child Welfare and Attendance outreach position in 2016-17: \$69,000 if funding becomes available (LCFF).
  - Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually (LCFF).
  - Add additional Bilingual School Community Liaison in 2016-17: \$50,000 if funding becomes available (LCFF).
  - Add additional Office Assistant, Bilingual in 2016-17: \$40,000 if funding becomes available (LCFF).
- Develop mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF).
- Ensure that McKinney-Vento and Foster Youth students are enrolled in appropriate academic programs, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services. (Duplicated action from 1.7)
- Continue to and engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and Foster Youth students.
- Continue to actively collaborate with the county child welfare agency, the county office of education and other agencies working to improve the educational success of McKinney-Vento and Foster Youth students.
  - Continue to provide McKinney-Vento and Foster Youth students who transfer into a school the support they need to feel welcomed and comfortable. Ensure that their educational records and credits are promptly and accurately transferred, that they are enrolled in appropriate classes, and that their individual education plan (IEP) is up-to-date and implemented (if the student has special needs).
  - Develop mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF).

included in District Professional Learning Plan \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).

- Increased outreach services for Foster Youth and McKinney-Vento students.
  - Did not add additional Child Welfare and Attendance outreach position in 2016-17: \$69,000 if funding becomes available (LCFF). A District budget shortfall prevented this action-step from being implemented.
  - In 2016-17, the District continued to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 (LCFF).
  - Did not add additional Bilingual School Community Liaison in 2016-17: \$50,000 (LCFF). A District budget shortfall prevented this action-step from being implemented.
  - Did not add additional Office Assistant, Bilingual in 2016-17: \$40,000 if funding becomes available (LCFF). District budget shortfall prevented this action-step from being implemented.
- Developed mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF).
- Ensured that McKinney-Vento and Foster Youth students are enrolled in appropriate academic programs, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services. (Duplicated action from 1.7)
- Continued to engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and Foster Youth students.
- Continued to actively collaborate with the county child welfare agency, the county office of education and other agencies working to improve the educational success of McKinney-Vento and Foster Youth students.
  - Continued to provide McKinney-Vento and Foster Youth students who transfer into a school the support they need to feel welcomed and comfortable. Ensure that their educational records and credits are promptly and accurately transferred, that they are enrolled in appropriate classes, and that their individual education plan (IEP) is up-to-date and implemented (if the student has special needs).
  - Developed mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF).

#### BUDGETED

- Instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF).
- Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$268,000 for salaries and benefits if

#### ESTIMATED ACTUAL

- In 2016-17, the District continued to provide instructional materials for Foster Youth and McKinney-Vento students: \$10,000 (LCFF).
- In 2016-17, the District added 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$268,000 for salaries and benefits (LCFF—duplicated amount from Action 3.2.).

#### Expenditures

- funding becomes available (LCFF—duplicated amount from Action 3.2).
- Training/professional learning to support mental health needs: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
- Add additional Child Welfare and Attendance outreach position in 2016-17: \$69,000 if funding becomes available (LCFF).
- Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually for salary and benefits (LCFF).
- Add additional Bilingual School Community Liaison in 2016-17: \$50,000 if funding becomes available (LCFF).
- Add additional Office Assistant, Bilingual in 2016-17: \$40,000 if funding becomes available (LCFF).

- In 2016-17, the District continued to provide training/professional learning to support mental health needs: cost included in District Professional Learning Plan \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).
- In 2016-17, the District continued to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 for salary and benefits (LCFF).

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

The highlights below detail some of the actions/services that were achieved respective to Goal 3, which states: "Provide and nurture a safe and positive school culture."

- a. Implemented a restorative practices training-of-trainers model, in which the District now has the capability to train teachers and administrators in-house. This training/professional learning model was also used to reboot the District's Positive Behavioral Interventions and Supports (PBIS) program. PBIS was first implemented 7 years ago, and schools were in need of updated information and data, as well as the opportunity to collaborate and share best practices. Additionally, the training/professional learning was needed to ensure that all of the District's schools are still implementing the program with fidelity. As a result of the training, several schools revisited their schoolwide behavioral expectations, behavioral and social emotional interventions, and incentives/strategies for increasing positive student behavior.
- b. Hired additional social workers to better support the needs of the District's most vulnerable students, and particularly students who are coping with homelessness, or who are living in foster care.
- c. Implemented Capturing Kids Hearts training/professional learning for teachers and staff. Capturing Kids Hearts training has provided teachers with additional skills and tools to build community and increase student engagement in the learning environment.
- d. Partnered with Orange County Human Relations to provide staff Bridges training/professional learning on cultural responsiveness, particularly with regards to issues

Describe the overall implementation of the actions/services to achieve the articulated goal.

- faced by the Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex (LGBTQI) community, and how to best support students who have experienced trauma. The District's crisis-response team has also been restructured.
- e. Counselors utilized the California College Guidance Initiative (CCGI), a web-based support system to help students create 6-year plans (which are now documented in CCGI), as well as monitor student academic progress/A-G completion progress, and explore college and career options.
  - f. Increased the number of computer devices by 150% since the inception of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP). As a result, many teachers are seamlessly infusing technology with 21<sup>st</sup> century learning strategies to provide all students with increased access to the curriculum, and also teaching students good digital citizenship strategies.
  - g. Purchased and implemented 21<sup>st</sup> century furniture in 223 classrooms. Another 141 classrooms are slated to receive 21<sup>st</sup> century furniture during the 2017-18 year.
  - h. Measure H facilities projects that provide upgrades, beautification, and security fencing for District facilities continue to be completed. Most notably, during the 2016-17 year, has been the implementation of Katella High School's Drought Response Outreach Program for Schools (DROPS). The DROPS project and the makeover to Katella High School included a new entrance arch, outdoor learning spaces, shade structures, pavement, and extensive landscaping upgrades that included drought resistant native plants. Infrastructure upgrades included underground piping, electrical conduits, and the installation of large tanks to help replenish the underground water table. Students who take the Earth Science course at Katella High School, not only study Earth Science, but they have the opportunity to become docents for the DROPS project, and they provide educational tours for staff, parents, and community members.
  - i. Other Measure H and upgrades to facilities across the District also included security fencing, cameras, and improving the flow of traffic through parking lots at Savannah, Kennedy, and Cypress high schools.

LCAP survey responses and stakeholder feedback, obtained during the LCAP stakeholder engagement process, indicate that the actions/services in Goal 3 have improved the overall educational experience for students; and, the actions that the District has taken to expand/improve services for students to achieve the articulated goal have led to improved school climate indicators:

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- The District-wide high school cohort dropout rate decreased by .9%, from 7.3% in 2014-15 to 6.4% in 2015-16. (2015-16 is last available year for dropout data).
- The District-wide middle school/junior high school dropout rate decreased by .18%, from 18% in 2014-15 to 17.82% in 2015-16.
- The District-wide graduation rate increased by 1.2%, from 87.3% in 2014-15 to 88.5% in 2015-16. (Most current graduation rate is from 2015-16.) The cohort graduation rate for Low Income Pupils (LIP) increased by 1% annually, from 85.4% in 2014-15 to 86.4% in 2015-16. (Most current graduation rate is from 2015-16.)

- The cohort graduation rate for English Learners (EL) increased by 3%, from 76.0% in 2014-15 to 79.0% in 2015-16. (Most current grad rate is from 2015-16)
- The cohort graduation rate for Students with Disabilities (SWD) increased by 8.3%, from 65.1% in 2014-15 to 73.4% in 2015-16. (Most current graduation rate is from 2015-16.)
- The District-wide suspension rate decreased by .3%, from 5.4% in 2014-15 to 5.1% in 2015-16. (Most current suspension rate is from 2015-16.)
- The District maintained a District-wide expulsion rate of less than 1%. (The 2014-15 District-wide expulsion rate is 0.02%, and the 2015-16 District-wide expulsion rate is .1%.) (2015-16 is the last available data)

However, as was stated in the greatest needs section of this document: Graduation rates for EL and SWD subgroups are low as compared to other subgroups, and EL, African American, and SWD subgroups have a disproportionate number/percentage of suspensions and expulsions.

The District will continue to:

- a. Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.
- b. Implement and refine multi-tiered academic and behavioral support systems (aka MTSS).
- c. Increase mental-health support services, and refine school services that are designed to reduce incidents of inappropriate student behavior.
- d. Refine targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.
- e. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.

Of the 7 actions included in Goal 3, all actions and services were implemented with the exception of:

- a. Adding an additional Child Welfare and Attendance Outreach Liaison.
- b. Adding an additional Bilingual School Community Liaison.
- c. Adding an additional Office Assistant, Bilingual.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures would be the total cost of the positions that were not added as a result of the District's budget shortfall, which is due to declining enrollment.

In spring of 2017, a thorough examination of the District's LCAP goals occurred as part of the District's LCAP stakeholder engagement process. Stakeholder consensus was reached, and the decision was made that the District's LCAP Goals will remain the same in the 2017-18 LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**2016-17 LCAP Goals (also 2017-18 LCAP Goals)**

Goal 1: All students will demonstrate college and career readiness.

Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.

Goal 3: Provide and nurture a safe and positive school culture.

All of the original 7 actions from Goal 3 of the 2016-17 LCAP will carry forward to the 2017-18 LCAP. However, each of the actions has been refined through the 2017-18 stakeholder engagement process.

# Stakeholder Engagement

LCAP Year     2017-18     2018-19     2019-20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Local Control Accountability Plan (LCAP) involvement process began with the implementation of the 2016-17 LCAP in July 2016. Goals and actions from the 2016-17 LCAP were incorporated into the District's 2016-17 Single Plan for Student Achievement (SPSA) template. Each school's School Leadership Team (SLT), School Site Council (SSC), and English Learner Advisory Committee (ELAC) developed the SPSA. Through the process of developing the SPSA, each school's SLT, SSC, and ELAC also reviewed the District's 2016-17 LCAP goals and actions, which were embedded in the SPSA. Through this process, these committees also provided feedback regarding how the LCAP should be updated and/or refined. Embedding LCAP goals and actions into the SPSA helped to facilitate the implementation of the 2016-17 LCAP (year one) at the school-level, and it also helped to gather feedback regarding goals and actions in the LCAP that might need to be adjusted, when developing the 2017-18 LCAP.

September 2016 through December 2016, the District conducted its annual SPSA Peer Review process, in which the District School Liaison Team (DSLTL) visited each school and peer reviewed each school's SPSA. The DSLTL, comprised of the Superintendent, Assistant Superintendent of Educational Services, Chief Academic Officer, directors/coordinators, and curriculum specialists, met with each school's SLT. For each peer review session, a panel of approximately 25 District and school administrators, and teacher leaders met to review SPSAs from corresponding feeder-patterns. Schools took the recommendations from DSLTL and school-level panel members, and then revised their SPSAs prior to Board approval, which occurred on February 16, 2017.

The process of developing the 2017-18 LCAP began in January 2017. The first stakeholder engagement meeting occurred on February 2, 2017, in which the 2016-17 LCAP Annual Update was reviewed with participants, as well as revisiting 2016-17 LCAP goals and actions.

Four subsequent stakeholder engagement meetings occurred between the months of February through April of 2017. Two of the meetings were conducted in focus groups, and the other two meetings included the entire group of stakeholders. More than 200 stakeholders from the following groups participated: assistant superintendents, directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, and community members. All five stakeholder engagement meetings had high levels of participation.

Four steering committee meetings were also held to explain the LCAP process, plan stakeholder engagement meetings, and debrief the findings from the stakeholder engagement meetings. The LCAP Steering Committee was comprised of the Assistant Superintendent of Educational Services, the Chief Academic Officer and representatives from the following groups: directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, community members, and representatives from four local bargaining units.

Eight focus groups, structured around the eight State Priorities, were created to help guide the work that was completed in the first two of the remaining four stakeholder engagement meetings. Each focus group concentrated on actions that were related to the State Priority assigned to each respective focus group. Focus group members examined and refined LCAP actions through the lens of the State Priority to which they were assigned.



Throughout the process, data was shared with stakeholder groups, and/or focus groups to help determine gaps in services. Focus groups were also asked to review metrics to gage the improvement of services and/or educational outcomes. The data that was reviewed included: achievement data for all students; and achievement data for subgroups, such as low-income/socioeconomically disadvantaged students, English learners, Foster Youth, and Students With Disabilities. The data that was reviewed also included school attendance rates; dropout rates; graduation rates; suspension rates; and A-G completion rates.

Additionally, LCAP survey data, senior survey data, and eighth grade survey data from the prior year (2015-16) was reviewed at the stakeholder engagement meeting February 23, 2017, (held as focus groups) as part of the process to help determine gaps in services, school community needs, and to capture the student voice with regards to school community needs. The LCAP needs assessment was completed at the third stakeholder engagement meeting on March 2, 2017 (held as focus groups).

Updated LCAP goals and actions were presented at the stakeholder engagement meeting held March 21, 2017 (to the group at large), which included a gallery walk to rank the importance of each of the proposed actions. This information was used to further refine the 2017-18 LCAP. A draft of the 2017-18 LCAP was presented at the final stakeholder engagement meeting on April 6, 2017 (to the group at large), in which consensus was reached for each LCAP action.

Following the stakeholder engagement meetings, District officials met with representatives from each of the four local bargaining units to engage in the meet and consult process. Further refinement of the 2017-18 LCAP resulted from this process. Additionally, LCAP surveys were made available on the District's website. To date, there have been 22,938 responses to the surveys (collected in spring of 2017), which will be used as the District's LCAP is refined during the 2017-18 year.

## **IMPACT ON LCAP AND ANNUAL UPDATE**

How did these consultations impact the LCAP for the upcoming year?

At the first stakeholder engagement meeting, held on February 2, 2017, more than 120 stakeholders from the following groups reviewed the Annual Update: assistant superintendents, chief academic officer, directors, principals, assistant principals, counselors, teachers, classified staff, students, parents, and community members. The group had the opportunity to ask questions and make comments. Most of the expenditures were consistent with 2016-17 LCAP actions, and the projected amounts assigned to each action listed under each of the three goals.

The group did not recommend any changes to the Annual Update, other than to request that Educational Services staff review all of the expenditures assigned to each action. Educational Services staff verified estimated actual annual expenditures with the Business Services Office, and adjusted the amounts as needed. Very few adjustments were made.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New       Modified       Unchanged

## Goal 1      **All students will demonstrate college and career readiness.**

State and/or Local  
Priorities Addressed by  
this goal:

STATE  1    2    3    4    5    6    7    8

COE    9    10

LOCAL \_\_\_\_\_

### Identified Needs

- 1.1. Provide ongoing training/professional learning for teachers, paraprofessionals, and administrators, and administrators need ongoing training/professional learning to ensure that all staff are highly qualified, also to ensure the use of best pedagogical practices, and to continue to successfully implement all state adopted standards.
- 1.2. Further support students' language and literacy skills that are necessary to access all state adopted grade-level standards, which includes the ability to read complex text, to use complex text in speech, and to demonstrate competency with evidence-based writing, because not all students demonstrate the literacy skills necessary to access all state adopted grade-level standards.
- 1.3. Align curriculum across the District through the purchase and implementation of up-to-date instructional materials, because not all students have equal access to a coherent curricular and instructional program at every school.
- 1.4. Increase access to technology and/or to the technological resources needed to support the development of 21<sup>st</sup> century learning skills, because currently not all students and staff have equal access to the technological resources and/or the technology training needed to support the development of 21<sup>st</sup> century learning skills.
- 1.5. Refine the current system of assessments to more easily inform teachers of student progress based on college and career readiness indicators, because the current system of assessments is not easily accessible to teachers and does not clearly define which metrics are the District's primary focus.
- 1.6. Refine school scheduling structures, so that all students have the opportunity to participate in broad courses of study, which includes: Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career and Technical Education (CTE), and World Languages, because current school structures restrict some students from accessing broad courses of study and/or restrict access to STEAM, VAPA, CTE, and World Languages.
- 1.7. Increase the number/percentage of students (District-wide) who complete A-G requirements, because currently only 37.9% (2015-16) of the District's students complete A-G requirements.

- 1.8. There is a need to increase the number/percentage of English Learners (EL) who complete A-G requirements, because currently 2.8% (2015-16) of EL students complete A-G requirements.
- 1.9. Expand academic enrichment programs to promote biliteracy, because the District needs to more fully develop skills that will help guarantee student success in post-secondary college and career settings, particularly for English Learners (EL) and for reclassified EL.
- 1.10. Refine the process for using multiple measures to strategically place students in courses, to monitor student progress, and to ensure that all students have access to rigorous courses of study, because student placement and monitoring practices are not consistent at all of the District's schools.
- 1.11. Support students with increased/expanded intervention strategies and programs that will help struggling students complete all high school graduation requirements, because intervention strategies and programs are not consistent at all of the District's schools.
- 1.12. Refine the placement and monitoring practices for English Learners (EL), including Newcomer EL and Long-Term English Learners (LTEL), and also update the District's EL curriculum, because placement and monitoring practices are not consistent at all District schools, and the District's EL curriculum is outdated.
- 1.13. Improve services for Students With Disabilities (SWD) to guarantee access to the core curriculum, because services for SWD are not consistent at all of the District's schools.
- 1.14. Expand and/or refine non-traditional instructional options to meet the learning needs of students who are more successful in non-traditional instructional settings, in order to reduce the District's dropout rate.
- 1.15. Expand post-secondary transition opportunities, which lead to the successful transition to post-secondary college and career settings, because many of the District's students do not have the resources to create their own post-secondary transition opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC/Williams Reporting: Teacher Credentials and Subject Matter Authorizations	For all AUHSD teachers/all subject areas: 90.3% of teachers are appropriately assigned, and 99.6% are fully-credentialed. Most of the missassignments have to do with core area teachers coaching one period of athletics, which is allowable per state education code section 44258.9.	Growth Target: For all AUHSD teachers/all subject areas: 93% of teachers are appropriately assigned, and 99.6% are fully-credentialed. Most of the missassignments have to do with core area teachers coaching one period of athletics, which is allowable per state education code section 44258.9.	Growth Target: For all AUHSD teachers/all subject areas: 96% of teachers are appropriately assigned, and 99.9% are fully-credentialed. Most of the missassignments have to do with core area teachers coaching one period of athletics, which is allowable per state education code section 44258.9.	Growth Target: For all AUHSD teachers/all subject areas: 99% of teachers are appropriately assigned, and 99.9% are fully-credentialed. Most of the missassignments have to do with core area teachers coaching one period of athletics, which is allowable per state education code section 44258.9.
SARC/Williams Reporting: English Learner (EL) Authorization	The current percentage of teachers who lack only EL authorization is 0.3% (less than on-half of a percent).	Growth Target: The current percentage of teachers who lack only EL authorization is 0.2% (less than on-half of a percent).	Growth Target: The current percentage of teachers who lack only EL authorization is 0.1% (less than on-half of a percent).	Growth Target: The current percentage of teachers who lack only EL authorization is 0%. (100% of teachers have EL authorization.)
SARC/Williams Reporting: Instructional Materials	Sufficient access to standards-aligned instructional materials for all pupils has been provided, and 100% compliance with Williams'	Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams'	Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams'	Maintain sufficient access to standards-aligned instructional materials for all pupils, and 100% compliance with Williams'

Instructional materials requirements have been maintained	Instructional materials requirements have been maintained	Instructional materials requirements have been maintained	Instructional materials requirements have been maintained	Instructional materials requirements have been maintained
Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.	Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.	Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.	Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.	Maintain instructional design and delivery that is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.
Implementation of State Academic Standards				
California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) Assessment Results	In 2015-16, 47% of students meeting or exceeding standard. (Most current results available are from the prior school year.)	Growth Target: In 2016-17, 49% of students meeting or exceeding standard.	Growth Target: In 2017-18, 51% of students meeting or exceeding standard.	Growth Target: In 2018-19, 53% of students meeting or exceeding standard.
California Assessment of Student Performance and Progress (CAASPP) Math Assessment Results	In 2015-16, 30% of students meeting or exceeding standard. (Most current results available are from the prior school year.)	Growth Target: In 2016-17, 32% of students meeting or exceeding standard.	Growth Target: In 2017-18, 34% of students meeting or exceeding standard.	Growth Target: In 2018-19, 36% of students meeting or exceeding standard.
A-G Completion Rates: All Students	In 2015-16, 37.9% of all students completed A-G prior to graduation. (Most current results available are from the prior school year.)	Growth Target: 39% in 2016-17	Growth Target: 40% in 2017-18	Growth Target: 41% in 2018-19
A-G Completion Rates: Low Income Pupils	In 2015-16, 34.2% of Low Income Pupils completed A-G prior to graduation. (Most current results available are from the prior school year.)	Growth Target: 35% in 2016-17	Growth Target: 36% in 2017-18	Growth Target: 37% in 2018-19
A-G Completion Rates: English Learners (EL)	In 2015-16, 2.8% of English Learners completed A-G prior to graduation. (Most current results available are from the prior school year.)	Growth Target: 6% in 2016-17	Growth Target: 8% in 2017-18	Growth Target: 10% in 2018-19
Graduation Rate: District-wide	In 2015-16, the District-wide graduation rate was 88.5% (Most current results available are from the prior school year.)	Growth Target: 90% in 2016-17	Growth Target: 92% in 2017-18	Growth Target: 94% in 2018-19

Graduation Rate: EL	In 2015-16, the EL graduation rate was 79.0%. (Most current results available are from the prior school year.)	Growth Target: 81% in 2016-17	Growth Target: 83% in 2017-18	Growth Target: 85% in 2018-19
Graduation Rate: Students With Disabilities (SWD)	In 2015-16, the SWD graduation rate was 73.4%. (Most current results available are from the prior school year.)	Growth Target: 75% in 2016-17	Growth Target: 77% in 2017-18	Growth Target: 79% in 2018-19
Advanced Placement (AP) Participation Rate	In 2015-16, the Advanced Placement (AP) participation rate was 17.4%.	Growth Target: 18% in 2016-17	Growth Target: 18.5% in 2017-18	Growth Target: 19% in 2018-19
Advanced Placement (AP) Exam Pass Rate	In 2015-16, the Advanced Placement (AP) Exam pass rate, with a score of 3 or higher was 54.8%.	Growth Target: 56% in 2016-17	Growth Target: 57% in 2017-18	Growth Target: 58% in 2018-19
Early Assessment Program (EAP) ELA Results	In 2015-16, Early Assessment Program (EAP) ELA results indicate that 22% of students are "Ready for College."	Growth Target: 23% in 2016-17	Growth Target: 24% in 2017-18	Growth Target: 25% in 2018-19
Early Assessment Program (EAP) Mathematics Results	In 2015-16, Early Assessment Program (EAP) Mathematics results indicate that 10% of students are "Ready for College."	Growth Target: 11% in 2016-17	Growth Target: 12% in 2017-18	Growth Target: 13% in 2018-19
EL Progress and Proficiency Report: Making annual progress	In 2015-16, 57.9% of ELs are "making annual progress in learning English" according to California English Development Test (CELDT) scores.	Growth Target: 59% in 2016-17	Growth Target: 60% in 2017-18	Growth Target: 61% in 2018-19
EL Progress and Proficiency Report: ELs enrolled less than 5 years and who score "English Proficient"	In 2015-16, 21.8% of ELs enrolled less than 5 years scored "English Proficient" according to CELDT scores.	Growth Target: 23% in 2016-17	Growth Target: 24% in 2017-18	Growth Target: 25% in 2018-19

<p>EL Progress and Proficiency Report: ELs who are enrolled more than 5 years and who score "English Proficient"</p>	<p>In 2015-16, 49.3% of ELs who are enrolled more than 5 years scored "English Proficient" according to CELDT scores.</p>	<p>Growth Target: 50% in 2016-17</p>	<p>Growth Target: 51% in 2017-18</p> <p>Growth Target: 52% in 2018-19</p>
<p>Percentage of ELs Reclassifying/ Redesignating to Fluent English Proficient</p>	<p>In 2015-16, 10.4% of ELs were reclassified/ redesignated to Fluent English Proficient</p>	<p>Growth Target: 11% in 2016-17</p>	<p>Growth Target: 12% in 2017-18</p> <p>Growth Target: 13% in 2018-19</p>
<p>Course Access and Other Pupil Outcomes: Enrollment in Visual and Performing Arts (VAPA)</p>	<p>In 2015-16, 62% of students were enrolled in VAPA courses. (Most current results available are from the prior school year.)</p>	<p>Maintain current enrollment percentages in 2016-17</p>	<p>Maintain current enrollment percentages in 2017-18</p> <p>Maintain current enrollment percentages in 2018-19</p>
<p>Course Access and Other Pupil Outcomes: Enrollment in Career Technical Education (CTE)</p>	<p>In 2015-16, 37% of high school students were enrolled in CTE courses. (Most current results available are from the prior school year.)</p>	<p>Maintain current enrollment percentages in 2016-17</p>	<p>Maintain current enrollment percentages in 2017-18</p> <p>Maintain current enrollment percentages in 2018-19</p>
<p>Course Access and Other Pupil Outcomes: Enrollment in World Languages</p>	<p>In 2015-16, 40.6% of students were enrolled in World Languages courses. (Most current results available are from the prior school year.)</p>	<p>Maintain current enrollment percentages in 2016-17</p>	<p>Maintain current enrollment percentages in 2017-18</p> <p>Maintain current enrollment percentages in 2018-19</p>

PLANNED ACTIONS / SERVICES

Action **1.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20	
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	
Continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21 <sup>st</sup> century learning experiences to all students.	Continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21 <sup>st</sup> century learning experiences to all students.	Continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21 <sup>st</sup> century learning experiences to all students.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20	
Amount	Amount	Amount	
a. \$18,265,000	a. \$18,265,000	a. \$18,265,000	
b. \$750,000	b. \$750,000	b. \$750,000	
c. \$60,000	c. \$60,000	c. \$60,000	
d. \$8,500	d. \$8,500	d. \$8,500	

Source	a. LCFF b. Title I, Title II, Title III (130,000), Educator Effectiveness Funds (620,000) c. Educator Effectiveness Funds d. Title II	a. LCFF b. Title I, Title II, Title III (130,000), LCFF (620,000) c. Educator Effectiveness Funds d. Title II
Budget Reference	a. Certificated salaries and benefits b. Training/professional learning costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional learning materials (Object Code 4315) d. Software to track professional learning (Object code 5880)	a. Certificated Salaries and Benefits b. Training/professional learning costs (1102, 1103, 4210, 4390, 5210, 5712, 5805) c. Professional Learning Materials (Object Code 4315) d. Software to track professional learning (Object code 5880)

## Action 1.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All  Students with Disabilities  [Specific Student Group(s)]  
 All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_  
 Location(s) \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners  Foster Youth  Low Income  
 All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_  
 Location(s) \_\_\_\_\_  
Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s) OR  Limited to Unduplicated Student Group(s)



ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.

2018-19

New  Modified  Unchanged

Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards

2019-20

New  Modified  Unchanged

Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards

BUDGETED EXPENDITURES

2017-18

- a. \$2,855,000 (duplicated amount from Action 1.1)
- b. \$750,000 (duplicated amount from Action 1.1)
- c. \$60,000 (duplicated amount from Action 1.1)

Amount

- a. LCFF
- b. Title I, Title II, Title III (130,000), Educator Effectiveness Funds (620,000)
- c. Educator Effectiveness Funds

Source

- a. Certificated salaries and benefits
- b. Training/professional learning costs (1102, 1103, 4210, 4390, 5210, 5712, 5805)
- c. Professional learning materials (Object code 4315)

Budget Reference

2018-19

- a. \$2,855,000 (duplicated amount from Action 1.1)
- b. \$750,000 (duplicated amount from Action 1.1)
- c. \$60,000 (duplicated amount from Action 1.1)

Amount

- a. LCFF
- b. Title I, Title II, Title III (130,000), LCFF (620,000)
- c. Educator Effectiveness Funds

Source

- a. Certificated salaries and benefits
- b. Training/professional learning costs (1102, 1103, 4210, 4390, 5210, 5712, 5805)
- c. Professional learning materials (Object code 4315)

Budget Reference

2019-20

- a. \$2,855,000 (duplicated amount from Action 1.1)
- b. \$750,000 (duplicated amount from Action 1.1)
- c. \$60,000 (duplicated amount from Action 1.1)

Amount

- a. LCFF
- b. Title I, Title II, Title III (130,000), LCFF (620,000)
- c. Educator Effectiveness Funds

Source

- a. Certificated salaries and benefits
- b. Training/professional learning costs (1102, 1103, 4210, 4390, 5210, 5712, 5805)
- c. Professional learning materials (Object code 4315)

Budget Reference

Action **1.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income  
 Scope of Services     LEA-wide Group(s)     Schoolwide     Limited to Unduplicated Student  
 Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

Each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.

**2018-19**

New     Modified     Unchanged

Each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.

**2019-20**

New     Modified     Unchanged

Each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.

**BUDGETED EXPENDITURES**

**2017-18**

- a. \$500,000
- b. \$450,000
- c. \$500,000
- d. \$200,000
- e. \$48,000
- f. \$65,000
- g. \$600,000
- a. Lottery
- b. Lottery
- c. Lottery
- d. Lottery
- e. LCFF
- f. Title I

Amount

Source

**2018-19**

- a. \$500,000
- b. \$450,000
- c. \$500,000
- d. \$2,000,000
- e. \$48,000
- f. \$65,000
- g. \$600,000
- a. Lottery
- b. Lottery
- c. Lottery
- d. One-time funding (Mandated Cost)
- e. LCFF

Amount

Source

**2019-20**

- a. \$0
- b. \$450,000
- c. \$500,000
- d. \$2,000,000
- e. \$48,000
- f. \$65,000
- g. \$600,000
- a. Lottery
- b. Lottery
- c. Lottery
- d. One-time funding (Mandated Cost)
- e. LCFF
- f. Title I

Amount

Source

g. 77% E-Rate, 23% LCFF

- a. Dual Language and EL instructional materials (Object code 4150)
- b. Consumable math textbooks (Object code 4150)
- c. Replacement of instructional materials and partial adoptions (Object code 4150)
- d. NGSS Instructional Materials (Object code 4150)
- e. Cloud-based library operating system (Object code 5880)
- f. Online library resource database subscriptions (Object code 5880)
- g. Enhance technology infrastructure (Object codes 4410, 6490)

Budget Reference

Budget Reference

f. Title I

g. 77% E-Rate, 23% LCFF

- a. Dual Language and EL instructional materials (Object code 4150)
- b. Consumable math textbooks (Object code 4150)
- c. Replacement of instructional materials and partial adoptions (Object code 4150)
- d. NGSS Instructional Materials (Object code 4150)
- e. Cloud-based library operating system (Object code 5880)
- f. Online library resource database subscriptions (Object code 5880)
- g. Enhance technology infrastructure (Object codes 4410, 6490)

Budget Reference

g. 77% E-Rate, 23% LCFF

- a. Dual Language and EL instructional materials (Object code 4150)
- b. Consumable math textbooks (Object code 4150)
- c. Replacement of instructional materials and partial adoptions (Object code 4150)
- d. NGSS Instructional Materials (Object code 4150)
- e. Cloud-based library operating system (Object code 5880)
- f. Online library resource database subscriptions (Object code 5880)
- g. Enhance technology infrastructure (Object codes 4410, 6490)

### Action 1.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s) **OR**  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.

**2018-19**

New  Modified  Unchanged

Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.

**2019-20**

New  Modified  Unchanged

Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.

BUDGETED EXPENDITURES

**2017-18**

- a. \$4,900,000
- b. \$600,000 (Duplicated amount from Action 1.3.)
- c. \$625,000
- d. \$490,000

Amount

- a. LCFF
- b. 77% E-Rate, 23% LCFF
- c. Site LCFF
- d. LCFF

Source

- a. Regular replacement and growth of technology (Object codes 4410, 6490)
- b. Enhance technology infrastructure (Object codes 4410, 6490)
- c. Educational technology coaches-teachers who receive one additional period release time for tech coaching duties (Object code 1101)
- d. Technology site technician salaries and benefits

Budget Reference

**2018-19**

- a. \$4,900,000
- b. \$600,000 (Duplicated amount from Action 1.3.)
- c. \$0
- d. \$490,000

Amount

- a. LCFF
- b. 77% E-Rate, 23% LCFF
- c. Site LCFF
- d. LCFF

Source

- a. Regular replacement and growth of technology (Object codes 4410, 6490)
- b. Enhance technology infrastructure (Object codes 4410, 6490)
- c. Educational technology coaches-teachers who receive one additional period release time for tech coaching duties (Slated for elimination in 2018-19 due to budget shortfall)
- d. Technology site technician salaries and benefits

Budget Reference

**2019-20**

- a. \$4,900,000
- b. \$600,000 (Duplicated amount from Action 1.3.)
- c. \$0
- d. \$490,000

Amount

- a. LCFF
- b. 77% E-Rate, 23% LCFF
- c. Site LCFF
- d. LCFF

Source

- a. Regular replacement and growth of technology (Object codes 4410, 6490)
- b. Enhance technology infrastructure (Object codes 4410, 6490)
- c. Educational technology coaches-teachers who receive one additional period release time for tech coaching duties (Eliminated in 2018-19 due to budget shortfall)
- d. Technology site technician salaries and benefits

Budget Reference

Action **1.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

	2017-18	2018-19	2019-20	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	
Through First Best Instruction, which begins with intentional lesson design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.	Through First Best Instruction, which begins with intentional lesson design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.	Through First Best Instruction, which begins with intentional lesson design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.	Through First Best Instruction, which begins with intentional lesson design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.	

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20	
Amount	a. \$288,000 b. \$40,500	a. \$288,000 b. \$40,500	Amount	a. \$288,000 b. \$40,500
Source	a. LCFF b. Title I	a. LCFF b. Title I	Source	a. LCFF b. Title I

a. Salaries and benefits of assessment director and assessment technician Hanover Research (Object code 5810)	a. Salaries and benefits of assessment director and assessment technician Hanover Research (Object code 5810)	a. Salaries and benefits of assessment director and assessment technician Hanover Research (Object code 5810)
b. Hanover Research (Object code 5810)	b. Hanover Research (Object code 5810)	b. Hanover Research (Object code 5810)

Action **1.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
 LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Each school implements scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.

**2018-19**

New  Modified  Unchanged

Each school implements scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.

**2019-20**

New  Modified  Unchanged

Each school implements scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

- a. \$635,000
- b. \$50,000
- c. \$89,000
- d. \$40,000

- a. \$635,000
- b. \$50,000
- c. \$89,000
- d. \$40,000

- a. \$635,000
- b. \$50,000
- c. \$89,000
- d. \$40,000

Amount

Amount

Amount

- a. Perkins Funds
- b. LCFF
- c. LCFF
- d. LCFF

- a. Perkins Funds
- b. LCFF
- c. LCFF
- d. LCFF

- a. Perkins Funds
- b. LCFF
- c. LCFF
- d. LCFF

Source

Source

Source

- a. Instructional materials and equipment (Object codes 4310, 4410, 6490)
- b. Additional resources and training/professional learning to support broader courses of study (Object codes 1102, 1103, 4310, 5210)
- c. Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410)
- d. Transportation for McKinney-Vento, and Foster Youth students (Object code 5721)

- a. Instructional materials and equipment (Object codes 4310, 4410, 6490)
- b. Additional resources and training/professional learning to support broader courses of study (Object codes 1102, 1103, 4310, 5210)
- c. Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410)
- d. Transportation for McKinney-Vento, and Foster Youth students (Object code 5721)

- a. Instructional materials and equipment (Object codes 4310, 4410, 6490)
- b. Additional resources and training/professional learning to support broader courses of study (Object codes 1102, 1103, 4310, 5210)
- c. Intramural sports for grades 7-8 (Object codes 1103, 4310, 4410)
- d. Transportation for McKinney-Vento, and Foster Youth students (Object code 5721)

Budget Reference

Budget Reference

Budget Reference

Action **1.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_ spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income     Limited to Unduplicated  
 Scope of Services     LEA-wide     Schoolwide    **OR**     Specific Grade  
 Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

	2017-18	2018-19	2019-20
	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District and schools continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.	District and schools continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.	District and schools continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.	District and schools continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	a. \$25,000 b. \$536,000 c. \$350,000 d. \$28,000 e. \$260,000 f. \$75,500 g. \$230,000 h. \$180,000	a. \$25,000 b. \$536,000 c. \$350,000 d. \$28,000 e. \$260,000 f. \$75,500 g. \$230,000 h. \$180,000	a. \$25,000 b. \$536,000 c. \$350,000 d. \$28,000 e. \$260,000 f. \$75,500 g. \$230,000 h. \$180,000
Source	a. Site Title I, site Title II b. LCFF c. Title I d. LCFF e. Title I f. GEAR UP, Title I, Title III g. Site Title I (\$200,000), Site LCFF (\$30,000)	a. Site Title I, site Title II b. LCFF c. Title I d. LCFF e. Title I f. GEAR UP, Title I, Title III g. Site Title I (\$200,000), Site LCFF (30,000)	a. Site Title I, site Title II b. LCFF c. Title I d. LCFF e. Title I f. GEAR UP, Title I, Title III g. Site Title I (\$200,000), Site LCFF (\$30,000)



h. LCFF	h. LCFF	h. LCFF
a. Training/professional learning for teachers (Object codes 1102, 1103, 4310)	a. Training/professional learning for teachers (Object codes 1102, 1103, 4310)	a. Training/professional learning for teachers (Object codes 1102, 1103, 4310)
b. Counselor salaries and benefits	b. Counselor salaries and benefits	b. Counselor salaries and benefits
c. Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310)	c. Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310)	c. Summer learning academy to improve students' language, literacy and numeracy skills (Object codes 1103, 4150, 4310)
d. Summer Leadership/Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310)	d. Summer Leadership/Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310)	d. Summer Leadership/Film Academy to develop students' communication skills (Object codes 1103, 4150, 4310)
e. MTSS Salaries and Benefits	e. MTSS Salaries and Benefits	e. MTSS Salaries and Benefits
f. AVID Summer Training (Object Code 5210)	f. AVID Summer Training (Object Code 5210)	f. AVID Summer Training (Object Code 5210)
g. AVID tutors' salaries	g. AVID tutors' salaries	g. AVID tutors' salaries
h. PUENTE counselor salary and benefits, and ancillary costs	h. PUENTE counselor salary and benefits, and ancillary costs	h. PUENTE counselor salary and benefits, and ancillary costs

Action **1.8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All  Students with Disabilities  [Specific Student Group(s)]  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

<p><b>2017-18</b></p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>	<p><b>2018-19</b></p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>	<p><b>2019-20</b></p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>
<p>Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p>	<p>Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p>	<p>Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p>

BUDGETED EXPENDITURES

<p><b>2017-18</b></p> <p>Amount</p> <p>a. \$30,000 b. \$2,580,000 c. \$1,400,000</p> <p>Source</p> <p>a. Title III b. LCFF c. LCFF (\$1,030,000), Title III (\$370,000)</p> <p>Budget Reference</p> <p>a. AVID Excel program (Object codes 1103, 2276, 4150, 4310) b. Salaries and benefits of EL teachers and EL paraprofessionals c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants</p>	<p><b>2018-19</b></p> <p>Amount</p> <p>a. \$30,000 b. \$2,580,000 c. \$1,400,000</p> <p>Source</p> <p>a. Title III b. LCFF c. LCFF (\$1,030,000), Title III (\$370,000)</p> <p>Budget Reference</p> <p>a. AVID Excel program (Object codes 1103, 2276, 4150, 4310) b. Salaries and benefits of EL teachers and EL paraprofessionals c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants</p>	<p><b>2019-20</b></p> <p>Amount</p> <p>a. \$30,000 b. \$2,580,000 c. \$1,400,000</p> <p>Source</p> <p>a. Title III b. LCFF c. LCFF (\$1,030,000), Title III (\$370,000)</p> <p>Budget Reference</p> <p>a. AVID Excel program (Object codes 1103, 2276, 4150, 4310) b. Salaries and benefits of EL teachers and EL paraprofessionals c. Salaries and benefits of EL support staff, such as language testing assistants, translators, and bilingual instructional assistants</p>
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Action **1.9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income  
Scope of Services     LEA-wide Group(s)     Schoolwide    OR     Limited to Unduplicated Student  
Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

New     Modified     Unchanged

Expand college and career enrichment programs to promote biliteracy.

2018-19

New     Modified     Unchanged

Expand college and career enrichment programs to promote biliteracy.

2019-20

New     Modified     Unchanged

Expand college and career enrichment programs to promote biliteracy.

BUDGETED EXPENDITURES

2017-18

- a. \$551,000
- b. \$5,000
- c. \$68,000
- d. \$10,000

Amount

- a. LCFF
- b. Title III
- c. LCFF
- d. Site Title I

Source

- a. Salaries and benefits of bilingual authorized teachers
- b. Teacher release time (Object codes 1102, 1103)
- c. Bilingual stipend for bilingual authorized teachers (Object code 4000)
- d. World Languages and Dual Language Academy instructional

Budget Reference

2018-19

- a. \$551,000
- b. \$5,000
- c. \$68,000
- d. \$10,000

Amount

- a. LCFF
- b. Title III
- c. LCFF
- d. Site Title I

Source

- a. Salaries and benefits of bilingual authorized teachers
- b. Teacher release time (Object codes 1102, 1103)
- c. Bilingual stipend for bilingual authorized teachers (Object code 4000)
- d. World Languages and Dual Language Academy instructional

Budget Reference

2019-20

- a. \$551,000
- b. \$5,000
- c. \$68,000
- d. \$10,000

Amount

- a. LCFF
- b. Title III
- c. LCFF
- d. Site Title I

Source

- a. Salaries and benefits of bilingual authorized teachers
- b. Teacher release time (Object codes 1102, 1103)
- c. Bilingual stipend for bilingual authorized teachers (Object code 4000)

Budget Reference

materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)

materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)

d. World Languages and Dual Language Academy instructional materials for students and professional learning for teachers (Object codes 4150, 4310, 5210)

## Action 1.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

### ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.

2018-19

New  Modified  Unchanged

Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.

2019-20

New  Modified  Unchanged

Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	a. \$40,000	Amount	a. \$40,000	Amount	a. \$40,000
Source	a. Special Education Funds	Source	a. Special Education Funds	Source	a. Special Education Funds
Budget Reference	a. Psychoeducational test batteries and protocols (Object code 4310)	Budget Reference	a. Psychoeducational test batteries and protocols (Object code 4310)	Budget Reference	a. Psychoeducational test batteries and protocols (Object code 4310)

Action **1.11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s) \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Each school implements services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.	Each school implements services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.	Each school implements services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	a. \$13,700,000 b. \$180,000 c. \$102,000	Amount	a. \$13,700,000 b. \$180,000 c. \$102,000	Amount	a. \$13,700,000 b. \$180,000 c. \$102,000
Source	a. Title I (\$5,700,000) LCFF (\$8,000,000) b. LCFF c. LCFF	Source	a. Title I (\$5,700,000) LCFF (\$8,000,000) b. LCFF c. LCFF	Source	a. Title I (\$5,700,000) LCFF (\$8,000,000) b. LCFF c. LCFF
Budget Reference	a. Salaries and benefits that support EL, low income pupils and foster youth that are not part of the base fund b. Salaries and benefits that support APEX Learning credit recovery program c. Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)	Budget Reference	a. Salaries and benefits that support EL, low income pupils and foster youth that are not part of the base fund b. Salaries and benefits that support APEX Learning credit recovery program c. Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)	Budget Reference	a. Salaries and benefits that support EL, low income pupils and foster youth that are not part of the base fund b. Salaries and benefits that support APEX Learning credit recovery program c. Teacher supplemental hourly pay to support APEX after-school program (Object code 1103)

**Action 1.12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  LEA-wide Student Group(s)  Schoolwide  Limited to Unduplicated

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

District and schools will refine placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (LTEL), and also will revise/refine the District's ELD curriculum.

District and schools will refine placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (LTEL), and also will revise/refine the District's ELD curriculum.

District and schools will refine placement and monitoring system for English Learners (EL), including Newcomers and Long-Term English Learners (LTEL), and also will revise/refine the District's ELD curriculum.

BUDGETED EXPENDITURES

**2017-18**

- a. \$50,000
- b. \$15,000
- c. \$150,000
- d. \$10,000
- e. \$53,000

Amount

- a. Title I
- b. LCFF
- c. Title III, site Title I
- d. Title III
- e. Title III

Source

Budget Reference

- a. Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students (Object code 5880)
- b. Welcome center for newcomer EL students and their parents/guardians (Object code 4320)
- c. Salaries and benefits of instructional assistants to provide primary language support in content areas

**2019-20**

- a. 50,000
- b. \$15,000
- c. \$150,000
- d. \$10,000
- e. \$53,000

Amount

- a. Title I
- b. LCFF
- c. Title III, site Title I
- d. Title III
- e. Title III

Source

Budget Reference

- a. Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students (Object code 5880)
- b. Welcome center for newcomer EL students and their parents/guardians (Object code 4320)
- c. Salaries and benefits of instructional assistants to provide primary language support in content areas

- d. Primary language resources (Object codes 4150, 4310)
- e. Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)

- d. Primary language support in content areas
- e. Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)

- d. Primary language resources (Object codes 4150, 4310)
- e. Intensive language support program for Newcomer EL students (Object codes 1103, 4150, 4310)

## Action 1.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Scope of Services Group(s) \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.	Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.	Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.	Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.



BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
Amount	Amount	Amount
<ul style="list-style-type: none"> <li>a. \$278,000</li> <li>b. \$56,240,000</li> <li>c. \$130,000</li> <li>d. \$1,550,000</li> <li>e. \$130,000</li> <li>f. \$134,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$278,000</li> <li>b. \$56,240,000</li> <li>c. \$130,000</li> <li>d. \$1,550,000</li> <li>e. \$130,000</li> <li>f. \$134,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$278,000</li> <li>b. \$56,240,000</li> <li>c. \$130,000</li> <li>d. \$1,550,000</li> <li>e. \$130,000</li> <li>f. \$134,000</li> </ul>
Source	Source	Source
<ul style="list-style-type: none"> <li>a. Medi-Cal, LCFF</li> <li>b. Special Education State and Federal Funding, and Mental Health State and Federal Funding</li> <li>c. LCFF</li> <li>d. LCFF</li> <li>e. LCFF</li> <li>f. Special Education Funds</li> </ul>	<ul style="list-style-type: none"> <li>a. Medi-Cal, LCFF</li> <li>b. Special Education State and Federal Funding, and Mental Health State and Federal Funding</li> <li>c. LCFF</li> <li>d. LCFF</li> <li>e. LCFF</li> <li>f. Special Education Funds</li> </ul>	<ul style="list-style-type: none"> <li>a. Medi-Cal, LCFF</li> <li>b. Special Education State and Federal Funding, and Mental Health State and Federal Funding</li> <li>c. LCFF</li> <li>d. LCFF</li> <li>e. LCFF</li> <li>f. Special Education Funds</li> </ul>
Budget Reference	Budget Reference	Budget Reference
<ul style="list-style-type: none"> <li>a. Salaries and benefits for additional 2 Psychologists</li> <li>b. Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f)</li> <li>c. Salaries and benefits for SWD curriculum specialist</li> <li>d. Salaries and benefits for SWD instructional assistants added in 2015-16</li> <li>e. Salary and benefits for speech-language pathologist added in 2016-17</li> <li>f. Salary and benefits for FTE Assistive Technology Specialist added in 2016-17</li> </ul>	<ul style="list-style-type: none"> <li>a. Salaries and benefits for additional 2 Psychologists</li> <li>b. Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f)</li> <li>c. Salaries and benefits for SWD curriculum specialist</li> <li>d. Salaries and benefits for SWD instructional assistants added in 2015-16</li> <li>e. Salary and benefits for speech-language pathologist added in 2016-17</li> <li>f. Salary and benefits for FTE Assistive Technology Specialist added in 2016-17</li> </ul>	<ul style="list-style-type: none"> <li>a. Salaries and benefits for additional 2 Psychologists</li> <li>b. Salaries and benefits for all positions that provide services to SWDs (not including those referenced in letter a, c, d, e, or f)</li> <li>c. Salaries and benefits for SWD curriculum specialist</li> <li>d. Salaries and benefits for SWD instructional assistants added in 2015-16</li> <li>e. Salary and benefits for speech-language pathologist added in 2016-17</li> <li>f. Salary and benefits for FTE Assistive Technology Specialist added in 2016-17</li> </ul>

Action **1.14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s) \_\_\_\_\_ OR \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.

**2018-19**

New  Modified  Unchanged

Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.

**2019-20**

New  Modified  Unchanged

Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.

BUDGETED EXPENDITURES

**2017-18**

a. \$167,000  
 b. \$150,000  
 c. \$5,000  
 d. \$1,440,000

Amount

Source

**2018-19**

a. \$167,000  
 b. \$150,000  
 c. \$5,000  
 d. \$1,440,000

Amount

Source

**2019-20**

a. \$167,000  
 b. \$150,000  
 c. \$5,000  
 d. \$1,440,000

Amount

Source

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>b. LCFF</li> <li>c. Title I-McKinney Vento</li> <li>d. LCFF</li> </ul>   | <ul style="list-style-type: none"> <li>b. LCFF</li> <li>c. Title I-McKinney Vento</li> <li>d. LCFF</li> </ul>   | <ul style="list-style-type: none"> <li>b. LCFF</li> <li>c. Title I-McKinney Vento</li> <li>d. LCFF</li> </ul>   |
| <ul style="list-style-type: none"> <li>a. APEX Learning licenses for expanded program (Object code 5880)</li> <li>b. Learning Management software for eLearning (Object code 5880)</li> <li>c. credit recovery program for 9<sup>th</sup> and 10<sup>th</sup>-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310)</li> <li>d. Salaries and benefits for teachers and counselors at Independent Learning Centers</li> </ul> | <ul style="list-style-type: none"> <li>a. APEX Learning licenses for expanded program (Object code 5880)</li> <li>b. Learning Management software for eLearning (Object code 5880)</li> <li>e. credit recovery program for 9<sup>th</sup> and 10<sup>th</sup>-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310)</li> <li>c. Salaries and benefits for teachers and counselors at Independent Learning Centers</li> </ul> | <ul style="list-style-type: none"> <li>a. APEX Learning licenses for expanded program (Object code 5880)</li> <li>b. Learning Management software for eLearning (Object code 5880)</li> <li>c. credit recovery program for 9<sup>th</sup> and 10<sup>th</sup>-grade McKinney-Vento and Foster Youth students (Object codes 1103, 4310)</li> <li>d. Salaries and benefits for teachers and counselors at Independent Learning Centers</li> </ul> |

Budget Reference

## Action 1.15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged

Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.

Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.

Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.

BUDGETED EXPENDITURES

2017-18

- a. \$25,000
- b. \$10,000
- c. \$58,000
- d. \$268,000
- e. \$186,000

Amount

- a. AUHSD Foundation
- b. Site LCFF
- c. LCFF
- d. Special Education Funds
- e. LCFF

Source

Budget Reference

- a. District College and Career Fair (Object codes 1103, 2465, 5712)
- b. Site college/career fairs Object codes 1103, 2465, 5712)
- c. California College Guidance Initiative (CCGI) software (Object code 5880)
- d. Salaries and benefits for vocational counselors for SWD transition program
- e. Salaries and benefits for College and Career Community Partnership/AIME Coordinators

2018-19

- a. \$25,000
- b. \$10,000
- c. \$58,000
- d. \$268,000
- e. \$186,000

Amount

- a. AUHSD Foundation
- b. Site LCFF
- c. LCFF
- d. Special Education Funds
- e. LCFF

Source

Budget Reference

- a. District College and Career Fair (Object codes 1103, 2465, 5712, 5810)
- b. Site college/career fairs Object codes 1103, 2465, 5712)
- c. California College Guidance Initiative (CCGI) software (Object code 5880)
- d. Salaries and benefits for vocational counselors for SWD transition program
- e. Salaries and benefits for College and Career Community Partnership/AIME Coordinators

2019-20

- a. \$25,000
- b. \$10,000
- c. \$58,000
- d. \$268,000
- e. \$186,000

Amount

- a. AUHSD Foundation
- b. Site LCFF
- c. LCFF
- d. Special Education Funds
- e. LCFF

Source

Budget Reference

- a. District College and Career Fair (Object codes 1103, 2465, 5712, 5810)
- b. Site college/career fairs Object codes 1103, 2465, 5712)
- c. California College Guidance Initiative (CCGI) software (Object code 5880)
- d. Salaries and benefits for vocational counselors for SWD transition program
- e. Salaries and benefits for College and Career Community Partnership/AIME Coordinators

# Goals, Actions, & Services

Strategic Planning Details and Accountability

New       Modified       Unchanged

## Goal 2      Provide meaningful educational involvement opportunities for all parents to advocate for all students.

State and/or Local Priorities Addressed by this goal:

STATE  1    2    3    4    5    6    7    8

COE  9    10

LOCAL \_\_\_\_\_

Identified Need

- 2.1. Expand parents' and students' understanding of the importance of successful completion of rigorous courses of study, because not all parents and students understand the importance of completing A-G requirements, and how skills developed through the completion of rigorous courses of study help students to successfully compete in the workforce and in post-secondary educational settings.
- 2.2. Additional qualified personnel are needed at schools to support the needs of English Learners (EL), including Long-Term English Learners (LTEL), and Reclassified/Redesignated Fluent English Proficient (RFEP) students, because current staffing for EL and RFEP students does not support sufficient meaningful two-way communication among EL parents.
- 2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD), because not all parents of SWD understand the parameters of Free Appropriate Public Education (FAPE) or how to access the resources available, which best support their students.
- 2.4. Increase parent involvement at school sites, and also increase parents' personal connection to school sites, because not all parents feel that their feedback is valued or have been trained on how to participate in the school's decision-making process.
- 2.5. Increase meaningful two-way communication with all families, because not all parents know how to access timely information regarding important enrollment/registration deadlines, and/or how to access timely information regarding their students' progress.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Parent Survey	2,754 parent responses (May 2016-17)	Growth Target: 2,854 parent responses (May 2017-18)	Growth Target: 2,954 parent responses (May 2018-19)	Growth Target: 3,054 parent responses (May 2019-20)
BlackboardConnect Parent Voicemail Contacts	11,001,576 voicemails (May 2016-17)	11,001,576 voicemails (Maintain similar number of voicemail contacts in 2017-18)	11,001,576 voicemails (Maintain similar number of voicemail contacts in 2018-19)	11,001,576 voicemails (Maintain similar number of voicemail contacts in 2019-20)

Aeries Parent Email Contacts	14,784,228 emails (May 2016-17)	14,784,228 emails (Maintain similar number of voicemail contacts in 2017-18)	14,784,228 emails (Maintain similar number of voicemail contacts in 2018-19)	14,784,228 emails (Maintain similar number of voicemail contacts in 2019-20)
Parent Leadership Academy Participation	382 in 2016-17	Growth Target: 412 in 2017-18	Growth Target: 442 in 2018-19	Growth Target: 472 in 2019-20

## Action 2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.

**2018-19**

New  Modified  Unchanged

Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.

**2019-20**

New  Modified  Unchanged

Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20	
Amount	a. \$5,000 b. \$30,000 c. \$10,000	Amount	a. \$5,000 b. \$30,000 c. \$10,000
Source	a. Site LCFF b. Title I c. LCFF	Source	a. Site LCFF b. Title I c. LCFF
Budget Reference	a. Parent learning walks (Object codes 4310, 5712) b. Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. Programs that provide real-world learning experiences for students (Object code 4310)	Budget Reference	a. Parent learning walks (Object codes 4310, 5712) b. Programs for parents that are designed to increase awareness of post-secondary options (Object code 5800) c. Programs that provide real-world learning experiences for students (Object code 4310)

Action **2.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.

**2018-19**

New  Modified  Unchanged

Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.

**2019-20**

New  Modified  Unchanged

Provide additional qualified personnel to schools to support the needs of Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.

BUDGETED EXPENDITURES

**2017-18**

- a. \$876,000
- b. \$178,250
- c. \$59,800
- d. \$250,000
- e. \$118,000
- f. \$60,000
- g. \$2,000

Amount

- a. Title I, and Title III
- b. LCFF
- c. Title III
- d. Title I and Title III (\$200,000) and LCFF (\$50,000)
- e. LCFF
- f. LCFF
- g. Title I McKinney-Vento

Source

- a. Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons)
- b. Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual

Budget Reference

**2018-19**

- a. \$876,000
- b. \$178,250
- c. \$59,800
- d. \$250,000
- e. \$118,000
- f. \$60,000
- g. \$2,000

Amount

- a. Title I, and Title III
- b. LCFF
- c. Title III
- d. Title I and Title III (\$200,000) and LCFF (\$50,000)
- e. LCFF
- f. LCFF
- g. Title I McKinney-Vento

Source

- a. Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons)
- b. Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual

Budget Reference

**2019-20**

- a. \$876,000
- b. \$178,250
- c. \$59,800
- d. \$250,000
- e. \$118,000
- f. \$60,000
- g. \$2,000

Amount

- a. Title I, and Title III
- b. LCFF
- c. Title III
- d. Title I and Title III (\$200,000) and LCFF (\$50,000)
- e. LCFF
- f. LCFF
- g. Title I McKinney-Vento

Source

- a. Salaries and benefits for FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons)
- b. Salaries and benefits for FACE Specialists (aka School Community

Budget Reference



- School Community Liaisons) added in 2015-16
- c. Salaries and benefits for Vietnamese FACE Specialist (aka School Community Liaison/Bilingual School Community Liaison)
- d. Training and resources for EL support staff (Object codes 4315, 5210, 5712)
- e. Salaries and benefits for Spanish translators/interpreters added in 2015-16
- f. Salary and benefits for Vietnamese translator/interpreter added in 2016-17
- g. Workshops for parents of undocumented students regarding services and resources available to them (Object codes 4315, 5210, 5712)

- School Community Liaisons) added in 2015-16
- c. Salaries and benefits for Vietnamese FACE Specialist (aka School Community Liaison/Bilingual School Community Liaison)
- d. Training and resources for EL support staff (Object codes 4315, 5210, 5712)
- e. Salaries and benefits for Spanish translators/interpreters added in 2015-16
- f. Salary and benefits for Vietnamese translator/interpreter added in 2016-17
- g. Workshops for parents of undocumented students regarding services and resources available to them (Object codes 4315, 5210, 5712)

- Liaisons/Bilingual School Community Liaisons) added in 2015-16
- c. Salaries and benefits for Vietnamese FACE Specialist (aka School Community Liaison/Bilingual School Community Liaison)
- d. Training and resources for EL support staff (Object codes 4315, 5210, 5712)
- e. Salaries and benefits for Spanish translators/interpreters added in 2015-16
- f. Salary and benefits for Vietnamese translator/interpreter added in 2016-17
- g. Workshops for parents of undocumented students regarding services and resources available to them (Object codes 4315, 5210, 5712)

Action **2.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Expand and/or improve parent involvement services for Students With Disabilities (SWD).

Expand and/or improve parent involvement services for Students With Disabilities (SWD).

Expand and/or improve parent involvement services for Students With Disabilities (SWD).

BUDGETED EXPENDITURES

**2017-18**

Amount a. \$5,000

Source a. Special Education Funds

Budget Reference a. Mailing costs (Object code 5910)

**2018-19**

Amount \$5,000

Source Special Education Funds

Budget Reference Mailing costs (Object code 5910)

**2019-20**

Amount \$5,000

Source Special Education Funds

Budget Reference Mailing costs (Object code 5910)

Action **2.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s) OR  Specific Schools: \_\_\_\_\_  Specific Grade  
Location(s)  All schools  Specific Schools: \_\_\_\_\_

ACTIONS/SERVICES

<p><b>2017-18</b>  <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>	<p><b>2018-19</b>  <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>	<p><b>2019-20</b>  <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>
<p>Increase parental involvement and personal connection to school sites by establishing, expanding, or refining parent resources that are available at all school sites, particularly for Low-Income, EL, and Foster Youth subgroups.</p>	<p>Increase parental involvement and personal connection to school sites by establishing, expanding, or refining parent resources that are available at all school sites, particularly for Low-Income, EL, and Foster Youth subgroups.</p>	<p>Increase parental involvement and personal connection to school sites by establishing, expanding, or refining parent resources that are available at all school sites, particularly for Low-Income, EL, and Foster Youth subgroups.</p>

BUDGETED EXPENDITURES

<p><b>2017-18</b></p>	<p><b>2018-19</b></p>	<p><b>2019-20</b></p>
<p>Amount</p> <p>a. \$52,000  b. \$65,000  c. \$70,000  d. \$3,000</p>	<p>Amount</p> <p>a. \$52,000  b. \$65,000  c. \$70,000  d. \$3,000</p>	<p>Amount</p> <p>a. \$52,000  b. \$65,000  c. \$70,000  d. \$3,000</p>
<p>Source</p> <p>a. Title III  b. Title III  c. Site Title I  d. Title I McKinney-Vento</p>	<p>Source</p> <p>a. Title III  b. Title III  c. Site Title I  d. Title I McKinney-Vento</p>	<p>Source</p> <p>a. Title III  b. Title III  c. Site Title I  d. Title I McKinney-Vento</p>
<p>Budget Reference</p> <p>a. Salary and benefits for Vietnamese Bilingual Instructional Assistant  b. Salary and benefits for Korean Bilingual Instructional Assistant  c. Parent education programs (Object codes 4315, 5800, 5210, 5712)  d. Parent social-emotional workshops (1103, 4315)</p>	<p>Budget Reference</p> <p>a. Salary and benefits for Vietnamese Bilingual Instructional Assistant  b. Salary and benefits for Korean Bilingual Instructional Assistant  c. Parent education programs (Object codes 4315, 5800, 5210, 5712)  d. Parent social-emotional workshops (1103, 4315)</p>	<p>Budget Reference</p> <p>a. Salary and benefits for Vietnamese Bilingual Instructional Assistant  b. Salary and benefits for Korean Bilingual Instructional Assistant  c. Parent education programs (Object codes 4315, 5800, 5210, 5712)  d. Parent social-emotional workshops (1103, 4315)</p>

Action **2.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s) OR  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

Expand methods of meaningful two-way communication between schools, District, and families.

2018-19

New  Modified  Unchanged

Expand methods of meaningful two-way communication between schools, District, and families.

2019-20

New  Modified  Unchanged

Expand methods of meaningful two-way communication between schools, District, and families.

BUDGETED EXPENDITURES

2017-18

- a. \$144,000
- b. \$2,000
- c. \$5,000
- d. \$78,000

Amount

- a. LCFF
- b. Site LCFF

Source

2018-19

- a. \$144,000
- b. \$2,000
- c. \$5,000
- d. \$78,000

Amount

- a. LCFF
- b. Site LCFF

Source

2019-20

- a. \$144,000
- b. \$2,000
- c. \$5,000
- d. \$78,000

Amount

- a. LCFF
- b. Site LCFF

Source

<ul style="list-style-type: none"> <li>c. Site Title I</li> <li>d. LCFF</li> </ul>	<ul style="list-style-type: none"> <li>a. Power School (aka Haiku) learning management system (Object code 5880)</li> <li>b. Aeries Parent Portal trainings (Object codes 1103, 4320)</li> <li>c. Communication software classes for parents (Object codes 1103, 4320)</li> <li>d. Blackboard Connect mass-communication program (Object code 5880)</li> </ul>	<ul style="list-style-type: none"> <li>a. Power School (aka Haiku) learning management system (Object code 5880)</li> <li>b. Aeries Parent Portal trainings (Object codes 1103, 4320)</li> <li>c. Communication software classes for parents (Object codes 1103, 4320)</li> <li>d. Blackboard Connect mass-communication program (Object code 5880)</li> </ul>	<ul style="list-style-type: none"> <li>c. Site Title I</li> <li>d. LCFF</li> </ul>
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Budget Reference

Budget Reference

Budget Reference

# Goals, Actions, & Services

Strategic Planning Details and Accountability

New  Modified  Unchanged

## Goal 3 Provide and nurture a safe and positive school culture.

State and/or Local  
Priorities  
Addressed by this  
goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

### Identified Needs

- 3.1. Improve student attendance rates, because poor student attendance and truancy lead to failing grades and credit deficiencies that make it impossible for students to complete rigorous courses of study and graduate from high school.
- 3.2. Decrease the numbers of students who engage in inappropriate behaviors that often result in suspension and expulsion, because these students are less likely to complete rigorous courses of study and graduate from high school.
- 3.3. Disaggregate student disciplinary data, because there is a need to develop a District-wide process for identifying the causation of student disciplinary incidents, and District-wide guidance for the implementation of appropriate behavioral interventions.
- 3.4. Implement targeted academic interventions to close the opportunity/achievement gap among Low Income Pupils, English Learners (EL), Foster Youth, and Students With Disabilities (SWD) subgroups, because an opportunity gap exists for these targeted subgroups.
- 3.5. Effectively monitor student academic progress and implement support services recommended by American School Counselor Association (ASCA) National Standards, because currently not all students have academic plans and/or receive sufficient guidance counseling as specified in the ASCA National Standards.
- 3.6. Upgrade facilities' aesthetic appeal and address maintenance needs, because appealing, well maintained facilities promote a sense of safety and provide a healthy environment for all students.
- 3.7. Provide additional resources and structures for EL, SWD, McKinney-Vento, and Foster Youth students, because the District needs to improve their sense of connectedness to school, and increase the graduation and A-G completion rates for these subgroups.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

The following metrics/indicators address State Priority 1: Basic, State Priority 4: Pupil Achievement, and State Priority 5: Pupil engagement. However, metrics/indicators associated with State Priority 1: Basic and State Priority 4: Pupil Achievement that are already listed in the Goal 1 "EXPECTED ANNUAL MEASURABLE OUTCOMES" section, are not duplicated in the Goal 3 "EXPECTED ANNUAL MEASURABLE OUTCOMES" section.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC/Williams Reporting: School Facilities are Properly Maintained	School facilities are maintained and in good repair, as evidenced by 2016-17 Facilities Inspection Tool (FIT) results, and also reported in 2016 SARC, that were published in January 2017.	School facilities are maintained and in good repair, as evidenced by 2017-18 Facilities Inspection Tool (FIT) results, and also reported in 2017 SARC, that will be published in January 2018.	School facilities are maintained and in good repair, as evidenced by 2018-19 Facilities Inspection Tool (FIT) results, and also reported in 2018 SARC, that will be published in January 2019.	School facilities are maintained and in good repair, as evidenced by 2019-20 Facilities Inspection Tool (FIT) results, and also reported in 2019 SARC, that were published in January 2020.
Graduation Rate: District-wide	In 2015-16, the District-wide graduation rate was 88.5% (Most current results available are from the prior school year.)	Growth Target: 89.5% in 2016-17	Growth Target: 90% in 2017-18	Growth Target: 90.5% in 2018-19
Graduation Rate: Low-Income Pupils (LIP)	In 2015-16, the LIP graduation rate was 85.4% (Most current results available are from the prior school year.)	Growth Target: 86% in 2016-17	Growth Target: 86.5% in 2017-18	Growth Target: 87% in 2018-19
Graduation Rate: EL	In 2015-16, the EL graduation rate was 79.0%. (Most current results available are from the prior school year.)	Growth Target: 79.5% in 2016-17	Growth Target: 80% in 2017-18	Growth Target: 80.5% in 2018-19
Graduation Rate: Students With Disabilities (SWD)	In 2015-16, the SWD graduation rate was 73.4%. (Most current results available are from the prior school year.)	Growth Target: 75% in 2016-17	Growth Target: 75.5% in 2017-18	Growth Target: 76% in 2018-19
Attendance Rate: District-wide	95.24 in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Increase to 95.5% in 2016-17	Growth Target: Increase to 96% in 2017-18	Maintain 96% in 2018-19
Chronic Absenteeism Rate: District-wide (Locally defined as missing 10% or more days of the school year)	12.48% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease to 12% in 2016-17	Growth Target: Decrease to 11.5% in 2017-18	Growth Target: Decrease to 11% in 2018-19
Suspension Rate: District-wide	5.1% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by .1% to 5% in 2016-17	Maintain 5% suspension rate in 2017-18	Maintain 5% suspension rate in 2018-19
Suspension Rate: EL	8.7% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by .7% to 8% in 2016-17	Growth Target: Decrease by 1% to 7% in 2017-18	Growth Target: Decrease by 1% to 6% in 2018-19

Suspension Rate: SWD	10.7% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by 1.7% to 9% in 2016-17	Growth Target: Decrease by 1% to 8% in 2017-18	Growth Target: Decrease by 1% to 7% in 2018-19
Suspension Rate: African American	9.7% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by 1.7% to 8% in 2016-17	Growth Target: Decrease by 1% to 7% in 2017-18	Growth Target: Decrease by 1% to 6% in 2018-19
Suspension Rate: Pacific Islander	6.5% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by .5% to 6% in 2016-17	Growth Target: Decrease by .5% to 5.5% in 2017-18	Growth Target: Decrease by .5% to 5% in 2018-19
Expulsion Rate: District-wide	The 2015-16 District-wide expulsion rate is .1%. (Most current results available are from the prior school year.)	Maintain expulsion rate of less than 1% in 2016-17	Maintain expulsion rate of less than 1% in 2017-18	Maintain expulsion rate of less than 1% in 2018-19
High School Dropout Rate: District-wide	6.4% in 2015-16 (Most current results available are from the prior school year.)	Growth Target: Decrease by .5% to 6% in 2016-17	Growth Target: Decrease by .5% to 5.5% in 2017-18	Growth Target: Decrease by .5% to 5% in 2018-19
Middle School/Junior High School Dropout Rate: District-wide	0% in 2015-16 (Most current results available are from the prior school year.)	Maintain junior high school dropout rate of less than .05% in 2016-17	Maintain junior high school dropout rate of less than .05% in 2017-18.	Maintain junior high school dropout rate of less than .05% in 2018-19

### Action 3.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_



ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.

**2018-19**

New  Modified  Unchanged

Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.

**2019-20**

New  Modified  Unchanged

Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.

BUDGETED EXPENDITURES

**2017-18**

Amount  
a. \$165,000  
b. \$145,000

Source  
a. LCFF  
b. LCFF

Budget Reference  
a. Salary and benefits for Attendance Program Administrator  
b. Saturday Academy program (Object codes 1103, 4310, 5712)

**2018-19**

Amount  
a. \$165,000  
b. \$145,000

Source  
a. LCFF  
b. LCFF

Budget Reference  
a. Salary and benefits for Attendance Program Administrator  
b. Saturday Academy program (Object codes 1103, 4310, 5712)

**2019-20**

Amount  
a. \$165,000  
b. \$145,000

Source  
a. LCFF  
b. LCFF

Budget Reference  
a. Salary and benefits for Attendance Program Administrator  
b. Saturday Academy program (Object codes 1103, 4310, 5712)

Action **3.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
 Location(s) \_\_\_\_\_  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student

All schools  Specific Schools: \_\_\_\_\_  Specific Grade

Location(s) spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.

**2018-19**

New  Modified  Unchanged

Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.

**2019-20**

New  Modified  Unchanged

Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.

BUDGETED EXPENDITURES

**2017-18**

- a. \$268,000
- b. \$134,000
- c. \$225,000
- d. \$896,000
- e. \$93,000
- f. \$30,000

Amount

- a. LCFF
- b. United Way Funds through 2018-19 only
- c. LCFF
- d. LCFF
- e. LCFF
- f. Special Ed. Funds

Source

**2018-19**

- a. \$268,000
- b. \$134,000
- c. \$225,000
- d. \$896,000
- e. \$93,000
- f. \$30,000

Amount

- a. LCFF
- b. United Way Funds through 2018-19 only
- c. LCFF
- d. LCFF
- e. LCFF
- f. Special Ed. Funds

Source

**2019-20**

- a. \$268,000
- b. \$134,000
- c. \$225,000
- d. \$896,000
- e. \$93,000
- f. \$30,000

Amount

- a. LCFF
- b. LCFF
- c. LCFF
- d. LCFF
- e. LCFF
- f. Special Ed. Funds

Source

Budget Reference

a. Salaries and benefits for licensed social workers

Budget Reference

a. Salaries and benefits for licensed social workers

Budget Reference

a. Salaries and benefits for licensed social workers

- b. Salaries and benefits for licensed social worker
- c. Salaries and benefits for health technicians
- d. Salaries and benefits for assistant principals
- e. Salaries and benefits for teacher of Alternatives to Suspension program
- f. Graduate-level interns' hourly pay (Object code 2456)

- b. Salaries and benefits for licensed social worker
- c. Salaries and benefits for health technicians
- d. Salaries and benefits for assistant principals
- e. Salaries and benefits for teacher of Alternatives to Suspension program
- f. Graduate-level interns' hourly pay (Object code 2456)

- b. Salaries and benefits for licensed social worker
- c. Salaries and benefits for health technicians
- d. Salaries and benefits for assistant principals
- e. Salaries and benefits for teacher of Alternatives to Suspension program
- f. Graduate-level interns' hourly pay (Object code 2456)

Action **3.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

	2017-18	2018-19	2019-20	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	
Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.	Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.	Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.	Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.	

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	a. \$134,000	a. \$134,000	a. \$134,000
Source	a. LCFF	a. LCFF	a. LCFF
Budget Reference	a. Salaries and benefits for FTE behavior intervention specialist	a. Salaries and benefits for FTE behavior intervention specialist	a. Salaries and benefits for FTE behavior intervention specialist

Action **3.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
 All schools  Specific Schools: \_\_\_\_\_  Specific Grade  
Location(s): \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade  
spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.			Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	a. \$175,000	a. \$175,000	a. \$175,000
Source	a. Site Title I (\$150,000), site LCFF (\$25,000)	a. Site Title I (\$150,000), site LCFF (\$25,000)	a. Site Title I (\$150,000), site LCFF (\$25,000)
Budget Reference	a. AVID tutoring and after school tutoring (Object code 2276)	a. AVID tutoring and after school tutoring (Object code 2276)	a. AVID tutoring and after school tutoring (Object code 2276)

Action **3.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase the number of counselors at schools to effectively monitor student progress and implement support services	Increase the number of counselors at schools to effectively monitor student progress and	Increase the number of counselors at schools to effectively monitor student progress and	Increase the number of counselors at schools to effectively monitor student progress and implement

recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.

implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.

support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
Amount	a. \$51,000	a. \$51,000	a. \$51,000
Source	a. Site LCFF	a. Site LCFF	a. Site LCFF
Budget Reference	a. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)	a. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)	a. Student orientation programs such as Link Crew (Object codes 1103, 4315, 4320, 5712)

**Action 3.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income  
Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged

Upgrade facilities to improve educational learning environments.

Upgrade facilities to improve educational learning environments.

Upgrade facilities to improve educational learning environments.

BUDGETED EXPENDITURES

2017-18

- a. \$8,200,000
- b. \$15,000
- c. \$211,000
- d. \$309,000
- e. \$74,000

- a. Measure H Bond
- b. LCFF
- c. LCFF
- d. LCFF
- e. LCFF

Amount

Source

2018-19

- a. \$8,200,000
- b. \$15,000
- c. \$309,000
- d. \$74,000

- a. Measure H Bond
- b. LCFF
- c. LCFF
- d. LCFF
- e. LCFF

Amount

Source

2019-20

- a. \$8,200,000
- b. \$15,000
- c. \$309,000
- d. \$74,000

- a. Measure H Bond
- b. LCFF
- c. LCFF
- d. LCFF
- e. LCFF

Amount

Source

- a. Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200)
- b. Training for Audio-Visual Technicians (Object codes 2465, 5210)
- c. Salaries and benefits for custodians
- d. Salaries and benefits for athletic field workers
- e. Salaries and benefits for grounds technician

Budget Reference

- a. Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200)
- b. Training for Audio-Visual Technicians (Object codes 2465, 5210)
- c. Salaries and benefits for custodians
- d. Salaries and benefits for athletic field workers
- e. Salaries and benefits for grounds technician

Budget Reference

- a. Facilities repairs, upgrades, and beautification of school sites (Object codes 4370, 6165,6170 6200)
- b. Training for Audio-Visual Technicians (Object codes 2465, 5210)
- c. Salaries and benefits for custodians
- d. Salaries and benefits for athletic field workers
- e. Salaries and benefits for grounds technician

Budget Reference

Action **3.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All  Students with Disabilities  [Specific Student Group(s)]  
Location(s) \_\_\_\_\_  
 All schools  Specific Schools: \_\_\_\_\_  Specific Grade  
 spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners  Foster Youth  Low Income  
Students to be Served \_\_\_\_\_  
 Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s) \_\_\_\_\_  
 All schools  Specific Schools: \_\_\_\_\_  Specific Grade  
 spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.

**2018-19**

New  Modified  Unchanged

Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.

**2019-20**

New  Modified  Unchanged

Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.

BUDGETED EXPENDITURES

**2017-18**

Amount  
a. \$10,000  
b. \$72,000

Source  
a. LCFF  
b. LCFF

Budget Reference  
a. Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210)

**2018-19**

Amount  
a. \$10,000  
b. \$72,000

Source  
a. LCFF  
b. LCFF

Budget Reference  
a. Instructional materials for Foster Youth and McKinney-

**2019-20**

Amount  
a. \$10,000  
b. \$72,000

Source  
a. LCFF  
b. LCFF

Budget Reference  
a. Instructional materials for Foster Youth and McKinney-Vento students (Object code 4210)



b. Salary and benefits of FACE Specialist (aka School Community Liaisons/Bilingual School Community Liaison) for McKinney-Vento Office

Vento students (Object code 4210)  
b. Salary and benefits of FACE Specialist (aka School Community Liaisons/Bilingual School Community Liaison) for McKinney-Vento Office

b. Salary and benefits of FACE Specialist (aka School Community Liaisons/Bilingual School Community Liaison) for McKinney-Vento Office

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017-18  2018-19  2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ \$55,674,692

Percentage to Increase or Improve Services:

22.67 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

One of the guiding values of the Anaheim Union High School District is the belief that effective first-best classroom instruction is a top priority for our instructional program that supports all students, including students with special needs. The District is choosing to use the proportionate share of the total Local Control Funding Formula (LCFF), approximately \$6.4 million, to maintain services that were supported with Economic Impact Aid-Limited English Proficient (EIA-LEP) funding, and approximately \$49.3 million to improve or expand services for Low Income Pupils, English Learners, and Foster Youth.

With these student subgroups in mind, the District is leveraging resources to improve and/or expand academic and behavioral services for unduplicated students that help support successful student achievement outcomes. The following Schoolwide and Districtwide services are principally directed toward and effective in meeting goals for unduplicated pupils:

- Improve the instructional model for English Learners to increase access to, and completion of, A-G courses (Action 1.8–Districtwide).
- Expand college and career enrichment programs to promote biliteracy, which can serve as a gateway for Redesignated Fluent English Proficient students to access Advanced Placement courses (Action 1.9–Schoolwide at all schools).
- Implement services/programs, and/or a Multi-Tiered System of Supports (MTSS), which provides additional support for all students in the completion of A-G requirements, and high school graduation requirements. Special attention is paid to Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities subgroups (Action 1.11–Schoolwide at all schools).
- Refine the placement and monitoring system for English Learners (EL), including Long-Term English Learners, and also revise/refine the District's EL curriculum (Action 1.12–Districtwide).
- Provide additional qualified school personnel to support the needs of English Learners, Long-Term English Learners, Redesignated Fluent English Proficient students, and/or Initially Fluent English Proficient students (2.2–Schoolwide at all schools).
- Expand and/or improve parent involvement services for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities subgroups (Actions 2.2, 2.3, and 2.4–Districtwide, and Schoolwide at all schools).

- Implement a multi-tiered academic and behavioral support system, aka MTSS, which includes increased support for mental health school resources and services that are designed to reduce inappropriate behavior, student suspensions, and improve student learning.
  - Each school will implement targeted academic interventions to close the opportunity gap among student subgroups (Action 3.2– Districtwide, and Schoolwide at all schools).
- Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents and truancy issues, and guidance for the implementation of appropriate interventions. Schools also analyze specific subgroup data respective to disciplinary issues, and provide additional support to subgroups with disproportionate disciplinary infractions (Action 3.3–Districtwide, and Schoolwide at all schools).
- Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students (Action 3.7– Districtwide).

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## **Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### **Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### **Related State and/or Local Priorities**

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### **Students to be Served**

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.



## **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## **State Priorities**

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?



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LCAP Year 1 through 3: 2017-18, 2018-19, and 2019-20

<b>GOAL:</b>	<b>Goal 1: All students will demonstrate college and career readiness.</b>		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3_ 4 <input checked="" type="checkbox"/> 5_ 6_ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>
<b>Identified Needs:</b>			
1.1. Provide ongoing training/professional learning for teachers, paraprofessionals, and administrators, because teachers, paraprofessionals, and administrators need ongoing training/professional learning to ensure that all staff are highly qualified, also to ensure the use of best pedagogical practices, and to continue to successfully implement all state adopted standards.	1.2. Further support students' language and literacy skills that are necessary to access all state adopted grade-level standards, which includes the ability to read complex text, to use complex text in speech, and to demonstrate competency with evidence-based writing, because not all students demonstrate the literacy skills necessary to access all state adopted grade-level standards.	1.3. Align curriculum across the District through the purchase and implementation of up-to-date instructional materials, because not all students have equal access to a coherent curricular and instructional program at every school.	
1.4. Increase access to technology and/or to the technological resources needed to support the development of 21 <sup>st</sup> century learning skills, because currently not all students and staff have equal access to the technological resources and/or the technology training needed to support the development of 21 <sup>st</sup> century learning skills.	1.5. Refine the current system of assessments to more easily inform teachers of student progress based on college and career readiness indicators, because the current system of assessments is not easily accessible to teachers and does not clearly define which metrics are the District's primary focus.	1.6. Refine school scheduling structures, so that all students have the opportunity to participate in broad courses of study, which includes: Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career and Technical Education (CTE), and World Languages, because current school structures restrict some students from accessing broad courses of study and/or restrict access to STEAM, VAPA, CTE, and World Languages.	
1.7. Increase the number/percentage of students (District-wide) who complete A-G requirements, because currently only 37.9% (2015-16) of the District's students complete A-G requirements.	1.8. There is a need to increase the number/percentage of English Learners (EL) who complete A-G requirements, because currently 2.8% (2015-16) of EL students complete A-G requirements.	1.9. Expand academic enrichment programs to promote biliteracy, because the District needs to more fully develop skills that will help guarantee student success in post-secondary college and career settings, particularly for English Learners (EL) and for reclassified EL.	
1.10. Refine the process for using multiple measures to strategically place students in courses, to monitor student progress, and to ensure that all students have access to rigorous courses of study, because student placement and monitoring practices are not consistent at all of the District's schools.	1.11. Support students with increased/expanded intervention strategies and programs that will help struggling students complete all high school graduation requirements, because intervention strategies and programs are not consistent at all of the District's schools.	1.12. Refine the placement and monitoring practices for English Learners (EL), including Newcomer EL and Long-Term English Learners (LTEL), and also update the District's EL curriculum, because placement and monitoring practices are not consistent at all District schools, and the District's EL curriculum is outdated.	
1.13. Improve services for Students With Disabilities (SWD) to guarantee access to the core curriculum, because services for SWD are not consistent at all of the District's schools.	1.14. Expand and/or refine non-traditional instructional options to meet the learning needs of students who are more successful in non-traditional instructional settings, in order to reduce the District's dropout rate.	1.15. Expand post-secondary transition opportunities, which lead to the successful transition to post-secondary college and career settings, because many of the District's students do not have the resources to create their own post-secondary transition opportunities.	
<b>Expected Annual Measurable Outcomes: See LCAP Summary Data Document</b>			

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<b>Actions/Services</b>	<b>Rank 1-5: Least Important to Most Important</b> Circle one; 1 = Least Important, and 5 = Most Important	<b>Budgeted Expenditures</b>
<ul style="list-style-type: none"> <li>✓ <b>Thumbs-up indicated that consensus was reached</b></li> <li>✓ <b>No questions or comments</b></li> </ul>		<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (LCFF).</li> <li>- Maintain .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF).</li> <li>- Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF).</li> <li>- Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF).</li> <li>- Continue to support 5.5 FTE curriculum specialists with disabilities and English Learners and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF).</li> <li>- Continue to support 19 educational technology coaches (one period release each) added in 2015-16: approximately \$625,000 annually for salaries and benefits (Title I, II, III, and LCFF).</li> <li>- Add math coach(es) in if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].)</li> <li>- Continue to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staffs capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards, including ELD standards: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds).</li> <li>- Refine plan, with appropriate timelines, for all teachers to meet state mandated credentialing requirements, and also provide opportunities and support for teachers to complete this work outside of the school day and/or school year: costs are included in District Professional Learning Plan.</li> <li>- Continue to support the teacher induction program in an effort to retain highly effective teachers.</li> <li>- Provide training/professional learning that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan.</li> </ul>
<p>1.1. Continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21<sup>st</sup> century learning experiences to all students.</p> <ul style="list-style-type: none"> <li>• Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts.</li> <li>○ Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (Local Control Funding Formula [LCFF]).</li> <li>• Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Maintain .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF).</li> <li>• Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF).</li> <li>• Continue to support 18 full-time equivalent (FTE) Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF).</li> <li>• Continue to support 5.5 FTE curriculum specialists with a focus on students with disabilities and English Learners and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF).</li> <li>• Continue to support 19 educational technology coaches (one period release each) added in 2015-16: approximately \$625,000 annually for 1 release period per tech coach (site funds-funding documented in Action 1.4.).</li> <li>• Add math coach(es) in if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].)</li> <li>• Continue to refine and implement District Professional Learning Plan (aka District Professional Development Plan) to increase staffs capacity/understanding of college and career readiness skills and how to fully implement all state adopted standards, including ELD standards: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds).</li> <li>○ Refine plan, with appropriate timelines, for all teachers to meet state mandated credentialing requirements, and also provide opportunities and support for teachers to complete this work outside of the school day and/or school year: costs are included in District Professional Learning Plan.</li> <li>○ Continue to support the teacher induction program in an effort to retain highly effective teachers.</li> <li>○ Provide training/professional learning that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan.</li> </ul>	<p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p>	<p><b>Budgeted Expenditures</b></p> <p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- Through the District's negotiations process, all staff received approximately a three percent raise, and a 10% increase to stipends in 2015-16: Approximately \$8.5 million annually (LCFF).</li> <li>- Maintain .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF).</li> <li>- Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF).</li> <li>- Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF).</li> <li>- Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF).</li> <li>- Continue to support 19 FTE educational technology coaches (one period release each) added in 2015-16: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (Title I, II, III, and LCFF).</li> <li>- Add math coach(es) if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II].)</li> <li>- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds).</li> <li>- Continue to support professional</li> </ul>

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<ul style="list-style-type: none"> <li>o Provide training/professional learning on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (LTEL).</li> <li>• Develop and implement professional learning monitoring system to track professional learning participation and costs:               <ul style="list-style-type: none"> <li>• Continue to support GoSignMeUp registration software: \$8,500 annually, implemented in 2016-17 (Title II).</li> </ul> </li> <li>• Provide for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, and testing assistants. (Part of District Professional Learning Plan already referenced.)</li> </ul>	<p style="text-align: center;">1    2    3    4    5 1    2    3    4    5</p>	<p>learning monitoring system (GoSignMeUp software): \$8,500 annually (Title II).</p>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p> <p>1.2. Instructional design and delivery are aligned with all California State Standards, including Common Core State Standards (CCSS), ELD standards, and all other state adopted standards.</p> <ul style="list-style-type: none"> <li>• Provide centralized training necessary for the implementation of all California State Standards, including ELD standards, and all other state adopted, standards-aligned lesson study models, which support close reading of complex text, using complex text in speech, and demonstrating competency with evidence-based writing. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).</li> <li>• Continue to support teachers in the completion and/or refinement of all CCSS aligned units of study, Performance Task Assessments (PTA), and other lesson study models. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).</li> <li>• Provide training/professional learning on strategies to develop skills that are part of the Framework for 21<sup>st</sup> Century Learning (aka P21 Framework) and non-cognitive skills. Among the skills included are critical thinking, creativity, communication, collaboration, and character. In addition, provide civic learning across all content areas, with the expectation that what is learned in the classroom will apply to the larger community.               <ul style="list-style-type: none"> <li>o Total training/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).</li> <li>o Continue to support 18 FTE Lesson Design Specialists with a focus on students with disabilities and English Learners: \$2.16 million annually (Title I, Title II, and LCFF–duplicated amount from Action 1.1.).</li> <li>o Continue to support 5.5 FTE curriculum specialists and/or instructional coaches with a focus on students with disabilities and English Learners: \$695,000 annually (Title I, II, III, and LCFF–duplicated amount from Action 1.1.).</li> <li>o Add math coach(es) if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1)</li> </ul> </li> <li>• Implementation of Next Generation Science Standards (NGSS): Piloted implementation in grade 7 at three junior high schools in 2016-17; more piloting of NGSS in grades 7 and 9 in 2017-18, new course models across the District are expected in 2018-19. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).</li> </ul>	<p style="text-align: center;">1    2    3    4    5 1    2    3    4    5 1    2    3    4    5 1    2    3    4    5 1    2    3    4    5 1    2    3    4    5 1    2    3    4    5 1    2    3    4    5 1    2    3    4    5 1    2    3    4    5 1    2    3    4    5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).</li> <li>– Continue to support 18 FTE Lesson Design Specialists: \$2.16 million annually for salaries and benefits (Title I, Title II, and LCFF–duplicated amount from Action 1.1.).</li> <li>– Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$695,000 annually for salaries and benefits (Title I, II, III, and LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).</li> <li>– Add math coach(es) if funding becomes available. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1)</li> </ul>

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<ul style="list-style-type: none"> <li>Through the library/media center, develop a universal instructional model for incorporating student inquiry and research skills into units of study across all content areas, as well as service learning projects: No cost.</li> <li>Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social emotional) and cultural relevancy. Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</li> </ul>	<p style="text-align: center;">1    2    3    4    5</p>	<p><b>Thumbs-up indicated that consensus was reached</b></p> <p><b>No questions or comments</b></p>	<p style="text-align: center;">1    2    3    4    5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 spent in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19 (Lottery).</li> <li>Continue to purchase consumable math textbooks in 2017-18, 2018-19, and in 2019-20: \$450,000 annually (Lottery).</li> <li>Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery).</li> <li>Adopt NGSS instructional materials in appropriate year: \$200,000 in 2017-18, \$2 million in 2018-19, and additional \$2 million in 2019-20 (Lottery, One-Time Funds).</li> <li>Continue to support a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF).</li> <li>Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Ebsco AP Source): \$65,000 annually (Title I).</li> <li>Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF).</li> <li>Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) in 2017-18: \$175,000 for salary and benefits, if funding becomes available (LCFF).</li> </ul> <p><b>(Funding for Technology Integration Coordinator will not be available in 2017-18.)</b></p>
<p>1.3. Each school has sufficient instructional materials that are aligned with current California State Standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.</p> <ul style="list-style-type: none"> <li>Purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks in accordance with current state adoption cycle. <ul style="list-style-type: none"> <li>Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 purchased in 2016-17, \$500,000 to be purchased in 2017-18, and \$500,000 to be purchased in 2018-19 (Lottery).</li> <li>Continue to purchase consumable math textbooks in 2017-18, in 2018-19, and 2019-20: \$450,000 annually (Lottery).</li> <li>Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery).</li> <li>Adopt NGSS instructional materials in appropriate year: \$200,000 in 2017-18 to pilot instructional materials, \$2 million in 2018-19, and additional \$2 million in 2019-20 (Lottery, One-Time Funds).</li> </ul> </li> <li>Continue to support each site library/media center by implementing a universal resource system that increases the literary resources for students and staff. <ul style="list-style-type: none"> <li>Continue to support a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF).</li> <li>Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, AP Source): \$65,000 annually (Title I).</li> </ul> </li> </ul>	<p style="text-align: center;">1    2    3    4    5</p>	<p><b>Thumbs-up indicated that consensus was reached</b></p> <p><b>No questions or comments</b></p>	<p style="text-align: center;">1    2    3    4    5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>Adopt/Purchase World Languages, Dual Languages and EL instructional materials/textbooks, to be phased in over three years, beginning with introductory-level courses: \$500,000 spent in 2016-17, \$500,000 in 2017-18, and \$500,000 in 2018-19 (Lottery).</li> <li>Continue to purchase consumable math textbooks in 2017-18, 2018-19, and in 2019-20: \$450,000 annually (Lottery).</li> <li>Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000 annually (Lottery).</li> <li>Adopt NGSS instructional materials in appropriate year: \$200,000 in 2017-18, \$2 million in 2018-19, and additional \$2 million in 2019-20 (Lottery, One-Time Funds).</li> <li>Continue to support a modern, cloud-based library operating software system that can be accessed during all hours of the day (i.e. Atrium Book System): \$48,000 annually (LCFF).</li> <li>Increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Ebsco AP Source): \$65,000 annually (Title I).</li> <li>Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF).</li> <li>Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) in 2017-18: \$175,000 for salary and benefits, if funding becomes available (LCFF).</li> </ul> <p><b>(Funding for Technology Integration Coordinator will not be available in 2017-18.)</b></p>
<ul style="list-style-type: none"> <li>Purchase technology to support 21<sup>st</sup> century instructional materials. <ul style="list-style-type: none"> <li>Continue to enhance technology infrastructure to support 21<sup>st</sup> century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 (77%-E-Rate, 23%-LCFF).</li> </ul> </li> <li>Develop policies and procedures for technology implementations that support 21<sup>st</sup> century learning. <ul style="list-style-type: none"> <li>Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2): \$175,000 if funding becomes available (LCFF).</li> </ul> </li> </ul>	<p style="text-align: center;">1    2    3    4    5</p>	<p><b>Thumbs-up indicated that consensus was reached</b></p> <p><b>No questions or comments</b></p>	<p style="text-align: center;">1    2    3    4    5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF).</li> <li>Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2): \$175,000 if funding becomes available (LCFF).</li> </ul>
<ul style="list-style-type: none"> <li>Purchase technology to support 21<sup>st</sup> century instructional materials. <ul style="list-style-type: none"> <li>Continue to enhance technology infrastructure to support 21<sup>st</sup> century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 (77%-E-Rate, 23%-LCFF).</li> </ul> </li> <li>Develop policies and procedures for technology implementations that support 21<sup>st</sup> century learning. <ul style="list-style-type: none"> <li>Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2): \$175,000 if funding becomes available (LCFF).</li> </ul> </li> </ul>	<p style="text-align: center;">1    2    3    4    5</p>	<p><b>Thumbs-up indicated that consensus was reached</b></p> <p><b>No questions or comments</b></p>	<p style="text-align: center;">1    2    3    4    5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF).</li> <li>Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2): \$175,000 if funding becomes available (LCFF).</li> </ul>

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<p>Technology Integration Coordinator will not be available in 2017-18.</p> <p>✓ Thumbs-up indicated that consensus was reached</p> <p>✓ No questions or comments</p> <p>1.4 Students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs.</p> <ul style="list-style-type: none"> <li>- Continue to purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning.               <ul style="list-style-type: none"> <li>o Continue to support the regular replacement and growth of infrastructure, and student and staff technology annually as long as funding is available: \$4.9 million (LCFF).</li> <li>o Enhance technology infrastructure: \$600,000 in 2017-18 (77%-E-Rate, 23%-LCFF-- duplicated amount from Action 1.3.).</li> <li>o Support the implementation and use of technology as part of an instructional model.                   <ul style="list-style-type: none"> <li>- Continue to support 19 educational technology coaches (one period release each): approximately \$625,000 annually for 1 release period per tech coach (site funds). <b>(Possible elimination in 2018-19.)</b></li> <li>- Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$588,000 (LCFF). <b>(Reduced 1 site tech position in 2017-18 due to budget shortfall. New cost to LCFF is \$490,000 for salary and benefits.)</b></li> <li>- Add 1 FTE Network Manager to manage district network infrastructure: \$140,000 (LCFF--if funding becomes available). <b>(Funding not available in 2017-18.)</b></li> <li>- Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available.</li> </ul> </li> </ul> </li> </ul>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- Continue to support the regular replacement and growth of infrastructure and student and staff technology annually as long as funding is available: \$4.9 million (LCFF) <b>(Funding not available in 2017-18)</b></li> <li>- Enhance technology infrastructure: \$600,000 in 2017-18 (77%-E-Rate, 23%-LCFF--duplicated amount from Action 1.3.).</li> <li>- Continue to support 19 educational technology coaches: base funded except for 1 release period for tech coach duties, which is approximately \$625,000 annually for salaries and benefits (site funds). <b>(Possible elimination in 2018-19.)</b></li> <li>- Continue to support 6 FTE site technicians added in 2015-16 to maintain expanded technological resources: \$588,000. (LCFF). <b>(Reduced 1 site tech position in 2017-18 due to budget shortfall. New cost to LCFF is \$490,000 for salary and benefits.)</b></li> <li>- Add 1 FTE Network Manager to manage district network infrastructure: \$140,000 (LCFF--if funding becomes available). <b>(Funding not available in 2017-18)</b></li> </ul>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.).</li> <li>- Continue to support 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF)</li> <li>- Continue to support 1 FTE Research/Data Analyst (Program Administrator) \$113,000 (LCFF) <b>(Position eliminated in 2017-18)</b></li> </ul>	
<p>✓ Thumbs-up indicated that consensus was reached</p> <p>✓ No questions or comments</p> <p>1.5. Through First Best Instruction, which begins with intentional lesson design, teachers use multiple forms of monitoring of student progress to determine appropriate interventions, as needed.</p> <ul style="list-style-type: none"> <li>• Professional Learning Community teams will inform instructional practice by sharing and discussing student work examples through guided protocols.</li> <li>• District Professional Learning Plan includes training on a broad range of assessments, such as formative assessment practices, performance task assessments, components of the District Writing Journey, project-based learning, and Capstone-like projects.           <ul style="list-style-type: none"> <li>o Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.).</li> </ul> </li> <li>• Continue to provide training on multiple sources of student data, including school climate, student performance, and summative assessments, to best inform instructional practice.</li> </ul>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.).</li> <li>- Continue to support 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF)</li> <li>- Continue to support 1 FTE Research/Data Analyst (Program Administrator) \$113,000 (LCFF) <b>(Position eliminated in 2017-18)</b></li> </ul>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.).</li> <li>- Continue to support 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF)</li> <li>- Continue to support 1 FTE Research/Data Analyst (Program Administrator) \$113,000 (LCFF) <b>(Position eliminated in 2017-18)</b></li> </ul>	

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<ul style="list-style-type: none"> <li>o Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation and 1 FTE Assessment Technician: \$288,000 (LCFF).</li> <li>o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF). (Position eliminated in 2017-18 due to budget shortfall)</li> <li>• Continue to support Hanover Research as a partner to conduct analysis reports on district focus areas to inform decision-making (A-G Predictive Analysis, Best Practices in Capstone Projects, LCAP Survey: Analysis of Results, LCAP Survey: Reliability Analysis, Reflective Learning Walks Survey, etc.): \$40,500 in 2017-18 (Title I).</li> <li>• Continue training and refinement of Individual Education Plans (IEP) and quarterly progress on goals and objectives. (Costs included in District Professional Learning Plan and site trainings.)</li> <li>• Continue to formally and regularly assess the educational strengths and needs of SWD, EL, McKinney-Vento, and Foster Youth students.</li> </ul>	<p style="text-align: right;">– Continue to partner with Hanover Research consultant \$40,500 (Title I).</p>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– Supplementary support for CTE pathways: \$635,000 annually (Perkins).</li> <li>– Additional resources and training/professional learning to support broader courses of study: \$50,000 annually (LCFF).</li> <li>– Intramural sports for grades 7-8: \$89,000 (LCFF).</li> <li>– Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF).</li> </ul>
<p>1.6. Each school implements scheduling structures and adjust course offerings as needed to ensure that students have the opportunity to participate in broad courses of study.</p> <ul style="list-style-type: none"> <li>• Refine school scheduling structures and/or provide scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career Technical Education (CTE), and World Languages.</li> <li>o Utilize a variety of resources including Regional Occupational Program (ROP), grants such as the California Democracy Grant), and community partnerships to expand STEAM, VAPA, CTE, civic learning, and World Languages course offerings. <ul style="list-style-type: none"> <li>– Maintain supplementary support for CTE pathways: \$635,000 annually (Perkins).</li> </ul> </li> <li>o District provides additional resources and training/professional learning to support broader courses of study: \$50,000 annually (LCFF).</li> </ul>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
<ul style="list-style-type: none"> <li>• Continue to support Special Education Models Task Force that addresses the continuum of classes and services for SWDs (District Professional Learning Plan).</li> <li>• Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students.</li> <li>• Create extracurricular activities that promote language development through music, art, sports, and clubs.</li> <li>• Continue to support funding for academic supports/remediation, transportation, and costs/fees for extracurricular programs (including sports) for SWD, EL, McKinney-Vento, and Foster Youth students: <ul style="list-style-type: none"> <li>o Intramural sports for grades 7 and 8: \$89,000 (LCFF).</li> <li>o Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF).</li> </ul> </li> </ul>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– AP training/professional learning for teachers in 2016-17: approximately \$25,000 annually (site Title I, site Title II, and site LCFF).</li> <li>– District Professional Learning Plan:</li> </ul>
<p>1.7. District and schools continue to refine the vertical alignment of all courses, including A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.</p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>



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<p>✓ <b>Thumbs-up indicated that consensus was reached</b>          ✓ <b>No questions or comments</b></p>	<p>1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p> <ul style="list-style-type: none"> <li>• Continue to provide training/professional learning for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model.             <ul style="list-style-type: none"> <li>○ District Professional Learning Plan includes training on English Language Development (ELD) Standards, and English Language Arts (ELA)/English Language Development (ELD) Framework: \$750,000 (Title I, Title II, Title III, LCFF Educator Effectiveness Funds–duplicated amount from Action 1.1.).</li> </ul> </li> <li>• Implement District-wide agreed upon pedagogical best practices for EL students, such as:             <ul style="list-style-type: none"> <li>○ Classroom instruction includes collaboration</li> <li>○ Intentional lesson design allows EL students to speak at least 30% of the period.</li> <li>○ EL students are given an opportunity to write daily.</li> </ul> </li> <li>• Increase EL students' engagement in the learning process through expanded access to appropriate technological resources. (Technology costs referenced in Actions 1.2. and 1.3.)</li> <li>• Provide math tutoring for EL students.</li> <li>• Continue to support the language needs of EL students with disabilities through the IEP process, by providing linguistically appropriate goals and objectives: No cost.</li> <li>• Continue to support Newcomer EL Task Force to address wrap-around services needed to best support Newcomer EL students.</li> <li>• Expand programs, such as the Advancement Via Individual Determination (AVID) Excel, which employ the use of one-to-one and small group academic tutoring by college students: \$30,000 annually for program, curriculum and resources (Title III).</li> <li>• Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites.             <ul style="list-style-type: none"> <li>○ Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: approximately \$2.58 million annually (LCFF).</li> <li>○ Continue to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million (LCFF and Title II). <b>(Reduced support starting in 2017-18: Elimination of EL Literacy Coach, District Bilingual Instructional Assistant-Korean and Program Administrator, Language Assessment Center.)</b></li> </ul> </li> </ul>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).</li> <li>– AVID Excel program, curriculum and resources: \$30,000 (Title III).</li> <li>– Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.58 million annually for salaries and benefits (LCFF).</li> <li>– Continue to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.44 million annually for salaries and benefits (LCFF and Title III).</li> </ul>
	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 annually for salaries and</li> </ul>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b>          ✓ <b>No questions or comments</b></p>	<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> <li>• Expand World Languages and Dual Language Academy programs.             <ul style="list-style-type: none"> <li>○ Recruit and hire additional World Languages and bilingual authorized teachers (as</li> </ul> </li> </ul>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 annually for salaries and</li> </ul>
	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 annually for salaries and</li> </ul>



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<p>teaching positions become available).</p> <ul style="list-style-type: none"> <li>▪ Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 annually (LCFF).</li> <li>▪ Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete fieldwork (Title III).</li> <li>▪ Recognize students' attainment of biliteracy through pathway awards in 8<sup>th</sup> and 12<sup>th</sup> grade: \$7,500 annually (Title III).</li> <li>○ Support stipend that was negotiated for teachers with bilingual authorization. Approximately 30 teachers have their bilingual authorization: \$68,000 (LCFF).</li> <li>○ Increase World Languages and Dual Language Academy course offerings at high school and junior high school levels. Provide for appropriate instructional materials for students and professional learning for teachers: \$10,000 (site LCFF, site Title I).</li> <li>▪ Expansion of Dual Language Academy program to Brookhurst Junior High School and Savanna High School in 2017-18.</li> <li>▪ Increase Spanish for native speakers course offerings at junior high school level.</li> <li>○ Explore the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin. (Add Arabic at Western High School in 2017-18.)</li> <li>• Expand high school peer-to-peer academic tutoring programs: minimal to no cost (site funds).</li> <li>• Purchase bilingual reading materials for school libraries to support biliteracy in multiple languages (site LCFF-costs to be determined in each schools' Single Plans for Student Achievement).</li> </ul>	<p>benefits (LCFF).</p> <ul style="list-style-type: none"> <li>- Continue to support teachers working on bilingual authorization: \$5,000 annually for release time (Title III).</li> <li>- Recognize students' attainment of biliteracy through pathway awards in 8<sup>th</sup> and 12<sup>th</sup> grade: \$7,500 annually (Title III).</li> <li>- Support stipend that was negotiated for teachers with bilingual authorization: \$68,000 annually (LCFF).</li> <li>- World Languages and Dual Language Academy instructional materials for students and professional learning for teachers: \$10,000 (site LCFF, site Title I).</li> </ul>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p> <p>1.10. Implement systems that utilize multiple measures to effectively assist with student placement, monitor student progress, and also ensure that all students have access to challenging courses of study.</p> <ul style="list-style-type: none"> <li>• Continue to support data-management systems that make student achievement indicators more accessible to school sites.</li> <li>• Continue to refine a District-wide, comprehensive assessment system, which utilizes performance task assessments, project based learning (including capstone-like projects), and summative assessments. <ul style="list-style-type: none"> <li>○ Continue to support 2 FTE MTSS Specialists added in 2014-15: \$230,000 (LCFF, Title I–duplicated amount from Action 1.7.). <b>(MTSS positions were reduced from 18 MTSS specialists to 2 in 2017-18 as a result of budget shortfall due to declining enrollment.)</b></li> <li>○ Continue to provide assessment training, and how to strategically determine student placement and guide student support. Cost included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.2.).</li> <li>○ Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 (Title I and LCFF–duplicated amount from Action 1.5.).</li> </ul> </li> </ul>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> <li>- Continue to support 2 FTE MTSS Specialists added in 2014-15: \$230,000 annually (LCFF, Title I–duplicated amount from Action 1.7.).</li> <li>- Training cost included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.2.).</li> <li>- Continue to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 annually for salaries and benefits (Title I and LCFF–duplicated amount from Action 1.5.).</li> <li>- Continue to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 (LCFF–duplicated amount from Action 1.5.). <b>(Position will be eliminated in 2017-18 due to budget shortfall.)</b></li> </ul>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>

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<ul style="list-style-type: none"> <li>o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF—duplicated amount from Action 1.5.). (Position will be eliminated in 2017-18 due to budget shortfall.)</li> <li>• Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2017-18: \$40,000 (Special Education Funds).</li> <li>• Formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from Action 1.5.)</li> <li>• Promptly and regularly assess whether McKinney-Vento and Foster Youth students are eligible to graduate under Education Code 51225.1. This entitles McKinney-Vento and Foster Youth students who transfer between districts or schools in their third or fourth year of high school, and cannot meet local graduation requirements, to graduate, so long as he/she meets the state graduation requirements. (No cost)</li> <li>• Ensure that all students, including EL, McKinney-Vento and Foster Youth, are provided with challenging learning environments, and are also promptly assessed for, and provided appropriate special education or 504 accommodations. (No cost)</li> </ul>	<p>1</p> <p>1</p> <p>1</p>	<p>2</p> <p>2</p> <p>2</p>	<p>3</p> <p>3</p> <p>3</p>	<p>4</p> <p>4</p> <p>4</p>	<p>5</p> <p>5</p> <p>5</p>	<ul style="list-style-type: none"> <li>– Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2017-18: \$40,000 (Special Education Funds).</li> </ul>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>One comment: 1.11 doesn't say exactly what has been implemented.</b></p> <p>1.11. Each school implements services/programs, and/or a multi-tiered system of supports (MTSS), which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements.</p> <ul style="list-style-type: none"> <li>• Expand basic services/programs for students to remediate credit deficiencies, which includes the expansion of services and programs that support English Learners (EL), Foster Youth, and Low Income Pupils. <ul style="list-style-type: none"> <li>o All positions that support EL, Low Income Pupils, and Foster Youth, which are not part of the base fund: \$13.7 million (Title I, Title III, and LCFF).</li> <li>o Support programs that help struggling students earn a high school diploma through targeted services, such as APEX Learning credit recovery program: \$180,000 annually (Title I and LCFF).</li> <li>o Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually (LCFF).</li> <li>o Continue to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): \$350,000 annually (Title I and LCFF—duplicated amount from Action 1.8).</li> </ul> </li> <li>• Continue to ensure that EL, McKinney-Vento, and Foster Youth students receive appropriate mental-health and behavioral services, including school social-worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education.</li> <li>• Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social emotional), disability awareness, and cultural relevancy (duplicated action from 1.2). Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– All salaries and benefits that support EL, Low Income Pupils and Foster Youth, which are not part of the base fund: \$13.7 million annually for salaries and benefits (Title I, Title III, and LCFF).</li> <li>– APEX Learning credit recovery program: \$180,000 annually for salaries and benefits (Title I and LCFF).</li> <li>– Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually for salaries and benefits (LCFF).</li> <li>– Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF—duplicated amount from Action 1.8).</li> <li>– District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</li> </ul>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p> <p>1.12. District and schools will refine placement and monitoring system for English Learners (EL).</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– Purchase/create monitoring system to effectively assess/monitor the</li> </ul>

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<p>including Newcomers and Long-Term English Learners (L TEL), and also will revise/refine the District's ELD curriculum.</p> <ul style="list-style-type: none"> <li>• Purchase/create monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: \$50,000 (Title I).</li> <li>• EL Site Teams review placement/course enrollment of each EL student annually.               <ul style="list-style-type: none"> <li>○ This includes parent conferences to review 6-year plans of 9<sup>th</sup>-grade EL students</li> </ul> </li> <li>• EL Site Teams review EL transcripts annually.</li> <li>• Establish junior high school to high school transition meetings between EL Site Teams to ensure appropriate EL placement in courses/programs.</li> <li>• Support creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2017-18: Approximately \$15,000 (LCFF).</li> <li>• Refine and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including Newcomer EL and LTEL students.</li> <li>• Provide adequate curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses.               <ul style="list-style-type: none"> <li>○ Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.).</li> <li>○ Professional Learning costs for EL Plan: \$750,000 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</li> </ul> </li> <li>• Provide additional instructional support to ELs at the lower levels of proficiency, who are enrolled in heterogeneously-mixed content area classes (i.e. English, Math, Social Sciences, and Science).               <ul style="list-style-type: none"> <li>○ Continue to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.44 million (LCFF, and Title III—duplicated amount from Action 1.8.).</li> <li>○ Continue to support 2 FTE MTSS Specialists added in 2014-15: \$260,000 (LCFF, Title I—duplicated amount from Action 1.7.). <b>(MTSS positions were reduced from 18 MTSS specialists to 2 in 2017-18 as a result of budget shortfall due to declining enrollment.)</b></li> </ul> </li> <li>• Continue to provide embedded LDS support to address instructional needs of EL students.               <ul style="list-style-type: none"> <li>○ Hire/restore additional instructional assistants (Vietnamese, Korean, Arabic, Mandarin, and Spanish) to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I).</li> <li>○ Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1.</li> <li>○ Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1.</li> <li>○ Provide additional primary language supplemental instructional materials to support students/teachers: \$10,000 annually (Title III).</li> <li>○ Expand extended learning and/or enrichment opportunities to EL students.                   <ul style="list-style-type: none"> <li>– Targeted Saturday Academy, afterschool seminars, and summer bridge programs for EL students.</li> <li>– Summer options for 7<sup>th</sup>- and 8<sup>th</sup>-grade EL students.</li> </ul> </li> </ul> </li> </ul>	1	2	3	4	5	<p>language development and academic success of EL students, including newly reclassified EL students: \$50,000 (Title I).</p> <ul style="list-style-type: none"> <li>– Creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2017-18: Approximately \$15,000 (LCFF).</li> <li>– Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.58 million annually (LCFF—duplicated amount from Action 1.8.).</li> <li>– Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</li> <li>– EL Services staff: \$1.44 million annually (LCFF, and Title III—duplicated amount from Action 1.8.).</li> <li>– Continue to support 2 FTE MTSS Specialists added in 2014-15: \$260,000 annually (LCFF, Title I—duplicated amount from Action 1.7.).</li> <li>– Hire/restore additional instructional assistants to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I).</li> <li>– Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1.</li> <li>– Provide primary language resources to support students/teachers: \$10,000 annually (Title III).</li> <li>– Provide intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$53,000 (Title III).</li> </ul>
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## Appendix C: AUHSD 2017-18 Local Control and Accountability Plan Stakeholder Engagement Planning Tool

<ul style="list-style-type: none"> <li>o Continue to support and expand intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$53,000 (Title III).</li> </ul>			<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16: \$278,000 annually (Medi-Cal and LCFF).</li> <li>- Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2017-18: \$40,000 (Special Education Funds-- duplicated amount from Action 1.10).</li> <li>- Continue to support positions that provide services to SWDs: \$56.24 million annually for salaries and benefits (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).</li> <li>- Add 1 FTE Curriculum Specialist in 2017-18: \$130,000 annually for salary and benefits if funding becomes available (LCFF).</li> <li>- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.).</li> <li>- Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1.</li> <li>- Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million annually for salaries and benefits (LCFF).</li> <li>- Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: \$130,000 for</li> </ul>																																																																																														
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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<ul style="list-style-type: none"> <li>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.             <ul style="list-style-type: none"> <li>• Refine assessment and identification processes for SWD.                 <ul style="list-style-type: none"> <li>o Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16, in order for there to be a minimum of 1 dedicated psychologist at each school site: \$278,000 annually (Medi-Cal and LCFF).</li> <li>o Provide updated versions of psychoeducational test batteries and protocols in order to provide appropriate identification and placement of SWDs in 2017-18: \$40,000 (Special Education Funds--duplicated amount from Action 1.10).</li> </ul> </li> <li>• Refine curriculum, and provide training and coaching in accommodations and modifications in the general education classroom, in order to provide SWD equal access to the core curriculum and to current state adopted standards, including Common core State Standards (CCSS).                 <ul style="list-style-type: none"> <li>o Continue to support current positions that provide services to SWDs: \$56.24 million annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).</li> <li>o Add 1 FTE Curriculum Specialist in 2017-18 to provide curriculum development, and modifications and accommodations training: \$130,000 annually if funding becomes available (LCFF).</li> <li>o Provide training/professional learning for special education and general education teachers, including coaching and support in inclusion strategies and Universal Design for Learning. Cost included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.).</li> </ul> </li> <li>• Increase support to address the literacy and language needs of SWD in both general education and special education classrooms.                 <ul style="list-style-type: none"> <li>o Reduce class-sizes for specialized academic instructional settings: cost included in Action 1.1.</li> <li>o Continue to support 20 FTE additional instructional assistants added in 2015-16 to provide academic support to SWD in content areas: \$1.55 million annually (LCFF).</li> <li>o Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: \$130,000 if funding becomes available (LCFF).</li> <li>o Continue to support 1 FTE Assistive Technology Specialist added in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds).</li> <li>o Increase technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.)</li> <li>o Ensure that all students, including EL, McKinney-Vento and Foster Youth, are provided with challenging learning environments, and are also promptly assessed</li> </ul> </li> </ul> </li> </ul>																																																																																																	

## Appendix C: AUHSD 2017-18 Local Control and Accountability Plan Stakeholder Engagement Planning Tool

<p>for, and provided appropriate special education or 504 accommodations. (Duplicated from Action 1.10.)</p>		<p>salary and benefits if funding becomes available (LCFF).          - Continue to support 1 FTE Assistive Technology Specialist added in 2016-17 to provide assistive technology support and services as designated in students' IEPs: \$134,000 (Special Education Funds).</p>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b>          ✓ <b>No questions or comments</b></p>	<p>1.14. Each high school will utilize APEX Learning courses, summer courses, eLearning courses, two Independent Learning Centers (ILCs), and other credit-recovery options to reduce dropout rates and to retain students at their home schools.</p> <ul style="list-style-type: none"> <li>• Maintain current non-traditional instructional options, including APEX Learning courses, summer courses, eLearning courses, and other credit-recovery options across the District.             <ul style="list-style-type: none"> <li>o APEX Learning licenses for expanded program: \$167,000 annually (LCFF).</li> <li>o Learning Management software for eLearning: \$150,000 annually (LCFF).</li> <li>o Continue to support summer programs that focus on the development of academic skills and include credit recovery opportunities (piloted in 2015-16): \$350,000 annually (Title I and LCFF--duplicated amount from Action 1.7.).</li> <li>o Investigate other credit recovery options for students who need accommodated or modified curriculum.                 <ul style="list-style-type: none"> <li>- Pilot credit recovery program for 9<sup>th</sup>- and 10<sup>th</sup>-grade McKinney-Vento and Foster Youth students, second semester 2017-18: \$5,000 (Title I McKinney-Vento).</li> <li>- Continue to support summer institute for EL students that was piloted in 2015-16: \$53,000 (Title III funds-duplicated amount from 1.12.).</li> <li>- Investigate credit recovery options for SWD who receive a modified curriculum in a special day class.</li> </ul> </li> </ul> </li> <li>• Continue to support Independent Learning Centers (ILC) at two schools.</li> <li>• Maintain ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually (LCFF).</li> </ul>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- APEX Learning licenses for expanded program: \$167,000 annually (LCFF).</li> <li>- Learning Management software for eLearning: \$150,000 annually (LCFF).</li> <li>- Summer ELA and math academic skill building program: \$350,000 annually (Title I and LCFF--duplicated amount from Action 1.7.).</li> <li>- Pilot credit recovery program for 9<sup>th</sup>- and 10<sup>th</sup>-grade McKinney-Vento and Foster Youth students, second semester 2017-18: \$5,000 (Title I McKinney-Vento).</li> <li>- Continue to support summer institute for EL students that was piloted in 2015-16: \$53,000 (Title III funds-duplicated amount from 1.12.).</li> <li>- ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.44 million annually for salaries and benefits (LCFF).</li> </ul>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b>          ✓ <b>No questions or comments</b></p>	<p>1.15. Create post-secondary transition opportunities that support students' matriculation to post-secondary programs and build college and career readiness skills.</p> <ul style="list-style-type: none"> <li>• Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students.             <ul style="list-style-type: none"> <li>o Nurture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), and Chapman University, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and North Orange County Community College District (NOCCCD).</li> </ul> </li> <li>o Continue to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities, including the development of the Anaheim Union</li> </ul>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- District College and Career Fair: \$25,000 (AUHSD Foundation).</li> <li>- Site college/career fairs: \$10,000 (site funds).</li> <li>- California College Guidance Initiative (CCGI) software: \$58,000 (LCFF).</li> <li>- Continue to support 2 vocational counselors that provide transition support, training, and assessments to Special Education teachers and SWDs: \$268,000 annually (Special Education Funds).</li> </ul>



**Appendix C: AUHSD 2017-18 Local Control and Accountability Plan  
Stakeholder Engagement Planning Tool**

LCAP Year 1 through 3: 2017-18, 2018-19, and 2019-20

<p><b>GOAL:</b></p>	<p><b>Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</b></p>		<p>Related State and/or Local Priorities: 1_ 2_ 3 <b>X</b> 4_ 5_ 6_ 7_ 8_</p>																														
<p><b>Identified Needs:</b></p>																																	
<p>2.1. Expand parents' and students' understanding of the importance of successful completion of rigorous courses of study, because not all parents and students understand the importance of completing A-G requirements, and how skills developed through the completion of rigorous courses of study help students to successfully compete in the workforce and in post-secondary educational settings.</p>	<p>2.2. Additional qualified personnel are needed at schools to support the needs of English Learners (EL), including Long-Term English Learners (LTEL), and Reclassified/Redesignated Fluent English Proficient (RFEP) students, because current staffing for EL and RFEP students does not support sufficient meaningful two-way communication among EL parents.</p>	<p>2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD), because not all parents of SWD understand the parameters of Free Appropriate Public Education (FAPE) or how to access the resources available, which best support their students.</p>																															
<p>2.4. Increase parent involvement at school sites, and also increase parents' personal connection to school sites, because not all parents feel that their feedback is valued or have been trained on how to participate in the school's decision-making process.</p>	<p>2.5. Increase meaningful two-way communication with all families, because not all parents know how to access timely information regarding important enrollment/registration deadlines, and/or how to access timely information regarding their students' progress.</p>																																
<p align="center"><b>Expected Annual Measurable Outcomes: See LCAP Summary Data Document</b></p>																																	
<p align="center"><b>Actions/Services</b></p>																																	
<p>✓ <b>Thumbs-up indicated that consensus was reached</b> ✓ <b>No questions or comments</b></p>	<p>2.1. Improve and/or expand current support structures for parents that strengthen the connection between skills developed in school, and the skills needed to successfully compete in post-secondary educational programs and in the workforce.</p> <ul style="list-style-type: none"> <li>• The District and schools will continue to implement and refine parent involvement activities that increase parental understanding of the pedagogy used to prepare students for college and career. <ul style="list-style-type: none"> <li>○ Continue to provide training to parents on how to proactively monitor student progress.</li> <li>○ Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding).</li> <li>○ Continue to support activities, such as the District's Parent Leadership Academy, which help to develop parents' knowledge of educational structures, and promote the development of effective advocacy skills. <ul style="list-style-type: none"> <li>– Expand Parent Leadership Academy program to include more languages: Spanish, Korean, Vietnamese, and Arabic.</li> </ul> </li> </ul> </li> <li>• The District and schools will implement programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: \$30,000 annually (Title I).</li> </ul>	<p align="center"><b>Rank 1-5: Least Important to Most Important</b> Circle one; 1 = Least Important, and 5 = Most Important</p> <table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<p align="center"><b>Budgeted Expenditures</b></p>
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<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– Parent learning walks: \$5,000 annually (Site LCFF Funding).</li> <li>– Programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: \$30,000 annually (Title I).</li> <li>– Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: \$10,000 annually (LCFF).</li> </ul>																																	





## Appendix C: AUHSD 2017-18 Local Control and Accountability Plan Stakeholder Engagement Planning Tool

	1	2	3	4	5	
<ul style="list-style-type: none"> <li>Involve parents in trainings provided by Greater Anaheim Special Education Local Plan Area (SELPA) on special education topics, including Free Appropriate Public Education (FAPE), behavior strategies and understanding IEPs.</li> <li>Continue to provide multiple ways for parents to participate in IEPs, including in-person and by phone, as well as having meetings at varied times so parents can attend.</li> <li>Continue to make sure that parents feel they have participated in their students' IEP process.</li> <li>Provide communication to parents of SWD on trainings through other District partners, such as NOCCCD and Regional Center of Orange County (RCOC).</li> </ul>	1	2	3	4	5	
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p> <p>2.4. Increase parental involvement and personal connection to school sites by establishing, expanding, or refining parent resources that are available at all school sites.</p> <ul style="list-style-type: none"> <li>Continue partnership with North Orange County Community College District (NOCCCD) to expand ESL, Citizenship and Computer classes for adults and parents of the community and provide childcare, as needed (AEBG).</li> <li>Provide a parent resource center at all school sites.               <ul style="list-style-type: none"> <li>Maintain all current FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons): \$876,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</li> <li>Continue to support 3 FTE 8-hour FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons) added in 2015-16: \$178,250 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</li> <li>Continue to support 1 FTE part-time Vietnamese FACE Specialist (aka School Community Liaison/Bilingual School Community Liaison) added in 2015-16: \$59,800 (Title III—duplicated amount from Action 2.2.).</li> <li>Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$52,000 (Title III).</li> <li>Add 1 FTE (full-time) Korean Bilingual Instructional Assistant in 2017-18: \$65,000 (LCFF, Title III).</li> </ul> </li> <li>Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities.               <ul style="list-style-type: none"> <li>Support creation of Welcome Center at district office for newcomer students and families for Newcomer EL students and their parents/guardians in 2017-18: \$15,000 (LCFF). (Duplicated amount from Action 1.12.)</li> <li>Continue to support programs, such as: Disciplina Positiva, Parent Institute for Quality Education (PIQE), California Association for Bilingual Students (CABE) "Project 2 Aspire," and/or other programs that help develop parent connection to the school: approximately \$70,000 annually depending on site needs (site Title I and site LCFF).</li> <li>Continue to support and nurture: Superintendent's Advisory Committee (aka District Advisory Council), Parent Teacher Association (PTA), District-level English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council, and other parent advisory committees.</li> </ul> </li> </ul>	1	2	3	4	5	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>Maintain all FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons): \$876,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</li> <li>Continue to support 3 FTE 8-hour FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaisons): \$178,250 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</li> <li>Continue to support 1 FTE part-time Vietnamese FACE Specialist (aka School Community Liaison/Bilingual School Community Liaison): \$59,800 (Title III or LCFF—duplicated amount from Action 2.2.).</li> <li>Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$52,000 (Title III).</li> <li>Add 1 FTE (full-time) Korean Bilingual Instructional Assistant in 2017-18: \$65,000 (LCFF, Title III).</li> <li>Creation of Welcome Center for Newcomer EL students and their parents/guardians in 2017-18: \$15,000 (LCFF). (Duplicated amount from Action 1.12.)</li> <li>Disciplina Positiva, Parent Institute for Quality Education (PIQE), Parent Leadership Academy, California Association for Bilingual Educators (CABE), and/or other parent education programs: approximately \$70,000</li> </ul>

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<ul style="list-style-type: none"> <li>o District staff will develop, expand, and/or improve parent involvement resources, such as the development and implementation of the District Parent Leadership Academy.             <ul style="list-style-type: none"> <li>- Develop/implement parent involvement teams at all schools.</li> <li>- Expand opportunities for parents to participate and facilitate Parent Learning Walks at all schools.</li> <li>- Continue to support parent social-emotional workshops in piloted in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento)                 <ul style="list-style-type: none"> <li>▪ Reduce the stigma and raise awareness of mental-health issues.</li> <li>▪ Provide resources and parenting tools needed to address students' mental-health needs.</li> </ul> </li> </ul> </li> <li>• Develop and implement a system to electronically track parent involvement contacts.             <ul style="list-style-type: none"> <li>o Implement a visitor management system not to exceed \$1,500 per school site annually.</li> <li>o Continue to support GoSignMeUp registration software: \$8,500 annually. (Title II-duplicated amount from Action 1.1.), or add a feature in Aeries, so that parents can self-report the school groups that they wish to be involved in.</li> </ul> </li> </ul>	<p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p>	<p>annually depending on site needs (site Title I and site LCFF).</p> <ul style="list-style-type: none"> <li>- Continue to support pilot parent social-emotional workshops piloted in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento).</li> <li>- Implement a visitor management system not to exceed \$1,500 per school site annually, as site funding becomes available (site LCFF).</li> <li>- Continue to support Go Sign Me Up registration software: \$8,500 annually. (Title II-duplicated amount from Action 1.1.)</li> </ul>
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p> <p>2.5. Expand methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> <li>• Encourage and support teachers in their efforts to communicate with parents and families, by providing designated time for teachers to make personal connections with families.</li> <li>• Continue to expand use of parent access to Power School (aka Haiku) learning management system at \$144,000 per year. (LCFF)</li> <li>• Provide parents with access to designated computers at school sites to assist with critical parent communication needs, such as online enrollment and access to Aeries Student Information System Parent Portal: \$2,000 (Site LCFF)</li> <li>• Provide computer classes for parents to learn computer basics and how to use standard District communication software, such as the Aeries Student Information System Parent Portal and Haiku learning management system: \$5,000 (Site Title I)</li> <li>• Provide trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: \$2,000 (Site LCFF).</li> <li>• Provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds).</li> <li>• Continue to utilize mass communication systems, such as TeleParent/Blackboard Connect to provide responsive mass-communication to parents and community.             <ul style="list-style-type: none"> <li>o Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I).</li> </ul> </li> </ul>	<p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p> <p style="text-align: center;">1    2    3    4    5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- Continue to expand use of parent access to Power School (aka Haiku) learning management system at \$144,000 per year. (LCFF)</li> <li>- Aeries Parent Portal trainings: \$2,000 (Site LCFF)</li> <li>- Communication software classes for parents: \$5,000 (Site Title I)</li> <li>- Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I).</li> </ul>

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<b>LCAP Year 1 through 3: 2017-18, 2018-19, and 2019-20</b>			
<b>GOAL:</b>	<p style="text-align: center;"><b>Goal 3: Provide and nurture a safe and positive school culture.</b></p> <p style="text-align: center;">Related State and/or Local Priorities: 1 <u>X</u> 2 <u>3</u> 3 <u>4</u> 4 <u>5</u> <u>X</u> 6 <u>X</u> 7 <u>8</u> 8 <u>9</u></p>		
<b>Identified Needs:</b>			
<p>3.1. Improve student attendance rates, because poor student attendance and truancy lead to failing grades and credit deficiencies that make it impossible for students to complete rigorous courses of study and graduate from high school.</p> <p>3.4. Implement targeted academic interventions to close the opportunity/achievement gap among Low Income Pupils, English Learners (EL), Foster Youth, and Students With Disabilities (SWD) subgroups, because an opportunity gap exists for these targeted subgroups.</p> <p>3.7. Provide additional resources and structures for EL, SWD, McKinney-Vento, and Foster Youth students, because the District needs to improve their sense of connectedness to school, and increase the graduation and A-G completion rates for these subgroups.</p>	<p>3.2. Decrease the numbers of students who engage in inappropriate behaviors that often result in suspension and expulsion, because these students are less likely to complete rigorous courses of study and graduate from high school.</p> <p>3.5. Effectively monitor student academic progress and implement support services recommended by American School Counselor Association (ASCA) National Standards, because currently not all students have academic plans and/or receive sufficient guidance counseling as specified in the ASCA National Standards.</p>	<p>3.3. Disaggregate student disciplinary data, because there is a need to develop a District-wide process for identifying the causation of student disciplinary incidents, and District-wide guidance for the implementation of appropriate behavioral interventions.</p> <p>3.6. Upgrade facilities' aesthetic appeal and address maintenance needs, because appealing, well maintained facilities promote a sense of safety and provide a healthy environment for all students.</p>	
<b>Expected Annual Measurable Outcomes: See LCAP Summary Data Document</b>			
<b>Actions/Services</b>		<b>Rank 1-5: Least Important to Most Important</b> Circle one; 1 = Least Important, and 5 = Most Important	
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p> <p>3.1. Refine/improve the District's systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> <li>• Develop a district-wide systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school.</li> <li>• Increase outreach for students with significant truancy issues: \$50,000 if funding becomes available (LCFF).</li> <li>• Provide school resources, programs, and support services to monitor and improve student attendance District-wide.               <ul style="list-style-type: none"> <li>○ Expand transportation services for students, in need, who live more than 2.5 miles from school, if funding becomes available. Currently the District provides free transportation to students who live more than 2.5 miles from school if they</li> </ul> </li> </ul>			
		<b>Budgeted Expenditures</b>	
		<b>Estimated Costs:</b>	
		<ul style="list-style-type: none"> <li>- Increase outreach for students with significant truancy issues: \$50,000 if funding becomes available (LCFF).</li> <li>- Transportation services for students, in need, who live more than 2.5 miles from school, if funding becomes available.</li> <li>- Continue to support 1 FTE Attendance Program Administrator added in 2015-16: \$165,000 annually for salary and benefits (LCFF).</li> <li>- Saturday Academy program: \$145,000 annually (LCFF).</li> </ul>	

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<ul style="list-style-type: none"> <li>o attend Sycamore and South junior high schools, and Katella High School.</li> <li>o Continue to support 1 FTE Attendance Program Administrator to support improved attendance results: \$165,000 (LCFF), and continue to support Saturday Academy program: \$145,000 (LCFF), which is offset by increased revenue from recuperated attendance. <ul style="list-style-type: none"> <li>o Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students.</li> </ul> </li> </ul>	<p style="text-align: center;">1    2    3    4    5</p>	
<ul style="list-style-type: none"> <li>✓ <b>Thumbs-up indicated that consensus was reached</b></li> <li>✓ <b>No questions or comments</b></li> </ul> <p>3.2. Every school implements multi-tiered academic and behavioral support systems, aka multi-tiered system of supports (MTSS), which includes increased support of mental health school resources and services, which are designed to reduce inappropriate behavior, student suspensions, and improve student learning.</p> <ul style="list-style-type: none"> <li>• Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> <li>o Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.)</li> <li>o Continue to support 4 FTE counselors added in 2015-16: \$536,000 (Reducing 2 Counselors in 2017-18-due to budget shortfall. New total for LCAP is \$268,000 annually.) (LCFF—duplicated amount from Action 1.7.)</li> <li>o Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 (LCFF).</li> <li>o Continue to support 1 FTE social worker added in 2016-17 to support ILC students' mental health needs: \$134,000 (United Way Funds through 2018-19 only).</li> <li>o Continue to support 3 FTE health technicians in 2015-16: \$225,000 annually (LCFF).</li> <li>o Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16, in order for there to be a minimum of 1 dedicated psychologist at each school site: \$278,000 annually (Medi-Cal and LCFF). (Duplicated item from 1.13.)</li> </ul> </li> <li>• Continue to develop alternatives to suspension, including "Restorative Practices." <ul style="list-style-type: none"> <li>o Continue to support 4.5 FTE assistant principals added in 2014-15: \$618,000 annually (LCFF).</li> <li>o Continue to support 2 FTE assistant principals added in 2015-16: \$278,000 (LCFF).</li> <li>o Continue to support 1 FTE assistant principal added to Sycamore Junior High School in 2016-17: \$139,000 (LCFF). (Reducing 1 Assistant Principal in 2017-18-due to budget shortfall.)</li> <li>o Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF).</li> </ul> </li> <li>• Continue to develop preventative actions and define behavioral expectations through the use of MTSS specialists and Positive Behavioral Interventions and Supports (PBIS) program; and school PBIS teams and/or discipline committees will review suspension/expulsion data bi-monthly. <ul style="list-style-type: none"> <li>o Continue to support 2 FTE MTSS Specialists added in 2014-15: \$230,000</li> </ul> </li> </ul>	<p style="text-align: center;">1    2    3    4    5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.).</li> <li>- Continue to support 4 FTE added in 2015-16: \$536,000 annually for salaries and benefits (Reducing 2 Counselors in 2017-18-due to budget shortfall. New total for LCAP is \$268,000 annually.) (LCFF—duplicated amount from Action 1.7.).</li> <li>- Continue to support 2 FTE licensed Social Workers with PPS credentials added in 2015-16: \$268,000 for salaries and benefits (LCFF).</li> <li>- Continue to support 1 FTE social worker added in 2016-17 to support ILC students: \$134,000 for salary and benefits (United Way Funds through 2018-19 only).</li> <li>- Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16: \$278,000 annually (Medi-Cal and LCFF). (Duplicated item from 1.13.)</li> <li>- Continue to support 3 FTE health technicians added in 2015-16: \$225,000 annually for salaries and benefits (LCFF).</li> <li>- Continue to support 4.5 FTE Assistant Principals added in 2014-15: \$618,000 annually for salaries and benefits (LCFF).</li> <li>- Continue to support additional 2 FTE assistant principals added in 2015-16: \$278,000 annually for salaries and benefits (LCFF).</li> <li>- Continue to support 1 FTE assistant principal added in 2016-17: \$139,000 (LCFF). (Reducing 1 Assistant</li> </ul>

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	1	2	3	4	5	Principal in 2017-18-due to budget shortfall.)
<p>(LCFF, Title I-duplicated amount from Action 1.7.). (MTSS positions were reduced from 18 MTSS specialists to 2 in 2017-18 as a result of budget shortfall due to declining enrollment.)</p> <ul style="list-style-type: none"> <li>o Add 2 nurses (RNs): \$274,000 (LCFF- if funding becomes available).</li> <li>o Explore new ways to provide Educationally Related Mental Health Services for SWDs, including adding new mental health staff in lieu of an external contract. Positions and cost to be determined based on new model and funding availability. (AB114 funds)"</li> <li>• Train staff on the developmental, social, and emotional needs of McKinney-Vento, Foster youth students, and including the impact of trauma, mental illness, and/or poverty on behavior and student learning. (Costs included in District Professional Learning Plan.)</li> <li>o Decrease the percentage of transfers for McKinney-Vento and Foster Youth students to continuation and other alternative schools.</li> <li>• Ensure that all students, including McKinney-Vento, Foster Youth, and EL students receive appropriate mental health and behavioral services, including school social worker counseling, school based mental health services and in-school therapeutic services, regardless of whether he or she qualifies for special education. (Duplicated from 1.11)</li> <li>• Provide training/professional learning to support MTSS implementation: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.). <ul style="list-style-type: none"> <li>o In-house PBIS and ProACT trainers will refine implementation of PBIS and improve crisis management services.</li> <li>o In-house Boys Town trainers will refine proactive interventions that target students in restrictive educational environments.</li> <li>o "Capturing Kids Hearts" and civic learning training will be provided during the 2017-18 year. (Costs included in District Professional Learning Plan.)</li> <li>o Provide training on Behavior to Special Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan).</li> </ul> </li> <li>• Continue to support the internship training insititution, were graduate-level interns provide mental-health services to the District's students (all subgroups): \$30,000 (Special Ed. Funds).</li> <li>• Provide training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ): Cost included in District Professional Learning Plan.</li> </ul>	1	2	3	4	5	<p>Principal in 2017-18-due to budget shortfall.)</p> <ul style="list-style-type: none"> <li>- Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF).</li> <li>- Add 2 nurses (RNs) in: \$274,000 (LCFF- if funding becomes available).</li> <li>- Continue to support 2 FTE MTSS Specialists added in 2014-15: \$230,000 annually for salaries and benefits (LCFF, Title I-duplicated amount from Action 1.7.).</li> <li>- Training/professional learning to implement MTSS: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds– duplicated amount from Action 1.1.).</li> <li>- Graduate-level interns' hourly pay: \$30,000 (Special Ed. Funds).</li> </ul>
<ul style="list-style-type: none"> <li>o Thumbs-up indicated that consensus was reached</li> <li>o No questions or comments</li> </ul> <p>3.3. Each school has access to tools and a defined process for identifying the causation of student disciplinary incidents, and guidance for the implementation of appropriate interventions.</p> <ul style="list-style-type: none"> <li>• District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> <li>o Lower class sizes by reducing class-size averages by 2.5% or the equivalent of 1 student per class. Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF–Duplicated amount</li> </ul> </li> </ul>	1	2	3	4	5	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF– Duplicated amount from Action 1.1.).</li> <li>- Aeries Analytics program: \$16,000 annually (LCFF). <b>(Program eliminated in 2017-18 due to budget shortfall)</b></li> <li>- Continue to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$134,000 annually for salaries and</li> </ul>

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	1	2	3	4	5	benefits (LCFF).
<p>from Action 1.1.)</p> <ul style="list-style-type: none"> <li>o Use web-reporting program to capture behavioral data in an at-risk data set, and/or create data dashboard to more easily identify students who need interventions.</li> <li>– Aeries Analytics program: \$16,000 annually (LCFF). <b>(Program eliminated in 2017-18 due to budget shortfall)</b></li> <li>o Continue to support District-level 1 FTE Behavior Intervention Specialist (Special Youth Services Department), added in 2014-15, who coordinates interventions and support services at site-level for SWD: \$134,000 annually (LCFF).</li> <li>o Establish District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.</li> <li>o Continue to cultivate and nourish a culture of pride at all schools.</li> </ul>	1	2	3	4	5	
<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p> <p>3.4. Each school implements targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> <li>• Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to meet the diverse needs of student subgroups.</li> <li>o Continue to support 2 FTE MTSS Specialists added in 2014-15: \$230,000 (LCFF, Title I—duplicated amount from Action 1.7.). <b>(MTSS positions were reduced from 18 MTSS specialists to 2 in 2017-18 as a result of budget shortfall due to declining enrollment.)</b></li> <li>o Continue to support 1 FTE social worker added in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (United Way Funds—duplicated amount from Action 3.2.).</li> <li>o Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16, in order for there to be a minimum of 1 dedicated psychologist at each school site: \$278,000 annually (Medi-Cal and LCFF). (Duplicated item from 1.13.)</li> <li>o Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually. (LCFF—duplicated amount from Action 1.7.).</li> <li>o Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually. <b>(Reducing 2 Counselors in 2017-18 due to budget shortfall. New total for LCAP is \$268,000 annually.)</b> (LCFF—duplicated amount from Action 1.7.).</li> <li>o Continue to support academic interventions, including but not limited to AVID, after-school tutoring, and the EMT process. <ul style="list-style-type: none"> <li>– AVID tutoring and after school tutoring: Approximately \$175,000 annually (site Title I, site LCFF).</li> </ul> </li> <li>o Continue to support Saturday Academies for academic enrichment/attendance recovery: \$145,000 (LCFF), which is off-set by increased revenue from recuperated attendance. (duplicated amount from Action 3.2)</li> <li>o Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available).</li> <li>o Expand mentoring opportunities to include newcomer EL students, and/or create a mentorship program specifically for these students (funding to be determined).</li> <li>• Provide ongoing professional learning for teachers with an emphasis on deepening their understanding of excellence through equity (social-emotional) and cultural</li> </ul>	1	2	3	4	5	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– Continue to support 2 FTE MTSS Specialists added in 2014-15: \$230,000 annually for salaries and benefits (LCFF, Title I—duplicated amount from Action 1.7.).</li> <li>– Continue to support 1 FTE social worker added in 2016-17: \$134,000 for salary and benefits if funding becomes available (United Way Funds—duplicated amount from Action 3.2.).</li> <li>– Add 1 FTE psychologist in 2017-18, and continue to support 1 FTE psychologist added in 2015-16: \$278,000 annually (Medi-Cal and LCFF). (Duplicated item from 1.13.)</li> <li>– Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.).</li> <li>– Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits. <b>(Reducing 2 Counselors in 2017-18 due to budget shortfall. New total for LCAP is \$268,000 annually.)</b> (LCFF—duplicated amount from Action 1.7.).</li> <li>– Saturday Academy program: \$145,000 annually (LCFF). Duplicated amount from Action 3.2.</li> <li>– AVID tutoring and after school tutoring: Approximately \$175,000 annually (site Title I, site LCFF).</li> <li>– Increase school library hours, based upon the needs of students at each school: (site</li> </ul>

## Appendix C: AUHSD 2017-18 Local Control and Accountability Plan Stakeholder Engagement Planning Tool

<p>relevancy (duplicated action from 1.2). Costs are included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> <li>• Continue to support and develop policy and data infrastructure necessary to support and monitor the educational success of McKinney-Vento, Foster Youth, and Newcomer EL students.</li> <li>• Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost.</li> <li>• Ensure that all students, including McKinney-Vento, Foster Youth, and EL students receive appropriate mental-health and behavioral services, including school social worker counseling, school-based mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education. (Duplicated from 1.11).             <ul style="list-style-type: none"> <li>o Provide mental health awareness and mental health resources for families.</li> </ul> </li> </ul> <p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>Questions and Comments: There are 3 kinds of counselors. Are we talking about getting more behavioral counselors? Answer: Actually, one kind of counselor and three domains</b></p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p>funds, as funding becomes available).</p> <ul style="list-style-type: none"> <li>- District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</li> </ul>
<p>3.5. Increase the number of counselors at schools to effectively monitor student progress and implement support services recommended by American School Counselor Association (ASCA) National Standards Mindsets and Behaviors for Student Success.</p> <ul style="list-style-type: none"> <li>• Adopt national counseling standards, provide appropriate professional learning, and monitor implementation.</li> <li>• Reduce student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students.             <ul style="list-style-type: none"> <li>o Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually (LCFF—duplicated amount from Action 1.7.).</li> <li>o Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually (Reducing 2 Counselors in 2017-18-due to budget shortfall. New total for LCAP is \$268,000 annually.) (LCFF—duplicated amount from Action 1.7.).</li> </ul> </li> <li>• Require a six-year academic plan for all students.</li> <li>• Require a comprehensive transition plan for all 7<sup>th</sup>- and 9<sup>th</sup>-grade students (ex. new student orientations, campus tours, and Link Crew): approximately \$3,000 per site – potentially \$51,000 if all comprehensive sites implement the program (site LCFF)</li> <li>• Ensure that upon full implementation of LCFF, McKinney-Vento, Foster Youth, and EL students receive educational counseling from an academic counselor.</li> <li>• Ensure that McKinney-Vento, Foster Youth, and EL students are enrolled in appropriate academic programs, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services.</li> <li>• Ensure that all students including McKinney-Vento, Foster Youth, and EL students who transfer into any of the District's schools are promptly enrolled in the appropriate school and classes, and transferring youth will be awarded credit for all work completed, including partial credits.</li> </ul> <p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>	<p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>- Continue to support 2 FTE counselors added in 2014-15: \$268,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.).</li> <li>- Continue to support 4 FTE counselors added in 2015-16: \$474,000 annually for salaries and benefits. (Reducing 2 Counselors in 2017-18-due to budget shortfall. New total for LCAP is \$268,000 annually.) (LCFF—duplicated amount from Action 1.7.).</li> <li>- Continue to support student orientation programs such as Link Crew: \$51,000 (site LCFF)</li> </ul> <p><b>Estimated Costs:</b></p>

## Appendix C: AUHSD 2017-18 Local Control and Accountability Plan Stakeholder Engagement Planning Tool

	1	2	3	4	5	
<p>3.6. Upgrade facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> <li>• Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond).</li> <li>• Improve District Visual and Performing Arts (VAPA), specifically high volume facilities such as Cook Auditorium and the District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available).               <ul style="list-style-type: none"> <li>○ Provide training to Audio-Visual Technicians on use on upgraded facilities: \$15,000 (LCFF).</li> </ul> </li> <li>• Improve science classrooms at schools as needed, to make sure that all science classrooms have appropriate lab facilities. (Cost included in Action 3.6. Measure H facilities upgrades.)</li> <li>• Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs.               <ul style="list-style-type: none"> <li>○ Continue to support 3 FTE custodians added in 2015-16: \$211,000 annually (LCFF). <b>(Reduced 2 custodians in 2017-18 due to budget shortfall. New cost to LCFF is \$71,000 for salary and benefits.)</b></li> <li>○ Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Approximately \$1.3 million (LCFF—if funding becomes available).</li> <li>○ Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current custodial and HVAC procedures \$15,000 (LCFF—if funding becomes available).</li> <li>○ Continue to support 4 FTE athletic field workers added in 2015-16: \$309,000 annually (LCFF).</li> <li>○ Continue to support 1 FTE grounds technician added in 2015-16: \$74,000 annually (LCFF).</li> </ul> </li> <li>• Continue to support the regular replacement and growth of infrastructure and student and staff technology annually as long as funding is available: \$4.9 million annually (LCFF—duplicated amount from Action 1.4).</li> <li>• Provide appropriate staffing to maintain technology and technology infrastructure:               <ul style="list-style-type: none"> <li>○ Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$588,000 (LCFF—duplicated amount from Action 1.4.). <b>(Reduced 1 site tech position in 2017-18 due to budget shortfall. New cost to LCFF is \$490,000 for salary and benefits.)</b></li> <li>○ Add 1 FTE Network Manager to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available). <b>(Funding not available in 2017-18.)</b></li> </ul> </li> <li>• Invest in and/or increase the use of security cameras/surveillance/ alarm systems that will prevent malicious acts such as theft of District property: \$3.4 million over three years (Measure H Bond).</li> </ul>	1	2	3	4	5	<ul style="list-style-type: none"> <li>- Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond).</li> <li>- Improve District Visual and Performing Arts (VAPA), specifically high volume facilities such as Cook Auditorium and the District Performing Arts Facility at Kennedy High School: \$100,000 (LCFF—if funding becomes available).</li> <li>- Provide training to Audio-Visual Technicians on use on upgraded facilities: \$15,000 (LCFF).</li> <li>- Continue to support 3 FTE custodians: \$211,000 annually for salaries and benefits (LCFF). <b>(Reduced 2 custodians in 2017-18 due to budget shortfall. New cost to LCFF is \$71,000 for salary and benefits.)</b></li> <li>- Restore custodial positions to be consistent with state recommended staffing, based upon physical plan square footage and number of employees: Approximately \$1.3 million (LCFF—if funding becomes available).</li> <li>- Provide training to custodial and heating, ventilating, and air conditioning (HVAC) staff on current custodial and HVAC procedures: \$15,000 (LCFF—if funding becomes available).</li> <li>- Continue to support FTE athletic field workers: \$309,000 annually for salaries and benefits (LCFF).</li> <li>- Continue to support 1 FTE grounds technician: \$74,000 annually for salary and benefits (LCFF).</li> <li>- Continue to support the regular replacement and growth of infrastructure and student and staff technology annually as long as funding is available: \$4.9 million annually (LCFF—duplicated amount from Action 1.4).</li> <li>- Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$588,000 (LCFF—duplicated amount from Action</li> </ul>



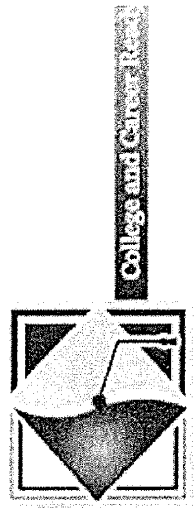
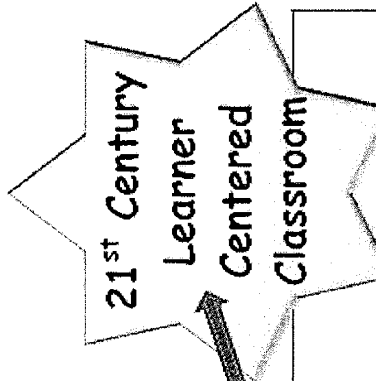
## Appendix C: AUHSD 2017-18 Local Control and Accountability Plan Stakeholder Engagement Planning Tool

<p>✓ <b>Thumbs-up indicated that consensus was reached</b></p> <p>✓ <b>No questions or comments</b></p> <p>3.7. Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.</p> <ul style="list-style-type: none"> <li>• Increase course selection and course access for Foster Youth and McKinney-Vento students.</li> <li>• Provide additional instructional materials to Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF)</li> <li>• Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2016-17: \$268,000 if funding becomes available (LCFF– duplicated amount from Action 3.2.).</li> <li>• Provide additional training/professional learning on strategies to better support socio-emotional and/or mental health issues: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds–duplicated amount from Action 1.1.).</li> <li>• Increase outreach services for Foster Youth and McKinney-Vento students.             <ul style="list-style-type: none"> <li>◦ Add additional Child Welfare and Attendance outreach position: \$69,000 if funding becomes available (LCFF).</li> <li>◦ Continue to support 1 FTE FACE Specialist (aka School Community Liaisons/Bilingual School Community Liaison) added in 2014-15: \$72,000 annually (LCFF).</li> <li>◦ Add additional FACE Specialists (aka School Community Liaisons/Bilingual School Community Liaison): \$72,000 if funding becomes available (LCFF).</li> <li>◦ Add additional Office Assistant, Bilingual: \$40,000 if funding becomes available (LCFF).</li> </ul> </li> <li>• Develop mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF).</li> <li>• Ensure that McKinney-Vento and Foster Youth students are enrolled in appropriate academic programs, including credit recovery classes, A-G classes, AP classes, after-school classes, summer school, academic tutoring resources, and remediation services. (Duplicated action from 1.7)</li> <li>• Continue to and engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and Foster Youth students.</li> <li>• Continue to actively collaborate with the county child welfare agency, the county office of education and other agencies working to improve the educational success of McKinney-Vento and Foster Youth students.</li> </ul>		<p>1.4.). (Reduced 1 site tech position in 2017-18 due to budget shortfall. New cost to LCFF is \$490,000 for salary and benefits.)</p> <ul style="list-style-type: none"> <li>– Add 1 FTE Network Manager to manage district network infrastructure: \$140,000 (LCFF–if funding becomes available). (Funding not available in 2017-18.)</li> <li>– Security cameras/surveillance/ alarm systems: \$ 3.4 million over three years (Measure H Bond).</li> </ul> <p><b>Estimated Costs:</b></p> <ul style="list-style-type: none"> <li>– Instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF).</li> <li>– Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2016-17: \$268,000 for salaries and benefits if funding becomes available (LCFF– duplicated amount from Action 3.2.).</li> <li>– Training/professional learning to support mental health needs: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds– duplicated amount from Action 1.1.).</li> <li>– Add additional Child Welfare and Attendance outreach position in: \$69,000 if funding becomes available (LCFF).</li> <li>– Continue to support 1 FTE FACE Specialist (aka School Community Liaisons/Bilingual School Community Liaison) added in 2014-15: \$72,000 annually for salary and benefits (LCFF).</li> <li>– Add additional FACE Specialist (aka School Community Liaisons/Bilingual School Community Liaison): \$72,000 if funding becomes available (LCFF).</li> <li>– Add additional Office Assistant, Bilingual: \$40,000 if funding becomes available (LCFF).</li> </ul>					
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**Appendix C: AUHSD 2017-18 Local Control and Accountability Plan  
Stakeholder Engagement Planning Tool**

<ul style="list-style-type: none"> <li>Continue to provide McKinney-Vento and Foster Youth students who transfer into a school the support they need to feel welcomed and comfortable. Ensure that their educational records and credits are promptly and accurately transferred, that they are enrolled in appropriate classes, and that their individual education plan (IEP) is up-to-date and implemented (if the student has special needs).</li> </ul>	<p align="center">1    2    3    4    5</p>	
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Appendix D: AUHSD 2017-18 First Best Instruction Placemat

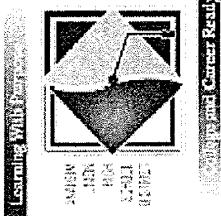


FIRST BEST INSTRUCTION PROCESS		"What is taught"		"How it is taught"		"How you know it is learned"	
UNIVERSAL DESIGN for LEARNING (UDL) <i>intentional and strategic lesson design &amp; assessment</i>	Know students by name and need . . . . Know their story.	California State Standards, including ELA/ELD Standards		SKILLS "Habits of Mind"	ACTIVITIES/ STRATEGIES/METHODS  5 C's	Intentional Formative Assessments, including writing and speaking	Performance Task Assessments (PTAS)
				Language & Literacy		Exhibition / Public Audience	
				Mathematical Practices		Summative Assessments, including writing and speaking	
				Depths of Knowledge (DOK)			
				Career Ready Practices			
				Science/Engineering Practices			
				Civic Engagement	Educational Technology		
							Student success measured by the student needs met.

**Reflective Learning Walks / Lesson Study / Professional Learning Communities (PLCs)**

# Anaheim Union High School District 2016-2019 Local Control Accountability Plan Summary Data

2-1-17



<p><b>Anaheim Union High School District Schools</b> 2016-17 Enrollment</p> <ul style="list-style-type: none"> <li>8 Comprehensive High Schools (grades 9-12) (19,032 Students)</li> <li>8 Comprehensive Junior High Schools (grades 7-8) (9,581 Students)</li> <li>Oxford Academy (grades 7-12) (1,204 Students)</li> </ul> <p>Alternative Education: Gilbert High School and Polaris (891 Students)</p> <p>Special School: Hope High School and Non-Public School (228 Students/26 Students)</p> <p>LCAP Survey Key Findings: Goal 1 College and Career Readiness <b>Strengths:</b> Nearly all students (93%) generally agree (strongly agree or agree) that they will graduate from high school, and most parents (81%) generally agree that schools provide multiple opportunities for their children to get involved at school.</p> <p><b>Development Areas:</b> Around 17% of staff strongly disagree or disagree that their site provides them sufficient materials to do their job effectively, and 20% of students say that they feel uncertain (neither disagree or agree) that their school is preparing them for the future.</p>	<p>2016-17 Enrollment by Race/Ethnicity</p> <ul style="list-style-type: none"> <li>Asian 2%</li> <li>Black or African American 10%</li> <li>Filipino 12%</li> <li>Hispanic or Latino 15%</li> <li>Two or More Races 4%</li> <li>White 56%</li> </ul>	<p>2016-17 Enrollment by Program Eligibility (August 2016)</p> <ul style="list-style-type: none"> <li>Total Student Enrollment 30,854</li> <li>Socioeconomically Disadvantaged (SED) 21,036 (68%)</li> <li>Students with Disabilities (SWD) 3,542 (11%)</li> <li>English Learners (EL) 6,579 (21%)</li> <li>Foster Youth 133 (0.4%)</li> <li>Homeless 3577 (11.1%)</li> </ul>																																																												
<p><b>Goal 1: Percent of Students Enrolled in College Immediately After High School</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>All Institutions</th> <th>4-Year Institutions</th> <th>2-Year Institutions</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>64%</td> <td>65%</td> <td>67%</td> </tr> <tr> <td>2014</td> <td>65%</td> <td>66%</td> <td>68%</td> </tr> <tr> <td>2015</td> <td>66%</td> <td>67%</td> <td>69%</td> </tr> <tr> <td>2016</td> <td>67%</td> <td>68%</td> <td>70%</td> </tr> </tbody> </table>	Year	All Institutions	4-Year Institutions	2-Year Institutions	2013	64%	65%	67%	2014	65%	66%	68%	2015	66%	67%	69%	2016	67%	68%	70%	<p><b>Goal 1: 4-Year Cohort Graduation Rate</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>~85%</td> <td>~80%</td> </tr> <tr> <td>2014</td> <td>~85%</td> <td>~80%</td> </tr> <tr> <td>2015</td> <td>~85%</td> <td>~80%</td> </tr> <tr> <td>2016</td> <td>~85%</td> <td>~80%</td> </tr> </tbody> </table>	Year	District	State	2013	~85%	~80%	2014	~85%	~80%	2015	~85%	~80%	2016	~85%	~80%	<p><b>Goal 1: Percent of Graduates Completing "a-g" Requirements</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Total</th> <th>EL</th> <th>SED</th> <th>SWD</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>35%</td> <td>36%</td> <td>37%</td> <td>38%</td> </tr> <tr> <td>2014</td> <td>36%</td> <td>37%</td> <td>38%</td> <td>39%</td> </tr> <tr> <td>2015</td> <td>37%</td> <td>38%</td> <td>39%</td> <td>40%</td> </tr> <tr> <td>2016</td> <td>38%</td> <td>39%</td> <td>40%</td> <td>41%</td> </tr> </tbody> </table>	Year	Total	EL	SED	SWD	2013	35%	36%	37%	38%	2014	36%	37%	38%	39%	2015	37%	38%	39%	40%	2016	38%	39%	40%	41%
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<p><b>Goal 1: Percent of Students Who Passed an Advanced Placement Exam with a score of 3 or Higher</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>~55%</td> <td>~50%</td> </tr> <tr> <td>2014</td> <td>~55%</td> <td>~50%</td> </tr> <tr> <td>2015</td> <td>~55%</td> <td>~50%</td> </tr> <tr> <td>2016</td> <td>~55%</td> <td>~50%</td> </tr> </tbody> </table>	Year	District	State	2013	~55%	~50%	2014	~55%	~50%	2015	~55%	~50%	2016	~55%	~50%	<p><b>Goal 1: Early Assessment Program (EAP) Results English-Language Arts (ELA)</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>AUHSD</th> <th>CA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>~75%</td> <td>~70%</td> <td>~65%</td> </tr> <tr> <td>2016</td> <td>~75%</td> <td>~70%</td> <td>~65%</td> </tr> </tbody> </table>	Year	AUHSD	CA	Other	2015	~75%	~70%	~65%	2016	~75%	~70%	~65%	<p><b>Goal 1: Percent of Graduates Completing "a-g" Requirements</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Total</th> <th>EL</th> <th>SED</th> <th>SWD</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>35%</td> <td>36%</td> <td>37%</td> <td>38%</td> </tr> <tr> <td>2014</td> <td>36%</td> <td>37%</td> <td>38%</td> <td>39%</td> </tr> <tr> <td>2015</td> <td>37%</td> <td>38%</td> <td>39%</td> <td>40%</td> </tr> <tr> <td>2016</td> <td>38%</td> <td>39%</td> <td>40%</td> <td>41%</td> </tr> </tbody> </table>	Year	Total	EL	SED	SWD	2013	35%	36%	37%	38%	2014	36%	37%	38%	39%	2015	37%	38%	39%	40%	2016	38%	39%	40%	41%								
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# Appendix E: AUHSD Summary Data

<p><b>Goal 1: Early Assessment Program (E-AP) Results Mathematics</b></p> <table border="1" style="margin-top: 10px;"> <caption>Goal 1: Early Assessment Program (E-AP) Results Mathematics</caption> <thead> <tr> <th>Year</th> <th>Ready</th> <th>Conditionally Ready</th> <th>Not Ready</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>~85%</td> <td>~10%</td> <td>~5%</td> </tr> <tr> <td>2016</td> <td>~85%</td> <td>~10%</td> <td>~5%</td> </tr> </tbody> </table>	Year	Ready	Conditionally Ready	Not Ready	2015	~85%	~10%	~5%	2016	~85%	~10%	~5%	<p><b>Goal 1: 2016 SBA English Language Arts Achievement Levels</b></p> <table border="1" style="margin-top: 10px;"> <caption>Goal 1: 2016 SBA English Language Arts Achievement Levels</caption> <thead> <tr> <th>Grade</th> <th>Not Met</th> <th>Nearly Met</th> <th>Met</th> <th>Exceeded</th> </tr> </thead> <tbody> <tr> <td>7th</td> <td>~15%</td> <td>~25%</td> <td>~45%</td> <td>~15%</td> </tr> <tr> <td>8th</td> <td>~10%</td> <td>~20%</td> <td>~50%</td> <td>~20%</td> </tr> <tr> <td>11th</td> <td>~5%</td> <td>~15%</td> <td>~55%</td> <td>~25%</td> </tr> <tr> <td>All</td> <td>~10%</td> <td>~20%</td> <td>~50%</td> <td>~20%</td> </tr> </tbody> </table>	Grade	Not Met	Nearly Met	Met	Exceeded	7th	~15%	~25%	~45%	~15%	8th	~10%	~20%	~50%	~20%	11th	~5%	~15%	~55%	~25%	All	~10%	~20%	~50%	~20%	<p><b>Goal 1: ELA SEA 2015 and 2016 Comparison Met or Exceeded Standard</b></p> <table border="1" style="margin-top: 10px;"> <caption>Goal 1: ELA SEA 2015 and 2016 Comparison Met or Exceeded Standard</caption> <thead> <tr> <th>Grade</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>7th</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>8th</td> <td>42%</td> <td>47%</td> </tr> <tr> <td>11th</td> <td>57%</td> <td>47%</td> </tr> <tr> <td>All</td> <td>42%</td> <td>47%</td> </tr> </tbody> </table>	Grade	2015	2016	7th	42%	42%	8th	42%	47%	11th	57%	47%	All	42%	47%																																	
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# Appendix E: AUHSD Summary Data

<p><b>Goal 1: High School Seal of Biliteracy Awards, VAPA Enrollment and CTE</b></p> <p>996 Seal of Biliteracy Awards in 2016 99 Seal of Triliteracy Awards in 2016</p> <p>In 2015-16, 19,221 AUHSD students (62%) participated in a Visual and Performing Arts (VAPA) Course</p> <p>70 Total Career Technical Education (CTE) Pathways offered at AUHSD high schools In 2015-16, 37% of AUHSD high school students participated in a CTE Course</p>	<p><b>LCAP Survey Key Findings: Goal 2</b> <b>Parent Involvement</b></p> <p><b>Strengths:</b> Parents, staff, and community members are likely to generally agree that the school communicates with families in multiple ways and makes efforts to keep families informed about important events and issues.</p> <p><b>Development Areas:</b> Parents are more likely to see this communication as being one way (from the school to parents) rather than two-way. While 87% of parents generally agree that the school communicates with them in multiple ways, only 63% agree that there are multiple ways for parents to provide input and 67% agree that the school makes it easy for families to communicate with teachers and/or staff.</p>	<p><b>Goal 2: LCAP Survey Participants</b></p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>1977</td> <td>13788</td> </tr> <tr> <td>Parents</td> <td>817</td> <td>1158</td> </tr> <tr> <td>Staff</td> <td>582</td> <td>1148</td> </tr> <tr> <td>Community</td> <td>46</td> <td>56</td> </tr> </tbody> </table>		2015	2016	Students	1977	13788	Parents	817	1158	Staff	582	1148	Community	46	56																				
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<p><b>Goal 3: 2015 and 2016 AUHSD 12<sup>th</sup> Grade Survey Results</b></p> <ul style="list-style-type: none"> <li>Plan to attend college after high school             <ul style="list-style-type: none"> <li>2015: 92.1% 2016: 93.4%</li> </ul> </li> <li>Elective offerings support interests and career goals             <ul style="list-style-type: none"> <li>2015: 80.6% 2016: 76.4%</li> </ul> </li> <li>School is a safe and secure environment for students             <ul style="list-style-type: none"> <li>2015: 92.6% 2016: 88.7%</li> </ul> </li> <li>School is clean and well maintained             <ul style="list-style-type: none"> <li>2015: 79.8% 2016: 71.8%</li> </ul> </li> <li>My school prepared me for college and careers             <ul style="list-style-type: none"> <li>2015: 80.2% 2016: 70.8%</li> </ul> </li> <li>Overall school rating as good or excellent             <ul style="list-style-type: none"> <li>2015: 90.9% 2016: 86.1%</li> </ul> </li> </ul>	<p><b>Goal 3: CHKS Social/Emotional Results</b></p> <p>Chronic Sadness Considered Suicide</p>	<p><b>Goal 3: CHKS Drug/Alcohol Use</b></p> <p>Ever used drugs/alcohol Current drug/alcohol use Ever used marijuana</p>
<p><b>Goal 3: 7<sup>th</sup> Grade: California Healthy Kids Survey Results</b></p> <p>Safe at School Current/Former Participation Never Participated</p>	<p><b>Goal 3: 9<sup>th</sup> Grade: California Healthy Kids Survey Results</b></p> <p>Safe at School Current/Former Participation Never Participated</p>	<p><b>Goal 3: 11<sup>th</sup> Grade: California Healthy Kids Survey Results</b></p> <p>Safe at School Current/Former Participation Never Participated</p>
<p><b>AUHSD Awards and Honors</b></p> <p>5 California Distinguished Schools 1 P21 Exemplar School</p> <p>1 US News Best High School—Gold Level 5 US News Best High School—Silver Level 3 US News Best High School—Bronze Level</p>	<p><b>AUHSD 8 Gold Ribbon Schools</b></p> <ul style="list-style-type: none"> <li>Anaheim High School</li> <li>Savanna High School</li> <li>Loara High School</li> <li>Brookhurst Junior High School</li> <li>Dale Junior High School</li> <li>South Junior High School</li> <li>Sycamore Junior High School</li> <li>Walker Junior High School</li> </ul> <p>AUHSD National Blue Ribbon School Oxford Academy</p>	<p><b>2016 AUHSD Awards for Positive Behavioral Interventions and Supports (PBIS)</b></p> <ul style="list-style-type: none"> <li>4 California PBIS Platinum Level Schools</li> <li>10 California PBIS Gold Level Schools</li> <li>3 California PBIS Silver Level Schools</li> <li>1 California PBIS Bronze Level School</li> </ul>

# Appendix E: AUHSD Summary Data

<p>2015-16 Funding Information</p> <p><b>LCFF TARGET IMPLEMENTATION</b></p> <p>Funding calculations based on the LCFF funding model at all implementation. During transition most LEAs will receive the level of funding.</p> <table border="1"> <thead> <tr> <th>Components</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Base Grant Funding</td> <td>\$ 254,107,840</td> </tr> <tr> <td>State General Grant Funding</td> <td>36,896,450</td> </tr> <tr> <td>Concessional Grant Funding</td> <td>22,861,400</td> </tr> <tr> <td>Necessary Small Schools' Model Allowance</td> <td>0</td> </tr> <tr> <td>Adj. CY Funding</td> <td>2,153,540</td> </tr> <tr> <td><b>Total LCFF Target Entitlement</b></td> <td><b>\$ 315,824,333</b></td> </tr> </tbody> </table> <p><b>LCFF TARGET vs. LCFF FLOOR</b></p> <p>A comparison of the LEA's Target and Floor Entitlements to determine current year Remaining LCFF Need. Some LEAs are funded at the Target and do not have a Remaining LCFF Need.</p> <table border="1"> <thead> <tr> <th>Components</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>LCFF Target Entitlement</td> <td>\$ 315,824,333</td> </tr> <tr> <td>Less Floor Entitlement, Including PY Gap</td> <td>(255,091,147)</td> </tr> <tr> <td>Less CY Gap Funding</td> <td>(31,289,223)</td> </tr> <tr> <td><b>Remaining LCFF Need</b></td> <td><b>\$ 28,243,963</b></td> </tr> </tbody> </table> <p>LCFF Target vs. LCFF Floor</p> <p> <span style="display:inline-block; width:10px; height:10px; background-color:white; border:1px solid black;"></span> Floor         <span style="display:inline-block; width:10px; height:10px; background-color:black; border:1px solid black;"></span> CY Gap         <span style="display:inline-block; width:10px; height:10px; background-color:grey; border:1px solid black;"></span> Remaining Need     </p>	Components	Amount	Base Grant Funding	\$ 254,107,840	State General Grant Funding	36,896,450	Concessional Grant Funding	22,861,400	Necessary Small Schools' Model Allowance	0	Adj. CY Funding	2,153,540	<b>Total LCFF Target Entitlement</b>	<b>\$ 315,824,333</b>	Components	Amount	LCFF Target Entitlement	\$ 315,824,333	Less Floor Entitlement, Including PY Gap	(255,091,147)	Less CY Gap Funding	(31,289,223)	<b>Remaining LCFF Need</b>	<b>\$ 28,243,963</b>	<p>AUHSD LCAP Goals</p> <p><b>Goal 1</b> All students will demonstrate college and career readiness</p> <p><b>Goal 2</b> Provide meaningful education involvement opportunities for all parents to advocate for all students</p> <p><b>Goal 3</b> Provide and nurture a safe and positive school culture</p> <p>State Priorities</p> <p>A. Conditions of Learning:</p> <ul style="list-style-type: none"> <li>➤ Basic (Priority 1)</li> <li>➤ Implementation of State Standards (Priority 2)</li> <li>➤ Course access (Priority 7)</li> </ul> <p>B. Pupil Outcomes:</p> <ul style="list-style-type: none"> <li>➤ Pupil achievement (Priority 4)</li> <li>➤ Other pupil outcomes (Priority 8)</li> </ul> <p>C. Engagement:</p> <ul style="list-style-type: none"> <li>➤ Parental involvement (Priority 3)</li> <li>➤ Pupil engagement (Priority 5)</li> <li>➤ School climate (Priority 6)</li> </ul>	<p>LCFF Funding Sources</p> <p> <span style="display:inline-block; width:10px; height:10px; background-color:white; border:1px solid black;"></span> Local Revenue         <span style="display:inline-block; width:10px; height:10px; background-color:black; border:1px solid black;"></span> EPA State Aid         <span style="display:inline-block; width:10px; height:10px; background-color:grey; border:1px solid black;"></span> LCFF State Aid     </p> <table border="1"> <thead> <tr> <th>Source</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Local Revenue</td> <td>\$70,169,514</td> </tr> <tr> <td>EPA State Aid</td> <td>\$47,951,301</td> </tr> <tr> <td>LCFF State Aid</td> <td>\$169,259,555</td> </tr> <tr> <td>MSA</td> <td>\$0</td> </tr> <tr> <td><b>Total</b></td> <td><b>\$287,380,370</b></td> </tr> </tbody> </table>	Source	Amount	Local Revenue	\$70,169,514	EPA State Aid	\$47,951,301	LCFF State Aid	\$169,259,555	MSA	\$0	<b>Total</b>	<b>\$287,380,370</b>
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## STUDENTS

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the District, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations in planning, implementing, and evaluating the District's strategies for suicide prevention and such measures and strategies shall include, but are not limited to:

- a) Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades
- b) Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- c) Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
- d) The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
- e) Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- f) Crisis intervention procedures for addressing suicide threats or attempts
- g) Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as

foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

**Legal References:****Education Code:**

215 Student Suicide Prevention Policies  
32280-32289 Comprehensive Safety Plan  
49060-49079 Student records  
49602 Confidentiality of student information  
49604 Suicide prevention training for school counselors

**Government Code:**

810-996.6 Government Claims Act

**Penal Code:**

11164-11174.3 Child Abuse and Neglect Reporting Act

**Welfare and Institutions Code:**

5698 Emotionally disturbed youth; legislative intent  
5850-5883 Mental Health Services Act

**Court Decisions:**

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

**Management Resources:****CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

**CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS**

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

**NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS**

Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015

**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS**

Preventing Suicide: A Toolkit for High Schools, 2012

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

**WEB SITES**

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention Program:

<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>

Centers for Disease Control and Prevention, Mental Health:

<http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <http://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health  
Services Administration: <http://www.samhsa.gov>

(6/96 7/09) 3/17

Board of Trustees

June 15, 2017

**MEMORANDUM OF AGREEMENT BETWEEN  
STANDUP FOR KIDS (SUFK) and  
ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

This Memorandum of agreement between StandUp For Kids (hereinafter referred to as “StandUp”), and Anaheim Union High School District (hereinafter referred to as “AUHSD”). Both StandUp and AUHSD referred to as the “Parties.” This Memorandum of Agreement is to establish the necessary relationship and responsibilities to insure the availability, accessibility and coordination of services.

- I. Both parties will use collaborative efforts to share resources and expertise where appropriate.
- II. The Memorandum of Agreement shall be for a period of one (1) year, beginning at such time as this Memorandum of Agreement is signed by StandUp For Kids and AUHSD. This Agreement shall be renewable for additional terms if deemed appropriate by both parties. Such intent to renew this Agreement shall be provided in writing by the party wishing to renew, at least sixty (60) days prior to the expiration of this Memorandum of Agreement.
- III. Weekly mentoring meetings will be held off-site at The Anaheim Independancia Center at 10841 Garza Ave.

Now therefore, the Parties agree:

A. AUHSD agrees:

1. To identify and refer youth and/or their parents to StandUp For Kids who will benefit from StandUp For Kids services and programs.
2. Facilitate communication on student academic progress, with parent/legal guardian consent.
3. To facilitate regular communication of student living and academic situation to ensure students that are participating in StandUp For Kids programs and services receive the appropriate assistance based on their needs.
4. AUHSD’s McKinney-Vento (Homeless) Liaison or Designee will be the main contact to collaborate on and connect to resources and offer referrals to StandUp For Kids when necessary.
5. To collaborate and offer feedback to StandUp For Kids in the areas of assessment and evaluation.

B. StandUp agrees:

1. To provide AUHSD with a school coordinator who oversees program operations.
2. School Coordinator will provide support and supervision to mentors and students during assigned Afterschool Mentoring meetings.
3. To be responsible for volunteer recruitment (screening/training), mentor matching, and to provide continued learning/training for mentors.
4. To facilitate partnerships with local businesses and organizations within the community, in order to foster positive relationships.
5. To work collaboratively with McKinney-Vento (Homeless) Liaison to identify resources.
6. StandUp will engage in evaluation efforts.
7. The Director of Mentor Programs, and/or the assigned school coordinator, will be the main contact between AUHSD staff and the Executive Director of the Orange County Chapter.
8. StandUp For Kids agrees to follow-up with students post-graduation to identify needs (e.g. employment opportunities, housing options, secondary education, etc.)
9. To attend meetings to review collaborative efforts.
10. StandUp For Kids agrees to provide intervention and prevention services to homeless, at risk and underserved students including the opportunity to participate in current programs such as the Afterschool Mentoring programs, the STEM program and the Young Entrepreneurs Academy.

C. Mutual Responsibilities:

1. This MOU shall be reviewed annually by the parties. This MOU may be amended at any time by mutual written agreement of the parties. It may also be cancelled at any time by either party upon not less than sixty (60) days written notice to the other party, unless mutually agreed upon by both parties in writing.
2. This MOU shall be governed by and construed in accordance with the laws of the State of California.
3. The invalidity and enforceability of any particular provision of this Agreement shall not affect the other provisions herein contained.

**SIGNATURES**

\_\_\_\_\_  
Name/Title Dr. Jaron Fried/Asst. Superintendent  
Anaheim Union High School District

6-16-17

Date

\_\_\_\_\_  
Name/Title \_\_\_\_\_  
Anaheim Union High School District

Date



\_\_\_\_\_  
Justine Palmore, Executive Director  
StandUp For Kids, Orange County

5/17/17

Date

\_\_\_\_\_  
Carlia Oldfather, Director of Mentoring Programs  
StandUp For Kids, Orange County

5-17-17

Date

AGREEMENT NUMBER: 44077

CALIFORNIA SUMS INITIATIVE: SCALING UP MULTI-TIERED SYSTEM OF SUPPORT  
(SUMS) STATEWIDE GRANT  
DISTRICT KNOWLEDGE DEVELOPMENT SITE AGREEMENT

This AGREEMENT is hereby entered into this 1st day of November, 2016, which date is enumerated for purposes of reference only, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, California 92628-9050, hereinafter referred to as "SUPERINTENDENT", and Anaheim Union High School District, 501 North Crescent Way, Anaheim, California 92801, hereinafter referred to as "DISTRICT". SUPERINTENDENT and DISTRICT shall be individually referred to as "Party" and collectively referred to as the "Parties."

WHEREAS, SUPERINTENDENT has received funding from the State of California, California Department of Education for the Improving Systems of Academic and Behavioral Supports (ISABS); Scaling Up Multi-Tiered System of Support Statewide (SUMS) grant to address barriers to learning and re-engage disconnected students by creating a culture of collaboration among marginalized and fragmented support systems; and

WHEREAS, the Improving Systems of Academic and Behavioral Supports (ISABS); Scaling Up Multi-Tiered System of Support Statewide (SUMS) grant requires SUPERINTENDENT to allocate a portion of the grant funds to Schools throughout the State of California; and

WHEREAS, District is specially trained, experienced and competent to perform the services required and is agreeable to the rendering of such services according to the terms and conditions hereinafter set forth.

NOW, THEREFORE, the Parties agree as follows:

**1.0 TERM.** The term of this AGREEMENT shall commence on November 1, 2016 and terminate on June 30, 2020, subject to earlier termination as set forth in this AGREEMENT, provided, however, DISTRICT shall be obligated to perform such duties as would normally extend beyond this term

1 including, but not limited to, obligations with respect to indemnification, audits, reporting, and  
2 accounting.

3 **2.0 SCOPE OF WORK.**

4 A. SUPERINTENDENT hereby engages DISTRICT as an independent contractor to perform the  
5 following described work and DISTRICT hereby agrees to perform said work upon the terms and  
6 conditions hereinafter set forth. DISTRICT shall meet all of the contractual requirement listed herein  
7 and shall provide all labor, materials, supplies, and equipment necessary to fully perform all  
8 responsibilities required by this AGREEMENT and specifically described in Exhibit "A", Scope of Work,  
9 which is attached hereto and incorporated herein by this reference to this AGREEMENT.

10 **3.0 COMPENSATION.**

11 A. The Maximum Payment Obligation of SUPERINTENDENT to DISTRICT under this  
12 AGREEMENT for the period of November 1, 2016 through June 30, 2020 is Ten thousand dollars  
13 (\$10,000.00). Payment shall be made at the rate of Five thousand dollars (\$5,000.00) per  
14 participating school not to exceed two (2) schools. Participating School(s) on behalf of the DISTRICT  
15 are: Lorna High School and South Junior High School .

16 B. DISTRICT agrees to establish and maintain fiscal control and accounting procedures as  
17 may be necessary to assure proper accounting for all funds under this AGREEMENT. Any work  
18 performed prior to approval of the SUPERINTENDENT will be rendered on a voluntary basis, and shall  
19 not be compensated unless and until funding is authorized. Any work performed prior to approval  
20 of the State of California will be rendered on a voluntary basis and shall not be compensated unless  
21 and until funding is authorized.

22 **4.0 BUDGET ALLOCATION.** Scaling Up Multi-Tiered System of Support Statewide (SUMS) grant  
23 funds shall be expended only for those purposes expressed under Section 2.0 of this AGREEMENT.  
24 No monies from the Scaling Up Multi-Tiered System of Support Statewide (SUMS) grant shall be used  
25



1 to supplant state or local general fund money of any purpose. Scaling Up Multi-Tiered System of  
2 Support Statewide (SUMS) grant funds shall be allocated for the term of the AGREEMENT pursuant to  
3 Exhibit "B", "Budget Form", which is attached hereto and incorporated herein by this reference to  
4 this AGREEMENT. DISTRICT shall return the completed Budget Form and invoice along with the  
5 signed AGREEMENT. Once SUPERINTENDENT has approved DISTRICT's budget, DISTRICT must  
6 obtain prior written approval from SUPERINTENDENT for any budget revisions where an adjustment  
7 of funds in a line item are different from the originally approved budget by more than ten percent  
8 (10%).

9 **5.0 PAYMENT AND INVOICING.**

10 A. SUPERINTENDENT, under the terms of this AGREEMENT, shall pay DISTRICT in advance,  
11 based on the maximum payment obligation identified in Paragraph 3.0 Compensation of this  
12 AGREEMENT for providing the services and activities hereunder identified in Exhibit A; provided,  
13 however, the total of such payments does not exceed DISTRICT's maximum obligation; and provided  
14 further, DISTRICT's costs shall be reimbursable pursuant to State and Federal Regulations. DISTRICT  
15 shall be responsible for all other expenses incurred in connection with the performance of this  
16 AGREEMENT. Payment to DISTRICT should be released by SUPERINTENDENT no later than thirty (30)  
17 calendar days after receipt of signed AGREEMENT, completed and approved Scaling Up Multi-Tiered  
18 Systems of Support (SUMS) Budget Form and DISTRICT's invoice.

19 B. For travel necessary to the performance of this AGREEMENT, DISTRICT's travel and  
20 other travel related expense reimbursement claims shall not exceed the travel policy and procedures  
21 of the State of California. Travel and other related travel expenses shall be limited to those  
22 necessary for the performance of this AGREEMENT. Travel outside of the State of California must be  
23 authorized in writing by SUPERINTENDENT prior to travel. Travel outside of the United States is not  
24 permitted.  
25

1 C. DISTRICT's billings shall be submitted on SUPERINTENDENT's form, "Scaling Up Multi-  
2 Tiered System of Support Statewide (SUMS) Quarterly Budget and Expenditure Report", which is  
3 attached hereto as Exhibit "C" and incorporated herein by reference to this AGREEMENT. DISTRICT  
4 shall submit the Quarterly Budget and Expenditure Invoice by the following due dates:

5 1. For the period commencing November 1, 2016 and ending June 30, 2017:

6 Quarter 1 & 2: N/A

7 Quarter 3 & 4: Due by July 15, 2017

8 2. For the period commencing July 1, 2017 and ending June 30, 2018:

9 Quarter 1 & 2: Due by Due by January 15, 2018

10 Quarter 3 & 4: Due by July 15, 2018

11 3. For the period commencing July 1, 2018 and ending June 30, 2019:

12 Quarter 1 & 2: Due by January 15, 2019

13 Quarter 3 & 4: Due by July 15, 2019

14 4. For the period commencing July 1, 2019 and ending June 30, 2020:

15 Quarter 1 & 2: Due by January 15, 2020

16 Quarter 3 & 4: Due by July 15, 2020

17 DISTRICT shall submit the Quarterly Budget and Expenditure Report to:

18 Roberta Tovar

19 Email: [rtovar@ocde.us](mailto:rtovar@ocde.us)

20 Telephone: (714) 966-4154

21 D. All DISTRICT Quarterly Budget and Expenditure Reports submitted to SUPERINTENDENT  
22 shall be supported by source documentation including, but not limited to, ledgers, invoices, receipts,  
23 receiving records, and records of services provided.

24 E. Any payment made by SUPERINTENDENT to DISTRICT in excess of that of which  
25 DISTRICT is entitled under this AGREEMENT shall be immediately due to SUPERINTENDENT and  
repaid by DISTRICT. In this regard, DISTRICT shall make repayment on any overpayment within thirty

1 (30) days after the date SUPERINTENDENT requests the repayment in writing. Nothing in this  
2 AGREEMENT shall be construed as limiting the remedies of SUPERINTENDENT in the event that an  
3 overpayment has been made.

4 F. SUPERINTENDENT may withhold or delay any payment if DISTRICT fails to comply with  
5 any provision set forth in this AGREEMENT.

6 G. DISTRICT shall not claim reimbursement for services provided beyond the expiration  
7 and/or termination of this AGREEMENT, except as may otherwise be provided under this  
8 AGREEMENT.

9 H. The obligation of SUPERINTENDENT under this AGREEMENT is contingent upon the  
10 availability of funds furnished by the State of California. It is mutually agreed that if the current  
11 fiscal year covered under this AGREEMENT does not appropriate sufficient funds for this program,  
12 this AGREEMENT shall be of no further force and effect and shall be terminated. In this event,  
13 SUPERINTENDENT shall have no liability to pay any funds whatsoever to DISTRICT or to furnish any  
14 other considerations under this AGREEMENT and DISTRICT shall not be obligated to perform any  
15 provisions of this AGREEMENT. If funding for any fiscal year is reduced, or deleted for purposes of  
16 this program, the SUPERINTENDENT shall have the option to either terminate this AGREEMENT with  
17 no liability occurring to the SUPERINTENDENT or offer an amendment to DISTRICT to reflect the  
18 reduced amount. SUPERINTENDENT shall give DISTRICT written notification of such termination.  
19 Notice shall be deemed served on the date of mailing.

20  
21 **6.0 REPORTS.**

22 A. DISTRICT shall submit to SUPERINTENDENT required reports or evidence that  
23 deliverables have been met. Failure to do so may result in the loss and/or remittance of all awarded  
24 funds.

25 B. DISTRICT shall be responsible for collecting all data required under this AGREEMENT

1 pursuant to Exhibit "D", "Knowledge Development Sites (KDS) – Evaluation Outcomes", which is  
2 attached hereto and incorporated herein by this reference to this AGREEMENT. DISTRICT will submit  
3 the collected data, along with a summary of activities, reasons for lack of progress toward attainment  
4 of objectives, if any, and explanation for major changes to the budget, if any; and other data  
5 required.

6 C. Additional Reports: Upon SUPERINTENDENT'S request, DISTRICT shall make such  
7 additional reports available, as required by SUPERINTENDENT, concerning DISTRICT's activities as  
8 they affect the services hereunder. SUPERINTENDENT shall be specific to the information requested  
9 and allow DISTRICT thirty (30) calendar days to respond.

10 **7.0 RECORDS MANAGEMENT AND MAINTENANCE.**

11 A. DISTRICT shall, throughout the term of this AGREEMENT, prepare, maintain and  
12 manage records appropriate to the services provided and in accordance with this AGREEMENT and  
13 all applicable requirements.

14 B. DISTRICT shall ensure appropriate financial records related to cost reporting,  
15 expenditure, revenue, billings, etc., are prepared and maintained accurately and appropriately.

16 C. DISTRICT shall retain all financial records for a minimum of three (3) years after the  
17 completion of the activities for which the funds are used and until audit findings are resolved, or  
18 due to legal proceedings such as litigations and/or settlement of claims whichever is longer.

19 D. DISTRICT shall notify SUPERINTENDENT of any Public Record Act (PRA) requests within  
20 twenty-four (24) hours of receipt of said request. DISTRICT shall provide SUPERINTENDENT with all  
21 information that is requested and provided by DISTRICT.

22 **8.0 INDEPENDENT CONTRACTOR.**

23 A. DISTRICT is, and shall at all times be deemed to be, an independent contractor and  
24 shall be wholly responsible for the manner in which it performs the services required of it by the  
25

1 terms of this AGREEMENT.

2 B. DISTRICT warrants that it has all necessary licenses required to perform the services  
3 required by the terms of this AGREEMENT.

4 C. DISTRICT is entirely responsible for compensating staff, subcontractors, and  
5 consultants employed by DISTRICT. This AGREEMENT shall not be construed as creating the  
6 relationship of employer and employee, or principal and agent between SUPERINTENDENT and  
7 DISTRICT or any of DISTRICT's employees, agents, consultants, or subcontractors. DISTRICT  
8 understands and agrees that he/she and all his/her employees shall not be considered officers,  
9 employees or agents of SUPERINTENDENT, and are not entitled to benefits of any kind or nature  
10 normally provided employees of SUPERINTENDENT and/or to which SUPERINTENDENT's employees  
11 are normally entitled, including, but not limited to, State Unemployment Insurance or Workers'  
12 Compensation. DISTRICT shall assume full responsibility for payment of all federal, state and local  
13 taxes or contributions, including unemployment insurance, social security and income taxes with  
14 respect to DISTRICT's employees.

15 D. DISTRICT assumes exclusively the responsibility for the acts of its employees, agents,  
16 consultants, or subcontractors as they relate to the services to be provided during the course and  
17 scope of their employment.

18 E. DISTRICT, its agents, employees, consultants, or subcontractors, shall not be entitled  
19 to any rights or privileges of SUPERINTENDENT's employees and shall not be considered in any  
20 manner to be SUPERINTENDENT's employees.

21 **9.0 INDEMNIFICATION.**

22 A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its  
23 Governing Board, and their officers, agents, and employees from liability and claims of liability for  
24 bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any  
25

1 property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of  
2 employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during  
3 the period of this AGREEMENT.

4 B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT,  
5 the Orange County Board of Education and its officers, agents, and employees, from liability and  
6 claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or  
7 persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent  
8 acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

9 C. DISTRICT agrees to indemnify, defend and save harmless the State of California, its  
10 officers, agents and employees from any and all claims and losses accruing or resulting to any and all  
11 contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing  
12 or supplying work services, materials, or supplies in connection with the performance of this  
13 AGREEMENT, and from any and all claims and losses accruing or resulting to any person, firm or  
14 corporation who may be injured or damaged by DISTRICT in the performance of this AGREEMENT.

15 **10.0 COPYRIGHT.** SUPERINTENDENT and the State of California shall have a royalty-free,  
16 nonexclusive, and irrevocable license to publish, translate, or use now and continuing all material  
17 and work product (both tangible and intangible), if any, developed under this AGREEMENT including  
18 those materials covered by copyright.

19 **11.0 CONFIDENTIALITY.** SUPERINTENDENT and DISTRICT shall maintain the confidentiality of  
20 all records, including any hard copies, and/or electronic or computer based data, and/or audio  
21 and/or video recordings, in accordance with all applicable state and federal codes and regulations  
22 relating to privacy and confidentiality as they now exist or may hereafter be amended or changed.  
23 The confidentiality requirements under this paragraph shall survive the termination or expiration of  
24 this AGREEMENT or any subsequent agreement intended to supersede this AGREEMENT.  
25

1 **12.0 CONFLICT OF INTEREST.** The Parties hereto acknowledge that DISTRICT may be affiliated  
2 with one or more organizations or professional practices located in DISTRICT's county. DISTRICT  
3 therefore warrants that he/she shall not violate any applicable law, rule or regulation of any  
4 governmental entity relating to conflict of interest. DISTRICT shall not knowingly undertake any act  
5 which unjustifiably results in any relative benefit to any organization or professional practice with  
6 which he/she is affiliated as a direct or indirect result, whether economic or otherwise in nature, of  
7 the performance of duties and obligations required by this AGREEMENT, when compared to the  
8 result such act has on any other organization or professional practice.

9 **13.0 EMPLOYEE ELIGIBILITY VERIFICATION.** DISTRICT warrants that it shall fully comply with all  
10 federal and state statutes and regulations regarding the employment of aliens and others and to  
11 ensure that employees, subcontractors and consultants performing work under this AGREEMENT  
12 meet the citizenship or alien status requirement set forth in federal statutes and regulations.  
13 DISTRICT shall obtain, from all employees, subcontractors and consultants performing work  
14 hereunder, all verification and other documentation of employment eligibility status required by  
15 federal or state statutes and regulations including, but not limited to, the Immigration Reform and  
16 Control Act of 1986, 8 U.S.C. §1324 et seq., as they currently exist and as they may be hereafter  
17 amended. DISTRICT shall retain all such documentation for all covered employees, subcontractors  
18 and consultants for the period prescribed by the law.

19 **14.0 DELEGATION AND ASSIGNMENT.** DISTRICT may not delegate its obligations hereunder,  
20 either in whole or in part, without the prior written consent of SUPERINTENDENT.  
21

22 **15.0 INSPECTIONS AND AUDITS.** SUPERINTENDENT and, State of California or any other of their  
23 authorized representatives, shall have access to any books, documents, and records, including but  
24 not limited to, financial statements, general ledgers, relevant accounting systems of DISTRICT that  
25 are directly pertinent to this AGREEMENT, for the purpose of responding to a beneficiary complaint

1 or conducting an audit, review, evaluation, or examination during the term of this AGREEMENT.

2 Such persons may at all reasonable times inspect or otherwise evaluate the services provided  
3 pursuant to this AGREEMENT, and the premises in which they are provided.

4 **16.0 LICENSES AND LAW.**

5 A. DISTRICT shall, throughout the term of this AGREEMENT, maintain all necessary  
6 licenses, permits, approvals, certificates, waivers, and exemptions necessary for the provision of the  
7 services hereunder and required by the laws and regulations of the United States, State of California,  
8 and any other applicable governmental agencies. DISTRICT shall notify SUPERINTENDENT  
9 immediately and in writing of its inability to obtain or maintain, irrespective of the pendency of an  
10 appeal, permits, licenses, approvals, certificates, waivers, and exemptions. Said inability shall be  
11 cause for termination of this AGREEMENT.

12 B. DISTRICT shall comply with all laws, rules or regulations applicable to the services  
13 provided hereunder, as any may now exist or be hereafter amended or changed.

14 C. ENFORCEMENT OF CHILD SUPPORT OBLIGATIONS

15 1. DISTRICT agrees to furnish to SUPERINTENDENT within thirty (30) calendar  
16 days of the award of this AGREEMENT:

17 a. In the case of an individual contractor, his/her name, date of birth, social  
18 security number, and residence address;

19 b. In the case of a contractor doing business in a form other than as an  
20 individual, the name, date of birth, social security number, and residence address of each individual  
21 who owns an interest of ten percent (10%) or more in the contracting entity;

22 c. A certification or statement that DISTRICT has fully complied with all  
23 applicable federal and state reporting requirements regarding its employees;

24 d. A certification or statement that DISTRICT has fully complied with all  
25



1 lawfully served Wage and Earnings Assignment Orders and Notices of Assignment, will continue to  
2 so comply.

3 2. Failure of DISTRICT to timely submit the data and/or  
4 certifications/statements required by subparagraphs 1.a., 1.b., 1.c., or 1.d. above, or to comply with  
5 all federal and state employee reporting requirements for child support enforcement, or to comply  
6 with all lawfully served Wage and Earnings Assignment Orders and Notices of Assignment, shall  
7 constitute a material breach of this AGREEMENT; and failure to cure such breach within sixty (60)  
8 calendar days of notice from SUPERINTENDENT shall constitute grounds for termination of this  
9 AGREEMENT.

10 3. It is expressly understood that this data will be transmitted to governmental  
11 agencies charged with the establishment and enforcement of child support orders, or as permitted  
12 by federal and/or state statute.

13 **17.0 NONDISCRIMINATION.** In the performance of this AGREEMENT, DISTRICT shall not engage  
14 in, nor permit any employee or agent to engage in discrimination in employment of person or  
15 provision of services or assistance, nor exclude any person from participation in, nor deny any person  
16 the benefits of, not subject any person to discrimination under any program or activity funded in  
17 whole or in part with the Improving Systems of Academic and Behavioral Supports (ISABS) funds on  
18 the grounds of race, religion, color, national origin, ancestry, physical handicap, medical condition,  
19 marital status, gender or sexual orientation. DISTRICT shall comply with Title II of the Americans with  
20 Disabilities Act, (42 U.S.C., {12101, et seq.}) as it relates to public accommodations.

21 **18.0 TERMINATION.**

22 A. Either party may terminate this AGREEMENT, without cause, upon thirty (30) days'  
23 written notice (Notice of Termination) given the other party. Upon receipt of notice of termination  
24 without cause, DISTRICT shall immediately cease performance under this AGREEMENT.  
25

1 B. Unless otherwise specified in this AGREEMENT, SUPERINTENDENT reserves the right  
2 to terminate this AGREEMENT for cause due to the default (as defined in Paragraph 22.0) by  
3 DISTRICT in its performance obligations under this AGREEMENT. SUPERINTENDENT may in any  
4 notice of default advise DISTRICT it also intends to terminate the AGREEMENT for cause. The notice  
5 of default from SUPERINTENDENT shall advise DISTRICT if SUPERINTENDENT intends to elect to  
6 terminate the AGREEMENT and in this event DISTRICT shall immediately cease performance and  
7 provision of services as of the date the notice of default is received or deemed received, whichever  
8 is earlier. In the event of termination, SUPERINTENDENT, may, but is not required, to take over the  
9 work and prosecute the same to completion by contract or otherwise. Also, in the event of  
10 termination for cause, DISTRICT shall be liable to the extent that the total cost for completion of the  
11 services required by this AGREEMENT exceeds the compensation stipulated in this AGREEMENT  
12 (provided that SUPERINTENDENT shall use reasonable efforts to mitigate damages), and  
13 SUPERINTENDENT expressly reserves the right to withhold any outstanding payments to DISTRICT  
14 for the purpose of set off or partial payment of the amounts owed SUPERINTENDENT as previously  
15 set forth in this AGREEMENT.

16 **19.0 TOBACCO USE POLICY.** In the interest of public health, SUPERINTENDENT provides a  
17 tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings  
18 and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT  
19 pursuant to SUPERINTENDENT'S Policy 400.15. Failure to abide with conditions of this policy could  
20 result in the termination of this AGREEMENT.

21 **20.0 COMPLIANCE WITH APPLICABLE LAWS.** The services completed herein must meet the  
22 approval of SUPERINTENDENT and shall be subject to SUPERINTENDENT's general right of inspection  
23 to secure the satisfactory completion thereof. DISTRICT agrees to comply with all federal, state and  
24  
25

1 local laws, statutes, rules, regulations and local ordinances that are now or may in the future become  
2 applicable to the services performed under this AGREEMENT.

3 **21.0 NON WAIVER.** The failure of SUPERINTENDENT or DISTRICT to seek redress for violation  
4 of, or to insist upon, the strict performance of any term or condition of this AGREEMENT shall not be  
5 deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from  
6 again constituting a violation of such term or condition.

7 **22.0 DEFAULT.** Failure by DISTRICT to perform and/or comply with any provision, covenant, or  
8 condition of this AGREEMENT shall be a default of this AGREEMENT. In the event of default  
9 SUPERINTENDENT may avail any remedies available at law, in equity, or otherwise specified in this  
10 AGREEMENT (including immediate termination for cause as set forth in Paragraph 18.0 above), and  
11 may elect any of the following, if applicable:

12 A. Afford DISTRICT a time period of fifteen (15) days from the date the notice is mailed to cure  
13 the default, or to commence to cure the breach and diligently pursue to completion the cure of the  
14 breach within thirty (30) days of date notice is mailed; and/or

15 B. Discontinue payment and eligibility for payment to DISTRICT during the period in which  
16 DISTRICT is in breach, which payment may not be entitled to later recovery; and/or

17 C. Offset against any funds invoiced by DISTRICT but yet unpaid by SUPERINTENDENT those  
18 monies disallowed pursuant to the above offset authority; and/or

19 D. Withhold from any monies payable to DISTRICT sufficient funds to compensate  
20 SUPERINTENDENT for any losses, costs, liabilities or damages it reasonable believes were suffered  
21 by or have been incurred by SUPERINTENDENT due to the default of DISTRICT in the performance of  
22 the services required by this AGREEMENT.

23 **23.0 NOTICES.** All notices, claims, correspondence, reports, and/or statements authorized or  
24 required by this AGREEMENT shall be addressed as follows:  
25

1 SUPERINTENDENT: Orange County Superintendent of Schools  
2 200 Kalmus Drive  
3 P.O. Box 9050  
4 Costa Mesa, California 92628-9050  
5 Attn: Patricia McCaughey

6 DISTRICT: Anaheim Union High School District  
7 501 North Crescent Way  
8 Anaheim, California 92801  
9 Attn: \_\_\_\_\_

10 **24.0 SEVERABILITY.** If any term, condition or provision of this AGREEMENT or application thereof  
11 to any person or circumstances is held by a court of competent jurisdiction to be invalid, void, or  
12 unenforceable, or if any provision of this AGREEMENT contravenes any federal, state or county  
13 statute, ordinance, or regulation, the remaining provisions of this AGREEMENT or application thereof  
14 will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in  
15 any way.

16 **25.0 ALTERATION OF TERMS.** This AGREEMENT, together with any Exhibits attached hereto and  
17 incorporated herein by reference, fully expresses all understanding of SUPERINTENDENT and  
18 DISTRICT with respect to the subject matter of this AGREEMENT, and shall constitute the total  
19 AGREEMENT between the Parties for these purposes. No addition to, or alteration of, the terms of  
20 this AGREEMENT, whether written or verbal, shall be valid unless made in writing and formally  
21 executed and approved by SUPERINTENDENT and DISTRICT.

22 **26.0 AUTHORIZED SIGNATURES.** The individuals signing this AGREEMENT warrant that they are  
23 authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT  
24 on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty  
25 shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all  
appropriate legal and equitable remedies against the breaching party.

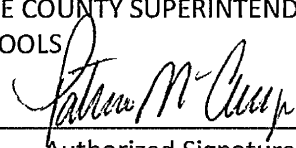
**27.0 GOVERNING LAW.** The terms and conditions of this AGREEMENT shall be governed by the  
laws of the State of California with venue in Orange County, California.

1 IN WITNESS WHEREOF, the Parties have executed this AGREEMENT, in the County of  
2 Orange, State of California.

3 DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

4 BY: \_\_\_\_\_

BY:  \_\_\_\_\_

5 Authorized Signature

Authorized Signature

6 PRINTED NAME: Dr. Jaron Fried

PRINTED NAME: Patricia McCaughey

7 TITLE: Asst. Superintendnet

TITLE: Administrator

8 DATE: 6/16/17

DATE: April 11, 2016

9 TIN: \_\_\_\_\_

10  
11  
12  
13 Anaheim UHSD-KDS-ISABS-SUMS Grant-State Grant (44077) 2017-2020  
14 ZIP6

**EXHIBIT "A"**  
**SCOPE OF SERVICES**

DISTRICT shall provide the following services:

1. Participation in Technical Assistance (TA) provided by SUPERINTENDENT in partnership with the California Department of Education, Butte County Office of Education, the SWIFT Center and other County Offices of Education.

## MTSS Training Scope & Sequence

Training 1 (2 days)	Training 2 (2 days)	Training 3 (2 days)	Training 4 (2 days)	Training 5 (2 days)
<i>Introduction to California MTSS</i>	<i>Introduction to California MTSS</i>	<b>Engineering Your MTSS</b>	<b>Structuring Your MTSS</b>	<b>Advancing Your MTSS</b>
<ul style="list-style-type: none"> <li>• <b>SUMS Overview and Expected Outcomes</b></li> <li>• <b>What is Your "Why"?</b></li> <li>• <b>MTSS &amp; Supporting Domains</b></li> <li>• <b>Theory of Action for Transformation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dive Deep into Content through Fidelity Integrity Assessment (FIA)</b></li> <li>• <b>Design the Future Aligned to Content</b></li> <li>• <b>Exploration / Foundation Self-Assessment of Teams, Communications,</b></li> <li>• <b>Introduction to Coaching</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revisit Master Schedule, School Resource Profile, and Tiered Intervention Matrix</b></li> <li>• <b>Site specific Exploration / Foundation Self-Assessment of "current reality"</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Engage in Data Snapshots to Identify Near-term Priorities</b></li> <li>• <b>Begin Priority &amp; Practice Planning, Identifying Next Steps to Advance MTSS</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Re-assess Teaming, Communications and Coaching</b></li> <li>• <b>Continue Priority &amp; Practice Planning Around Identified Priorities</b></li> <li>• <b>Develop State, County &amp; District Resource Maps and Matching to Priorities</b></li> </ul>

2. Implement an integrated multi-tiered system of standards-based instruction, interventions, mental health, and academic and behavioral supports aligned with accessible instruction and curriculum using the principles of universal design, such as UDL, established in the state curriculum frameworks and Local Control Accountability Plans (LCAPs), which are required to demonstrate how the services provided for low income pupils, foster youth, and English learners are increased or improved for these pupils (5 CCR 15496).
3. Provide strategies that support student success in the least restrictive environment and foster greater inclusion.
4. Leverage and coordinate multiple school and community resources.
5. Implement multi-tiered, evidence-based, data-driven district-wide and school-wide systems of academic and behavioral support.
6. Incorporate the types of practices, services, and efforts listed in numbers 2–5 into LEAs' LCAPs.



**Scaling Up Multi-Tiered Systems of Support (SUMS)**  
 Improving Systems of Academic and Behavioral Supports (ISABS)

**BUDGET**

Agency Name
-------------

CATEGORY	Year 1 <small>November 1, 2016- June 30, 2017</small>	Year 2 <small>July 1, 2017- June 30, 2018</small>	Year 3 <small>July 1, 2018- June 30, 2019</small>	Year 4 <small>July 1, 2019- June 30, 2020</small>	Totals
1000 Certificated Salaries					-
2000 Classified Salaries	-	-	-	-	-
3000 Benefits					-
4000 Books & Supplies					-
5000 Services and Other Operating Expenditures (other than travel expenditures.)					-
5200 Travel & Conference					-
6000 Equipment	-	-	-	-	-
7000 Indirect Costs [ rate ____ %]	-	-	-	-	-
<b>Total Budget</b>					

Coordinator Name and Title	Phone Number	Coordinator Signature
		X

Fiscal Services Name and Title	Phone Number	Fiscal Services Signature
		X

*Prior written approval of a budget revision is required when adjustment of funds in the line items differ from the approved budget in the original application by more than 10%.*

*Revisions will be considered up to twice a year.*

For questions call (714) 966-4203  
 Goretti Fernandez, Financial Analyst  
 KDS



**Scaling Up Multi-Tiered Systems of Support (SUMS)**  
 Improving Systems of Academic and Behavioral Supports (ISABS)  
**QUARTERLY BUDGET AND EXPENDITURE REPORT**

From the Office of  
 Jim Parsons  
 Date \_\_\_\_\_  
 Approved  
 Needs Revision

Exhibit "C"

Return completed report form to: Roberta Tovar RTovar@ocde.us 714-966-4406	Agency address address	Check Quarter for this report: <input type="checkbox"/> Quarter 1 & 2      Due January 15 (Year) <input type="checkbox"/> Quarter 3 & 4      Due July 15, (Year)
---	------------------------------	--

CATEGORY	CURRENT YEAR APPROVED BUDGET	ACTUAL EXPENDITURES			
		QUARTER 1 & 2	QUARTER 3 & 4	Year-to Date Total	Remaining Current Year Allocation
		July 1 - Dec 31, (year)	Jan 1 - June 30, (year)	Expenditures	
1000 Certificated Salaries				-	-
2000 Classified Salaries				-	-
3000 Employee Benefits				-	-
4000 Books & Supplies				-	-
5000 Services & other Operating Expenditures (other than 5200)				-	-
5200 Travel & Conferences				-	-
6000 Capital Outlay (Items >\$5,000)				-	-
7000 Indirect Charges (*See note below)				-	-
Indirect Rate: ___%				-	-
<b>Totals</b>	\$ -	\$ -	\$ -	\$ -	\$ -

Submit Expenditure Report with a copy of a general ledger. See MOU for a list of acceptable documentation. An Expenditure Report must be submitted even if there were no expenditures in the Quarter.

\* INDIRECT COST RATE FOR YEAR \_\_: Per CDE approved Indirect rate.

I certify that the expenditures reported above have been made, and that this project has been conducted in accordance with applicable laws, regulations, and program guidelines, and that the full records of receipts and expenditures have been maintained and are available for audit. All signatures are required.

Coordinator Name and Title	Phone Number	Coordinator Signature	Date
		X	
Fiscal Services Name and Title	Phone Number	Fiscal Services Signature	Date
		X	

Submit Budget and Expenditure Invoice with required back-up documentation of reported expenses to [Rtovar@ocde.us](mailto:Rtovar@ocde.us)



## Knowledge Development Sites (KDS) – Evaluation Outcomes

The SUMS program evaluation will include formative and summative elements to examine the delivery, quality, and impact of the SUMS Initiative.

### Process Evaluation

Evidence of successful implementation will consist of documents and artifacts pertaining to each SUMS activity, service, and product; technical assistance logs; and evaluation surveys. Documents and artifacts may include: SUMS meeting agendas and minutes, training materials, website content, sub-grant application review sheets, and module completion data. *Quarterly technical assistance logs* will record the amount and types of technical assistance provided. *Feedback surveys of technical assistance* will gather KDSs' feedback on 1) technical assistance quality, relevance, and usefulness, and 2) to determine the degree to which they perceive an increase in confidence or efficacy to a) implement the changes they envision for themselves, b) access the resources they need to make these changes, and c) build their capacity to transform and sustain.

### Outcome Evaluation

SUMS intends to help Knowledge Development Sites (KDS), LEAs and charter schools do the following:

#### Proximal Outcomes (shorter-term)

1. Increased or improved services provided for low income pupils, foster youth, and English Learners (ELs)
2. Strategies that effectively support student success in the least restrictive environment and foster greater inclusion
3. Leveraged and coordinated multiple school and community resources
4. Implemented multi-tiered, evidence-based, data-driven district-wide and school-wide systems of academic and behavioral supports
5. Outcomes 1-4 incorporated into LCAP
6. (for State Leadership Team only) Statewide use of academic and behavioral programs and practices using a MTSS framework

#### *Evidence:*

- *SWIFT – Fidelity Integrity Assessment (FIA)*
- *SWIFT – Fidelity Implementation Tool (FIT)*
- *District Capacity Assessment (DCA)*
- *District LCAP*
- *Outcome Reports*

#### Distal Outcomes (longer-term)

Decreases in: suspension and expulsion rates, discipline referrals, referrals to special education, chronic absenteeism, incidents of bullying or harassment, dropout rates, and Risk Factors (PBIS School Safety Survey)

Increases/Improvements in: numbers of educators and pupils served, pupil attendance, graduation rates, measures of student academic achievement, school climate, average instructional minutes, average instructional time in integrated settings for students with IEPs, students' social-emotional competence, and Protective Factors (PBIS School Safety Survey)

*Evidence: Outcome Reports*



## Knowledge Development Sites (KDS) – Evaluation Measures

### Process Measures:

#### *Technical Assistance Logs*

- COEs will record the amount and types of technical assistance provided to KDS
- Reported quarterly (at minimum) by COE

#### *Technical Assistance Feedback Survey*

- Capture KDS feedback on 1) technical assistance quality, relevance, and usefulness, and 2) to determine the degree to which they perceive an increase in confidence or efficacy to a) implement the changes they envision for themselves, b) access the resources they need to make these changes, and c) build their capacity to transform and sustain
- Conducted as an electronic/online survey
- Invitation to complete will be delivered via email and the survey will be accessible on My Digital Chalkboard
- Timeframe: post-only; following delivery of technical assistance

### Outcome Measures:

#### *SWIFT-Fidelity Integrity Assessment (FIA)*

- To measure the KDS's fidelity of implementation
- Self-assessment conducted by the KDS, can be completed within 1 day
- For 2016-2017, complete Time 1 (FIA 1) by March 2017 (on a day of KDS's choice) and complete Time 2 (FIA 2) 6-8 weeks after FIA 1 (on a day of KDS's choice)
- For 2017-2018 and beyond, complete FIA (Fall) by October (on a day of KDS's choice) and complete FIA (Spring) by March (on a day of KDS's choice)
- Include FIA results (as available) with the semi-annual Outcome Reports

#### *SWIFT-Fidelity Implementation Tool (FIT)*

- Administered to a random sample of KDS sites
- To measure the KDS's fidelity of implementation
- Conducted annually by an external assessor designated by the Regional Lead, takes 1 full day to complete
- Establish a baseline by June 2017 and conduct follow-up assessment by June of each year (2017-2018 and beyond)
- Include FIT results with the semi-annual Outcome Report due by July

#### *District Capacity Assessment (DCA)*

- The DCA is an action assessment designed to help educational district leaders and staff assess and better align resources (within nine subscales) with intended outcomes and develop action plans to support the KDS's use of effective innovations
- Facilitated self-assessment completed by the District Leadership Team (DLT) or School Transformation Team (STT), can be completed within 1 day
- Establish a baseline by June 2017 and conduct follow-up assessment by June of each year (2017-2018 and beyond)
- Include DCA results with the semi-annual Outcome Report due by July

#### *District LCAP*

- Supporting evidence that Proximal Outcomes 1-4 are incorporated into LEA's LCAP
- Submitted annually with the semi-annual Outcome Report as it becomes available



## Knowledge Development Sites (KDS) – Evaluation Measures

### Outcome Measures (continued):

#### *Outcome Reports*

- To capture qualitative information of District's MTSS implementation policies and processes regarding Proximal Outcomes 1-5
- Districts that make progress in Proximal Outcomes 1-5 are expected to have positive student effects (Distal Outcomes) over time
- For 2016-2017, submit information electronically/online by July 2017
- For 2017-2018 and beyond, submit information electronically/online for Quarters 1 & 2 by January and Quarters 3 & 4 by July
- Invitation to complete will be delivered via email and will be accessible on My Digital Chalkboard



**Knowledge Development Sites (KDS) – Evaluation Data Collection Timeline**

**Table 1. Evaluation Data Collection Timeline for First Year (2016-2017) Only**

EACH YEAR AFTER		Q1			Q2			Q3			Q4			
Who	Measure	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
COE	TA Log										For Q3			For Q4
KDS	TA Feedback										Following delivery of technical assistance			
KDS	SWIFT-FIA								FIA 1					FIA 2
SWIFT	SWIFT-FIT										FIT (baseline)			
DLT or STT	Outcome Reports													For Q1-Q4
DLT or STT	DCA											DCA (baseline)		

**Table 2. Evaluation Data Collection Timeline (2017-2018 and beyond)**

EACH YEAR AFTER		Q1			Q2			Q3			Q4			
Who	Measure	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
COE	TA Log				For Q1			For Q2			For Q3			For Q4
KDS	TA Feedback										Following delivery of technical assistance			
KDS	SWIFT-FIA				FIA (Fall)					FIA (Winter)				
KDS	SWIFT-FIT										FIT (follow-up)			
DLT or STT	Outcome Reports							For Q1 & Q2						For Q3 & Q4
DLT or STT	DCA											DCA (follow-up)		
DLT or STT	Copy of LCAP	Submitted as it becomes available												

Data Collection Due Dates: July 31, 2017; January 31, 2018; July 31, 2018; January 31, 2019; July 31, 2019; January 31, 2020 and July 31, 2020



Rev. 1/17/17

# Memorandum of Understanding

This Memorandum of Understanding is made and entered into by and between Growth Opportunities through Athletics - GOALS (GOALS) and the Anaheim Union High School District (AUHSD). GOALS is a 501 ( c )3 not for profit program headquartered in Anaheim at 1170 La Palma Park Way, Anaheim, CA 92801. Tel. (714) 956-4625. GOALS was established in 1994 and has served more than 30,000 youngsters (at no charge) in the greater Anaheim area since this time.

## **I. Purpose**

The purpose of this Memorandum of Understanding (MOU) is to develop and maintain an effective working relationship between GOALS and AUHSD. AUHSD commits to provide classroom space and facilities for after school enrichment activities arranged and coordinated by GOALS at Savannah High School and as reviewed and approved by Savanna administrators such as the Principal and/or designee.

The enrichment programs anticipated by GOALS will include the following:

*Summer – commencing June 19, 2017 (and every summer thereafter)*

### **GOALS CADETS – Summer of Service**

- An open invitation to current Savanna High School students to participate in the free GOALS “Summer of Service” GOALS Cadets initiative. This is an 8 week program which is operated from the GOALS headquarters site in north central Anaheim (known widely as “GOALSland”). The service opportunities are overseen by GOALS adult coaches in partnership with AmeriCorps and their Summer Associates program. GOALS supports various community based endeavors such as “Special Sports” which brings adaptive sports to disabled citizens, GOALS CityPride which improves area park space, GOALS “Homebase” projects to improve major GOALS operating venues and community garden spaces, and “Service in the Sequoias” a mountain camp based service initiative in partnership with the Pythean Summer Camp in Sequoia National Park (one week in June only).
- In connection with the summer GOALS Cadets program, service learning seminars are featured each Friday morning with inspirational guest speakers and Coach leadership sessions.
- All uniforms, transportation to service locations, supervision, tools and insurance is provided by GOALS. Operating days and hours are Monday through Friday, 8:30AM to Noon daily (except holidays).
- GOALS will incur a cost of approximately \$500 per enrolled GOALS Cadet for a full “Summer of Service” (8 weeks) but will not expect any contributions from the AUHSD

though donations are always gratefully accepted. Should AUHSD have any leads for donors or sponsors of this unique service and social opportunity GOALS will certainly appreciate the help.

Fall – 2017 and continuing throughout the academic year

**GOALS Hockey Club & Weekly Learning Session**

- In collaboration with the Savanna High School principal (or designee), GOALS will provide an afterschool “GOALS Class” featuring athletic themed inspiration and an introduction to playing the sport of hockey. Interested participants will be organized into a hockey club with weekly practices and scrimmages hosted by GOALS at the Anaheim Ice (D-ICE) arena or at the new “GOALS Pond” at the Dreamscape “Too” facility in north central Anaheim. which will boast the largest synthetic ice surface in southern California.
- A weekly after school GOALS Class will be hosted by lead GOALS Coaches at Savannah High School, with curriculum and demonstrations provided free by GOALS. A weekly field trip will be arranged to one of the two venues mentioned above.
- All equipment necessary for learning/playing the sport of hockey will be provided by GOALS at no charge. Facility access to the GOALS venues will be provided free of charge.
- The expected cost incurred by GOALS will be approximately \$1,000 per participant during the academic year (capped at a total participation of 30 students). However, GOALS will not expect any contributions from the AUHSD though donations are always gratefully accepted. Should AUHSD have any leads for donors or sponsors of this unique athletic and social opportunity GOALS will certainly appreciate the help.

Fall 2017 – and continuing through the academic year

**GOALS - Academic Achievement Academy**

- Support by GOALS staff for “Tier III” students at Savanna High School. This may involve academic and other forms of support to assist with academic performance. Students will be referred to a GOALS designated campus area for one or more days per week for a prescribed period (as determined by the Savanna High School principal (or designee)).
- GOALS staff will meet with Savanna HS administrators and develop a referral process and template for the type of support sought with each participant. The pilot initiative will involve a maximum of 20 participants weekly.

- The expected cost incurred by GOALS will be \$10,000. GOALS will not expect any contributions from the AUHSD though donations are always gratefully accepted. Should AUHSD have any leads for donors or sponsors of this unique learning opportunity GOALS will certainly appreciate the help.

**Provisions:**

During any GOALS sponsored activities as described when on the campus of Savanna High School/Anaheim Union High School District the following will be provided:

1. AUHSD agrees to provide appropriate space for programming needs
  - a. One classroom or equivalent space
2. AUHSD agrees to provide restroom access for students and adult access for staff
3. GOALS will name AUHSD as additional insured on its comprehensive insurance policy.

**Program Contact:**

Dave Wilk – GOALS Executive Director, [Dave.Wilk@goals.org](mailto:Dave.Wilk@goals.org) 714-956-4625  
 Mary Beth Medina – GOALS Enrichment Director, [Marybeth.Medina@goals.org](mailto:Marybeth.Medina@goals.org)  
 714-956-4625

**Term of agreement:**

The term of this agreement is from the date of execution until such time as the AUHSD Board should choose to end it. As there is no fiscal obligation on the part of the AUHSD there is no currently foreseen risk or need to establish an end term. Either party can terminate this agreement, and the rights and obligations of the parties hereunder, with or without cause, by giving thirty days written notice. Any amendments or modifications to this agreement, must also be by a signed writing.

**For: Anaheim Union High School District**

Name/Title \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**For: GOALS**

David T. Wilk, Executive Director

Signature \_\_\_\_\_ Date \_\_\_\_\_

AGREEMENT GOVERNING RESEARCH ON ADVANCED PLACEMENT IN THE ANAHEIM  
UNION HIGH SCHOOL DISTRICT ADMINISTERED BY THE UNIVERSITY OF SOUTHERN  
CALIFORNIA, PULLIAS CENTER FOR HIGHER EDUCATION

Suneal Kolluri

This Memorandum of Understanding (“Agreement”), dated June 16, 2017, states the conditions under which the Anaheim Union High School District (hereinafter referred to as “AUHSD”) will allow for research conducted on the AP programs of Anaheim High School, Loara High School, and Katella High School by the University of Southern California, Pullias Center for Higher Education, (hereinafter referred to as “USC PCHE”).

PREAMBLE

Schools serving predominantly low-income students have added Advanced Placement courses rapidly over the last decade. Existing research has primarily analyzed the expansion of Advanced Placement from a quantitative lens, arguing that the expansion has largely failed. While more students from marginalized backgrounds have enrolled in these courses, most have been unable to pass the AP exams at the end of the year. These studies, while valuable, obscure where AP programs in urban schools have succeeded. This study will analyze three urban high schools in similar neighborhoods, with similar demographics, but very different Advanced Placement outcomes. The study seeks to understand how different policies, practices and pedagogies can impact the success of AP students attending urban schools. Through interviews of students, teachers, and administrators, as well as classroom observations, this study will assess why at one school, nearly twice as many students take AP tests, and students pass the tests at nearly twice the rate of students at the other schools. Employing a comparative case study approach, this study can contribute to a substantial gap in the literature on Advanced Placement regarding the possibility for Advanced Placement success at urban high schools.

From Fall 2017, interviews and observations will be conducted to compare experiences of Advanced Placement at Anaheim, Loara, and Katella High Schools. The interviews and observations will be conducted at five points throughout the school year. (1) In September as students are adjusting to AP curricula and teachers are deciding which students will be allowed to remain in the class. (2) In November after students have adjusted to AP course work. (3) In February after students have begun the second semester of AP course work. (4) In April as students prepare for the AP exams. (5) In May, after the exams, as students and teachers reflect on the exams and discuss the post-exam curricula. Interviews and observations will be conducted over the span of six days between the three schools. Interviews will be conducted with 12 students, 3 teachers, and 1 administrator at each school site. Observations will take place in four separate AP classrooms at each school. All identifying information will be removed after data collection is complete.

AUHSD will allow access with the understanding that:

- All data collected will be stored securely to protect the confidentiality of participants. Data will be collected and stored on password-protected devices. Only the principal investigator will have access to the data.
- No individual student data shall be identifiable in any reports not created specifically for AUHSD or for publication;

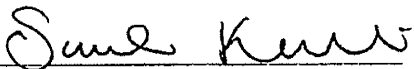


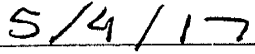
AGREEMENT GOVERNING RESEARCH ON ADVANCED PLACEMENT IN THE ANAHEIM UNION HIGH SCHOOL DISTRICT ADMINISTERED BY THE UNIVERSITY OF SOUTHERN CALIFORNIA, PULLIAS CENTER FOR HIGHER EDUCATION

- Qualified personnel at the USC PCHE shall be proficient and experienced in managing secure, confidential data. In no event will any personally identifiable information be released to any person or organization other than the qualified personnel of the USC, PCHE and AUHSD;
- The USC PCHE shall adhere to all legal requirements, including but not limited to the Federal Family Educational Rights and Privacy Act (20 USC 1232g). Should the USC PCHE, its agents, or assignees; the AUHSD, its agents, or assignees; determine that release of data under this agreement does not satisfy the requirements of this MOU, any of the parties to this agreement may terminate this agreement and demand the destruction or return of all data supplied by the parties and all data matched or derived there from within three (3) working days;
- After data collection is complete, the resulting article for publication shall not be altered by the AUHSD.
- The AUHSD reserves the right to withhold student data from USC PCHE at any time. The USC PCHE and the AUHSD reserve the right to terminate this agreement at any time.

\_\_\_\_\_  
Jaron Fried, Ed.D  
Assistant Superintendent, Education  
Anaheim Union High School District

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Suneal Kolluri  
Principal Investigator, University of Southern California

  
\_\_\_\_\_  
Date

Anaheim Union High School District  
Education Division  
**APPLICATION FOR STUDENT-INITIATED,  
NON-CURRICULUM RELATED ORGANIZATION**  
CLICK AND ENTER DATA

<b>School:</b>	Savanna	<b>Date of Application:</b>	03/29/17
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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:**

Optimum Club
--------------

**Purpose of the group:**

To show people how style and keeping up with trends can be affordable by upcycling
--

(to reuse creatively)

**Frequency of group meetings:**

Every other week
------------------

**Proposed meeting day, time and location:**

Day:	Thursday	Time:	Lunch	Location:	Rom 904
------	----------	-------	-------	-----------	---------

Applicant's Signature:	<i>Simbeye Joseph</i>	Date:	3/24/17
Printed Name:	Joseph Simbeye		

Advisor's Signature:	<i>Kacie Herrera</i>	Date:	3/29/17
Printed Name:	Kacie Herrera		

Principal's Signature:	<i>Carlos Hernandez</i>	Date:	4/19/17
Printed Name:	Carlos Hernandez		

**Send signed form to #15, Assistant Superintendent/Education, for approval.**

Assistant Superintendent's Signature:	<i>[Signature]</i>	Date:	5/30/17
---------------------------------------	--------------------	-------	---------

**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

<b>School:</b>	Western High School	<b>Date of Application:</b>	5/2/2017
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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:**

STEAM CLUB
------------

**Purpose of the group:**

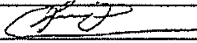
Increase awareness and participation of STEM activities offered both on or off campus.
--

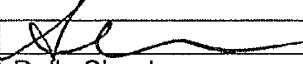
**Frequency of group meetings:**

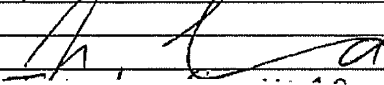
Weekly
--------

**Proposed meeting day, time and location:**

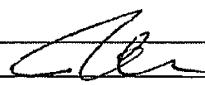
Day:	Tuesday	Time:	Lunch	Location:	Room 70A
------	---------	-------	-------	-----------	----------

Applicant's Signature:		Date:	5/2/2017
Printed Name:	Sheena Quiambao		

Advisor's Signature:		Date:	5/2/2017
Printed Name:	Dolly Shueh		

Principal's Signature:		Date:	5/4/17
Printed Name:	Joe Carmona		

**Send signed form to #15, Assistant Superintendent/Education, for approval.**

Assistant Superintendent's Signature:		Date:	5/30/17
---------------------------------------	---	-------	---------

**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

<b>School:</b>	South Junior High	<b>Date of Application:</b>	May 3, 2017
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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:**

SOAR – South Outstanding Academic Reward

**Purpose of the group (Please describe thoroughly):**

To Create a positive and safe school environment with rewards

To encourage academic and personal excellence, academic and personal improvement.

To improve overall academic and performance

To recognize, reward, maintain, strengthen, and reinforce student excellence

**Academic Achievement:** Listed are the specific **Grade Point Averages (G.P.A.)** that must be earned.

Gold: GPA of 3.5 - 4.0

Silver: GPA of 3.0 - 3.49

Bronze: GPA of 2.5 - 2.99

**SOAR Prize Distribution**

Students will receive rewards such as:

- A packet of prize coupons (Ex. Respect coupon, front of the line at lunch pass, homework pass)
- certificate

- t shirt
- invitation to field trip
- etc

The South Junior High School "SOAR" program will require 100% administration, teacher and staff participation to succeed!

Remember to keep recognition

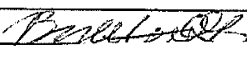
- Visible
- Tangible
- Walk-Aroundable

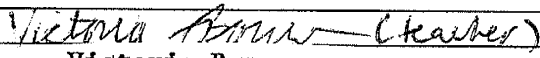
Frequency of group meetings:

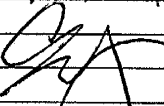
One time per quarter

Proposed meeting day, time and location:

Day:	TBA	Time:	TBA	Location:	ASB Classroom
------	-----	-------	-----	-----------	---------------

Applicant's Signature:	 (Student)	Date:	5/5/2017
Printed Name:	Brandon Mateos		

Advisor's Signature:	 (teacher)	Date:	5/5/2017
Printed Name:	Victoria Bowers		

Principal's Signature:		Date:	5/5/17
Printed Name:	Enrique Romero		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	5/30/17
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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**

CLICK AND ENTER DATA IN THE APPROPRIATE AREAS (DOUBLE CLICK SHADED BOXES)

<b>Name of Organization:</b>	<b>School:</b>
South Science Club	South

**Name(s) of student(s) making application:**  
See attached

**Staff Sponsor(s):**  
Jamie Clapper

**List purposes, objectives, and activities of organization** (attach copy of Constitution and By-Laws)  
South's Science club will meet monthly and provide a forum for science experiments, opportunities to engage in "citizen science" activities, and extend the science curriculum by offering opportunities to participate in inquiry-based science activities. Student interest will guide the activities and the club members will select the specific projects, competitions and investigations.

**Proposed meetings:**

<b>Day(s):</b>	Monday	<b>Time(s):</b>	2:30-3:30	<b>Location:</b>	Room 307
----------------	--------	-----------------	-----------	------------------	----------

**Special equipment?**  No  Yes – Describe:  
none

**Qualifications for membership, if any:**  
Open to all students

<b>How are officers elected?</b>	<b>Term?</b>
At the first meeting of the year, officers are nominated by the students at the meeting. Voting occurs at the first meeting	One year term

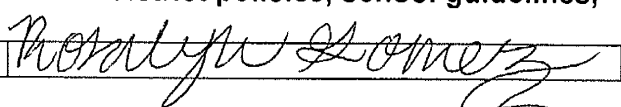
**State relationship to curriculum and/or instructional program of the district, and describe**  
how the organization will serve as an extension of or adjunct to the curriculum. Include specific reference to the courses of study, classes, or programs which the organization is intended to supplement; 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 Next Generation Science Standards are designed to have students DO science instead of just learning about science. The Science Club will offer extended opportunities for students to participate in science projects outside of the classroom. Possible activities include: Planning and carrying out investigations for district or county science fairs, developing and using models to examine possible solutions to environmental issues, examining structure and function in animals through dissections, collecting data for Citizen Science organizations like Coastkeeper or Surfrider Foundation, engaging in argument from evidence and creating presentations for a public audience.

**Describe the function of the staff adviser in the promotion, supervision, and leadership of the organization:**  
The staff advisor will promote the club and recruit members during the annual club rush during lunchtime in the fall. The advisor will provide the classroom and arrange a schedule of teachers who will plan and implement science extension activities based on student interest and feedback.

**Will this organization be raising funds for any purpose?**  No  Yes – Describe how funds will be raised and for what purpose:

The Science Club will hold fundraisers to purchase materials for the after school enrichment labs and activities and to provide all site science classrooms with state-of-the-art materials and lab equipment for use by all students as part of the NGSS curriculum pilot and full implementation.

**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:	Rosalyn Gomez		
Signature of faculty sponsor:	<i>Jamie B. Clapper</i>		
Printed name of faculty sponsor:	Jamie B. Clapper		
Faculty sponsor: I have reviewed this application and			
<input type="checkbox"/> the application is complete		<input type="checkbox"/> the Constitution/By-Laws are attached	
<input type="checkbox"/> the application is not complete (explain):			
Signature of School Principal:		Date: 5/5/17	
<i>[Signature]</i>			
Signature of Assistant Superintendent of Education:		Date:	
<i>[Signature]</i>		5/24/17	
Education Office Use Only:			
Board of Trustees action:	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied	Date:

Submit completed form to the Assistant Superintendent of Education (mail location #15).

**AGREEMENT**

**between the**

**ANAHEIM UNION HIGH SCHOOL DISTRICT**

***and the***

**ANAHEIM SECONDARY TEACHERS  
ASSOCIATION**

***for the period***

***August 8, 2016***

***through***

***the first Teacher work day of  
the 2018-19 school year***



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ARTICLE 1: AGREEMENT

1.1 Agreement

This Agreement is made and entered into the first teacher work day of the 2016-2017 school year, by and between the Board of Trustees of the Anaheim Union High School District, whose address is 501 N. Crescent Way, Anaheim, California 92803-3520, hereinafter referred to as the “District” or “Board”, and the Anaheim Secondary Teachers Association, CTA/NEA, hereinafter referred to as the “Association”, whose address is 50 S. Anaheim Blvd., Suite 300, Anaheim, California 92805.

1.2 Separability and Savings

If any provision of this Agreement is held invalid by operation of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any provision should be restrained by any tribunal of competent jurisdiction pending a final determination as to its validity, the remainder of this Agreement or the application of such Article or section as to persons or circumstances other than those as to which it has been held invalid or as to which compliance with or enforcement of has been restrained, shall not be affected thereby.

1.3 Disagreement on Scope

At the request of either party, the District and the Association shall, within forty-five (45) days of an unappealed decision of the hearing officer, or by PERB, or courts, if appealed to the courts, that an item(s) claimed by either party to be outside of scope and thus not covered by this Agreement is within the scope of negotiations, meet and negotiate on the item in an attempt to reach a mutually acceptable amendment to this Agreement.

1.4 Entire Agreement

The parties agree that the terms and conditions expressly set forth in this Agreement represent the full and complete Agreement and commitment between the parties thereto.

The parties agree that this Agreement is intended to cover all matters relating to wages, hours and all other terms and conditions of employment as specified in Section 3453.2 of Chapter 10.7, Division 4, Title I of the Government Code of the State of California, and that during the term of the Agreement neither the District nor the Association, without mutual agreement, will be required to meet and negotiate on any further matters affecting these or any other subjects not specifically set forth in this Agreement, even though such subjects or matters may not have been within the knowledge or contemplation of either or both the District or the Association at the time they met and negotiated on and executed this Agreement, or even though such subjects or matters were proposed and later withdrawn.

1.5 Waivers to Contract <sup>1</sup>

Waivers to this contract granted for the purpose of individual site projects, school improvement plans and the like shall not serve as precedents for future action by the District, which would negate the bargaining process.

1.6 Publication of Agreement

As soon as possible after the ratification of this Agreement by the District and the Association, the District shall have copies of the Agreement prepared and shall supply one (1) copy of the Agreement to each present and future member of the bargaining unit and fifty (50) copies to the Association.

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ARTICLE 2: RECOGNITION

2.1 Recognition

The Board recognizes the Association as the sole and exclusive representative of employees performing services in categories and groupings of positions and classifications described as follows:

2.1.1 Classroom Teachers

Included: All regular contract certificated personnel expressly including the following designations and grouping of positions and classifications: All regular contract classroom teachers, grades 7 through 12, including regular part-time teachers; temporary teachers as defined by Education Code 44920 and 44918; adaptive physical education teachers, library/media teachers, categorically funded teachers; hearing impaired resource teachers; occupational assessment teachers; itinerant vision resource teachers; speech specialists; nurses; vocational education nurses; staff specialists; regular contract hourly classroom teachers; and summer school teachers.

Excluded: All management employees as designated by the Board of Trustees; all classified employees; all supervisory and confidential employees; all casual or limited term personnel and others such as all substitutes; all hourly certificated employees working outside the regular contract assignments, except summer school teachers; all psychologists; all counselors; and the District doctor.

2.2 Charter Schools

The District shall consider only those charter school applications which include bargaining unit members.

ARTICLE 3: MANAGEMENT RIGHTS

It is understood and agreed that the District retains all of its powers and authority to direct, manage and control to the full extent of the law. Included in, but not limited to those duties and powers, are the exclusive rights to determine its organization; direct the work of its employees; determine the time and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operations; determine the curriculum; build, move or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; take action on any matter in the event of an emergency, i.e., act of God, natural disaster, act of war, declaration of martial law, strike, insurrection, revolution, flood, earthquake, fire, epidemic, plague, drought, power failure, or energy crisis; in addition, the District retains the right to hire, classify, assign, evaluate, promote, terminate and discipline employees.

The District retains its right to amend, modify or rescind policies and practices referred to in this Agreement in cases of emergency; limited however to the actual duration of the emergency. The determination of whether or not an emergency exists is solely within the discretion of the District.

The above described rights of the District shall be exercised in a fair and reasonable manner and are subject to the restrictions of the entire Agreement.

Any dispute arising out of or in any way connected with either the existence of or the exercise of any of the above described rights of the District is not subject to the grievance provisions set forth in Article 7 unless the dispute is otherwise grievable under another Article of the Agreement.

## ARTICLE 4: ASSOCIATION RIGHTS

### 4.1 Distribution and Posting of Materials

The Association shall have the right to post notices of matters of Association concern on designated bulletin boards in each school building in areas frequented by unit members. The Association shall have the right to use the District mail service and individual teacher mailboxes so far as such use complies with the law. ASTA will be charged \$1.00 for each districtwide mailout, up to a maximum of \$25.00 per year, in order to assist in defraying the cost of such deliveries.

Any literature to be distributed or posted must be dated and must identify the person or organization responsible for its promulgation. The Association shall provide to the Superintendent and the site administrator a complete copy of the material deposited in school mailboxes or posted on bulletin boards.

### 4.2 Released Time

#### 4.2.1 Released Time - Negotiations

During each school year when negotiations are in progress, and following prior notice and schedule coordination with the immediate supervising administrator, five (5) authorized representatives of ASTA bargaining unit shall be granted a maximum of five (5) full days of released time each without loss of compensation for the purpose of meeting and negotiating. This released time shall be taken in minimum increments of one (1) full day. Additional days may be granted, if necessary, upon mutual agreement of the parties and with approval of the Superintendent.

Members of the ASTA bargaining team shall be responsible for notifying their immediate supervisor of meeting times and dates and requesting released time one (1) day prior to scheduled negotiation meetings. Only in cases of emergency or hardship, as defined by the immediate supervisor, may a unit member's request be refused.

#### 4.2.2 Released Time - Association Business

Upon twenty-four (24) hours prior notice to the District and authorization by the President of the Association, the Association shall be provided a maximum of thirty (30) days each school year of released time for the purpose of conducting Association business. These days shall be taken in minimum increments of one (1) full day. Payment for the substitute(s) replacing the absent unit member(s) shall be reimbursed to the District Business Office by the Association within thirty (30) days.

4.2.2.1 Released time indicated above may be increased in cases of demonstrated need if requested by the Association and approved by the District.

4.2.3 Released Time - Association President

The District shall provide the Association President with released time for the duration of this contract. Such released time shall be granted by the District. The Association agrees to reimburse the District for the cost of a long term substitute. Released time indicated above may be increased or decreased if requested by the Association and approved by the District.

The District shall return the unit member serving as the Association President to the same school in which s/he had been prior to serving as Association President. If an opening does not exist, the involuntary transfer process will be used as stated in 9.5 and Appendix G. Neither the returning association president nor the involuntarily transferred teacher will be guaranteed the same teaching assignment.

4.3 Names and Addresses

Prior to September 15 of each school year, the District shall provide the Association with the names and school locations of transferred bargaining unit members. Prior to October 15 of each school year, the District shall provide the Association with a list of names, addresses, telephone numbers, school location and school phone number of all bargaining unit members. Such timelines may be extended by mutual agreement.

4.4 Availability of Information

School Board Packets: The District will make available to the Association, two (2) school board packets at least seventy-two (72) hours in advance of a regularly scheduled Board meeting, and twenty-four (24) hours in advance of a special Board meeting.

4.5 Access to Work Sites

Authorized Association representatives shall, in accordance with the conditions noted herein, have the right of reasonable access to District facilities for the purpose of contacting unit members, and transacting lawful Association business. Upon arriving at a school site, any such representative shall first report to the office of the site administrator to announce his or her presence and the intended purpose of the visit.

In no event shall any representative or unit member interrupt or interfere in any way with normal work. Contacts with unit members shall be limited to unassigned times and duty-free lunch periods.

4.6 Representation

A unit member has a right to Association representation when a meeting is conducted: to investigate facts that may lead to discipline; to adjust employee complaints/grievances; at disciplinary conferences that go beyond merely informing the unit member of discipline. The representative may, on behalf of the unit member, discuss facts, make arguments, act as a "buffer" between administration and unit member. The right to representation does not attach in routine conversations, including, but not limited to: the giving of instructions; training of personnel; correcting work techniques; preliminary evaluation conferences; notifying employees of discipline.

4.7 New Hires

The Association will be provided with the names, addresses, and work sites of all new unit members within fifteen (15) days of their hiring date. Such timelines may be extended by mutual agreement.

4.8 New Teacher Orientation

The District will provide an opportunity for participation by ASTA in any new teacher orientation program presented by the District.

4.9 Meeting Dates

Except in extraordinary circumstances, the District will not schedule districtwide meetings on those days ASTA has a calendared representative assembly meeting. ASTA will provide a listing of meeting dates by July 1 of each year.

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## ARTICLE 5: ORGANIZATIONAL SECURITY

### 5.1 Dues Deduction

- 5.1.1 The right to payroll deduction for payment of organizational dues shall be accorded to the Association. Association members who currently have authorization cards on file for the above purposes need not be resolicited. Association due and fees, upon formal written request from the Association to the District, shall be increased or decreased without resolicitation and authorization from unit members.
- 5.1.2 Pursuant to authorization by the unit member, the Board shall deduct one-tenth (1/10) of the Association dues and fees from the regular salary check each month. Deductions for unit members who sign such authorization after commencement of the school year shall be appropriate prorated to complete the payment by the end of the school year.
- 5.1.3 With respect to all sums deducted by the Board pursuant to authorization of the unit member, for membership dues, the Board agrees promptly to remit such monies to the Association along with an alphabetical list of unit members for whom such deductions have been made and any changes that may have occurred since the previous list.

### 5.2 Maintenance of Membership

- 5.2.1 The Association and the Board agree that any unit member who is a member of the Association at the time this Agreement becomes effective or who enrolls during the term of the Agreement shall maintain such membership from year to year unless revoked in writing between July 1 and July 31 of the year in which the Agreement terminates. The Board will guarantee said maintenance of membership to the Association by enforcing payment of dues by members required under the terms set forth above and provisions of the Education Code and Government Code section 3540.1(i)(l).

### 5.3 Agency Shop (Fair Share)

- 5.3.1 Any unit member who is a member of the Anaheim Secondary Teachers Association/CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association, Pursuant to such authorization, the District shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

- 5.3.2 Any unit member who is not a member of the Anaheim Secondary Teachers Association or who does not make application for membership within thirty (30) days of the effective date of this Agreement, or within thirty (30) days from the date of commencement of assigned duties within bargaining unit, shall become a member of the Association or pay to the Association a fee in an amount equal to unified membership dues, initiation fees and general assessments payable to the Association in one lump sum cash payment in the same manner as required for the payment of membership dues, provided, however, that the unit member may authorize payroll deduction for such fee in the same manner as provided in section 5.3.1 of this Article. In the event that a unit member shall not pay such fee directly to the Association, or authorize payment through payroll deduction as provided in section 5.3.1 the Association shall so inform the District, and the District shall immediately begin automatic payroll deduction as provided in Education Code section 45061 and in the same manner as set forth in section 5.3.1 of this Article. There shall be no charge to the Association for such mandatory agency fee deductions.
- 5.3.3 Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support the Anaheim Secondary Teachers Association/CTA/NEA except that such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor organizations, charitable funds exempt from taxation under Section 501 (c)(3) of Title 26 of the Internal Revenue Code:
- 5.3.3.1 Anaheim Union High School District Scholarship Fund
  - 5.3.3.2 ASTA Scholarship Fund
  - 5.3.3.3 Foundation to Assist California Teachers
  - 5.3.3.4 Any other qualified charity mutually agreed upon by the fee payer and the Association.
- 5.3.4 Those who object to joining or financially supporting employee organizations, pursuant to section 5.3.3 above, shall submit proof of payment on an annual basis to the Association and District as a condition of continued exemption from the provisions of sections 5.3.1 and 5.3.2 above. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. Such proof shall be presented on or before October 1 of each school year. A written statement of objection shall accompany the first year's proof of payment and is subject to verification by the Association.
- 5.3.5 Any unit member making payments as set forth in sections 5.3.3 and 5.3.4 above, and who requests that the grievance or arbitration provisions of this Agreement

be used in his or her behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.

5.3.6 With respect to all sums deducted by the District pursuant to sections 5.3.1 and 5.3.2 above, whether for membership dues or agency fee, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in the Association, and indicating any changes in personnel from the list previously furnished.

5.3.7 The Association agrees to furnish any information needed by the District to fulfill the provisions of section 5.3 of this Article.

5.4 Hold Harmless

5.4.1 The Association agrees to pay to the District all reasonable legal fees and legal costs incurred in defending against any court action and/or administrative action before the Public Employment Relations Board challenging the legality or constitutionality of the agency fee provisions of this Agreement or the implementation.

5.4.2 The Association shall have the exclusive right to decide and determine whether any such action or proceeding referred to in paragraph one shall or shall not be compromised, resisted, defended, tried or appealed.



ARTICLE 6: CONCERTED ACTIVITIES

The Association hereby agrees that neither it nor its officers, officials, agents, or representatives shall incite, encourage or participate in any strike, walkout, slowdown, or other work stoppage against the District during the life of this Agreement. In the event of a strike, walkout, slowdown, or work stoppage in violation of this Agreement, the Association and its respective officers, agents, and representatives will do everything reasonably within their power to end or avert the same.

Any unit members engaging in or assisting any strike, slowdown, work stoppage, or other interference with the District's operations in violation of this Article shall be subject to disciplinary action up to and including termination.

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## ARTICLE 7: GRIEVANCE PROCEDURES

### 7.1 Definitions

- 7.1.1 A "grievance" is a claim by a unit member that there has been a misinterpretation, misapplication, or violation of a specific provision of this Agreement.
- 7.1.2 A "grievant" is any unit member in the bargaining unit and thus covered by the terms of this Agreement who claims there has been a misinterpretation, misapplication, or violation of a specific provision of this Agreement.
- 7.1.3 A "grievance representative" is any person designated by the Association to process grievances and to represent unit members in grievance meetings.
- 7.1.4 An "administrative representative" is the administrator having jurisdiction over the matter which gave rise to the grievance.
- 7.1.5 A "day" is designated by a teacher workday on the Student/Teacher Calendar.

### 7.2 General Procedures

#### 7.2.1 Grievance Adjustments

This grievance procedure is not intended to deny the right of any individual to seek a satisfactory resolution to a problem.

Adjustments to grievances shall be consistent with the terms of this Agreement.

If a unit member is not represented by the Association or its representative, the District shall notify the Association whenever a grievance has been filed, and prior to an adjustment of the grievance, shall notify the Association of the proposed adjustment and shall provide the Association with the opportunity to respond in writing to the proposed adjustment.

#### 7.2.2 Right to Representation

The grievant shall have the right to be represented by the Association in all discussions concerning a grievance.

#### 7.2.3 Grievance Format

A grievance which proceeds to Step 2 shall be in writing on Form #363 and shall be a clear, concise statement of the grievance including the specific provisions of this Agreement alleged to have been violated, the circumstances involved, the decision rendered at Step 1 and the specific remedy sought.

7.2.4 Disposition of Grievance

The ultimate disposition shall be rendered by one (1) of the following:

7.2.4.1 Grievance and remedy sustained

7.2.4.2 Grievance conditionally sustained with alternative remedy and its rationale

7.2.4.3 Grievance denied with written rationale

7.2.4.4 Grievance denied in part with written rationale

Written rationale provided the grievant by the administrative representative at Step 1 and Step 2 shall not be admitted as evidence by the grievant at arbitration.

7.2.5 Failure to Meet Time Limits

If a grievance is not processed by the grievant in accordance with the time limits set forth in this Article, it shall be considered settled on the basis of the decision last made by the District. If the District fails to respond to the grievance in a timely manner at any level, the running of its time limit shall be deemed a denial of the grievance and termination of the level involved, and the grievant may proceed to the next step.

Time limits for appeal shall begin to run the day following the receipt of the written decision by the grievant.

Time limits hereunder may be lengthened or shortened in any particular case only by written agreement. The parties will attempt in good faith to adjust time limit problems which occur after Step 1.

7.2.6 Release of Witnesses

Witnesses shall be released from assigned responsibilities without loss of compensation when participating in grievance meetings held during the school day. The Association shall notify the District of the names of all witnesses requiring substitute coverage forty-eight (48) hours prior to such meetings.

In the event substitutes are not available to release witnesses for grievance processing, proceedings will be continued until school is dismissed on the day of the hearing.

7.2.7 Copies of Grievance

Copies of grievances shall not be placed in the District personnel file or local site folder of the grievant.

7.2.8 Format for Meetings

Grievance meetings shall be conducted at each step of the grievance procedure. The District representative is the chairperson of the grievance meeting. The standard format for a grievance meeting shall be as follows:

7.2.8.1 Presentation of grievant's case (including the calling of witnesses)

7.2.8.2 Presentation of respondent's case (including the calling of witnesses)

7.2.8.3 Grievant's rebuttal

7.2.8.4 Respondent's rebuttal

7.2.8.5 Discussion

7.2.9 When a matter which is, or may be, the subject of a grievance becomes the subject of an Administrative Procedure Act hearing (e.g., dismissal, non-renewal or reduction in force of permanent or probationary employees), any pending grievance on the matter shall be abated until the disposition of the APA hearing.

7.2.10 Service of Documents

Service of the District response to the grievant at any step shall be complete when either of the following has been accomplished:

7.2.10.1 A copy of the document(s) has been personally given to the grievant, or the representative (if represented by the Association or attorney), or

7.2.10.2 A copy of the document(s) has been placed in the United States mail, postage prepaid, certified mail, and addressed to the grievant, or the representative (if represented by the Association or attorney) at the grievant's last known address

7.3 Grievance Procedures

7.3.1 Step 1: When a unit member has a grievance, the grievance may be brought to the attention of the appropriate administrative representative in an attempt to resolve the problem through discussion.

7.3.2 Step 2: The grievant shall present the grievance in writing to the appropriate administrative representative of the Board.

Such grievance must be presented within twenty (20) days of the date of the occurrence which led to the grievance, or within twenty (20) days of the date the grievant could reasonably be expected to have knowledge of the occurrence.

Within five (5) days after filing of the grievance, a meeting shall be held with the grievant and the grievant's representative. The respondent shall render the Step 2 disposition within five (5) days after the Step 2 meeting.

7.3.3 Step 3: In the event the grievant is not satisfied with the decision at Step 2, the grievant may appeal the decision in writing to the Superintendent or his/her designee. Such appeal must be made within five (5) days of the termination of Step 2. The appeal shall include a copy of the original grievance, the decision rendered at Step 2, and a clear, concise statement of the reasons for the appeal. Step 3 hearings shall be held within ten (10) days of the receipt of the appeal from Step 2. The Superintendent or designee shall communicate a decision within five (5) days after the date of the Step 3 hearing and such a decision will terminate Step 3.

7.3.4 Arbitration

7.3.4.1 Submission to Arbitration

If the Association is not satisfied with the decision at Step 3, the grievance may be submitted, by the Association, to arbitration, provided that notification of submission to arbitration is given to the Superintendent within ten (10) days of the Association's receipt of the Step 3 decision.

7.3.4.2 Selection of Arbitrator

The Association and the District shall agree upon an arbitrator. If no agreement is reached within ten (10) days, the parties shall request the American Arbitration Association to administer the selection of the arbitrator in accordance with its rules.

7.3.4.3 Hearing: Arbitrator's Decision

The arbitrator selected in accordance with paragraph 7.3.4.2 above shall conduct a hearing promptly, and in accordance with the rules of the American Arbitration Association. The arbitrator shall hear the issues presented, and shall tender a decision promptly, but in no event later than thirty (30) days from the date of the hearing or thirty (30) days from the deadline for filing post-hearings briefs, whichever occurs later.

7.3.4.4 Fees and Expenses

The fees and expenses of the arbitrator and the hearing shall be borne equally by the parties. All other expenses, including witness fees, conferees, etc., shall be borne by the party incurring them, except that the grievant, the grievance representative, and a reasonable number of

necessary witnesses shall be released from their assignments without loss in compensation or cost to the Association.

#### 7.3.4.5 Statement of Issues

The arbitrator shall be limited to deciding the issues(s) submitted to him/her. If the parties cannot agree upon a statement of the issues, the arbitrator shall determine the issue(s). In cases of procedural disputes regarding arbitrability, timelines, etc., the arbitrator shall be empowered to rule on such disputes.

#### 7.3.4.6 Limitations Upon Arbitrator

The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this Agreement, but shall determine only whether or not there has been a violation of this Agreement in the respect alleged in the grievance and the appropriate remedy. The decision of the arbitrator shall be based solely upon the evidence and arguments presented by the respective parties in the presence of each other, and upon arguments presented in briefs. This Agreement constitutes a collective bargaining agreement between the parties which shall be interpreted and applied by the parties and by the arbitrator in the same manner as any other collective bargaining agreement for the laws in the State of California. The function and purpose of the arbitrator is to determine disputed interpretations of terms actually found in the Agreement, or to determine disputed facts upon which the application of the Agreement depends. The arbitrator shall therefore not have authority to decide any issue not submitted or to interpret or apply the Agreement so as to change what can fairly be said to have been the intent of the parties as determined by generally accepted rules for contract construction. Past practice of the parties in interpreting or applying terms of this Agreement may be relevant evidence, but shall not be used so as to justify, or result in, a modification (whether by addition or detracting) of the written terms of this Agreement.

The arbitrator shall only have the power to render an award applying the language of the Agreement in force at the time of the alleged misinterpretation, misapplication, or violation.

The arbitrator may hear and determine only one (1) grievance at a time unless the parties expressly agree otherwise. Both parties will in good faith endeavor to handle cases which involve the same or similar facts and issues in an expedient and convenient manner.

No decision rendered by the arbitrator shall be retroactive beyond the beginning of the last payroll period prior to the twenty (20) day period specified in Step 1 of the grievance procedure.

7.3.4.7 Rules of Procedure

Upon agreement of the parties, the arbitration may proceed under expedited rules of the American Arbitration Association and notice of such agreement shall accompany any request for a list of arbitrators.

The decision of the arbitrator, within the limits herein prescribed, shall be binding on the Association, the District and the grievant.

7.4 No Reprisals

No reprisals of any kind will be taken against any participant in the grievance procedure by reason of such participation.



## ARTICLE 8: LEAVES

A leave of absence is an authorization for a unit member to be absent from duty generally for a specific period of time and for an approved purpose.

Upon expiration of a leave of absence, unit members shall be returned to the same school from which the leave was taken. Such unit members will not be guaranteed the same teaching assignment. Similar to active unit members, unit members returning from leave are subject to layoff and surplus from their original school site. Thereafter, returning unit members shall be subject to Article 9, Transfer.

A condition of each leave of absence is that the credential or permit held at the time the leave was granted, properly authorizing the service, must be maintained in full force by the unit member.

Part-time regular unit members shall be entitled to leaves of absence from their part-time assignments.

Any unit member placed on paid administrative leave of absence shall continue to receive compensation for approved extra service pay assignments for a period not to exceed six months.

### 8.1 Personal Leaves of Absence Without Pay

Unit members may, upon request, be granted up to one (1) year of absence without pay for the following reasons:

8.1.1 Health

8.1.2 Maternity, paternity and adoption

8.1.3 Activities which contribute to professional development in education, which may include formal study, travel or exchange teaching.

8.1.4 Child care

8.1.5 Compelling family matters / personal necessity

Leaves shall have the prior approval of the principal. All such unpaid leaves may be, upon request, extended for one (1) additional complete semester or school year. With the exception of leaves of absence granted by state for federal law, leaves shall be limited to a maximum of two (2) years within a five (5) year period of time. Requests for leaves of absence under this provision shall not be arbitrarily or capriciously denied.

With the exception of maternity leave, sick leave, bereavement, industrial accident/illness, leaves of absence shall be limited to permanent unit members.

## 8.2 Application for Leave

### 8.2.1 Leaves Other Than Sabbatical

A unit member who is eligible for an unpaid leave of absence must make application for such leave on the District form provided. Requests for such leaves to begin in September must be filed in the Human Resources Office prior to the preceding February 15. Requests for leaves to begin in January must be received on or before the preceding November 15. At the discretion of the Director, Human Resources the afore mentioned time deadline may be waived.

## 8.3 Notification of Return or Request for Extension

The following procedures shall be adhered to relative to returns from leaves of absence and/or requests for extensions of leaves:

### 8.3.1 District Notification

On or before February 1 (October 15 for first semester leaves) of the semester nearest and preceding the expiration of the leave of absence, the District shall notify the unit member who is on a leave of absence that his/her position is being held pending notification of request for extension of leave or notification of intention to return from leave. Such notification shall be sent by U.S. mail to the unit member's last known address.

### 8.3.2 Unit Member Response

On or before March 1 (November 15 for first semester leaves) the unit member shall respond to the District notification by indicating either a request for an extension of leave or the unit member's intention to return from leave. In the event that the unit member fails to respond to the District notification, it is understood that the District may proceed to fill the unit member's position.

### 8.3.3 Return Before Expiration

A unit member who wishes to return from leave prior to the agreed upon expiration of the leave shall be entitled to fill the next available vacancy for which the unit member is certified and qualified.

At the end of the school year, the unit member will be subject to other terms and conditions of the contract as though assigned to that school for the entire year.

8.4 Salary Advancement During Leave

A unit member granted a leave of absence, other than sabbatical leave, military leave, or Peace Corps leave, shall not be advanced on the salary schedule unless s/he has completed the school year according to law. A unit member granted a sabbatical, military, or Peace Corps leave shall be eligible for advancement on the salary schedule.

8.5 Tragedy Personal Necessity Leave

A long term ninety (90) day personal necessity leave of absence may be provided to a unit member who experiences a serious tragedy within his/her immediate family. For purposes of this section, "immediate family" shall be defined to include parent, sibling, spouse or dependent child. A unit member's compensation during such leave shall be equivalent to the unit member's regular salary and fringe benefits minus the amount necessary to pay a substitute employed to replace the unit member while on leave.

8.6 Maternity Leave

Upon request, pregnant unit members shall be granted maternity leave. Said leave shall be unpaid unless unit members have accumulated sick leave (under 8.11.1) which may be utilized. Maternity leave will be provided in accordance with existing law.

8.7 Industrial Accident and Industrial Illness Leave

8.7.1 Leaves resulting from an industrial accident or industrial illness shall be granted in accordance with the provisions of Education Code Sections 44043 and 44984 and this rule.

8.7.2 A unit member who is absent from duty because of an illness or injury defined as an industrial accident or industrial illness under provisions of the Workers' Compensation Insurance Law, shall be granted paid industrial accident leave for each such accident or illness while receiving temporary disability benefits from Workers' Compensation provided that:

8.7.2.1 The employee has probationary or permanent status.

8.7.2.2 The Superintendent/designee has determined that the illness or injury was directly related to the performance of duties while in the employment of the Anaheim Union High School District.

8.7.3 A unit member absent from duty because of illness or injury resulting from an accident or condition incurred on duty, which qualifies under Workers' Compensation Insurance, shall be granted an occupational leave for each such accident provided that neither the number of days for one (1) leave nor the total number of days allowed in one (1) school year for more than one (1) such leave does not exceed a total of sixty (60) consecutive working days.

- 8.7.4 Industrial accident and industrial illness leave shall be granted from the first (1st) day of disability but shall not extend beyond the last day for which temporary disability indemnity is received. Only absences which are supported by a physician's certificate and have been verified in writing by the State Compensation Insurance Fund to be the result of a duty connected illness or injury can be paid under the occupational leave policy. Any absence that cannot be so verified shall be charged against the unit member's leave.
- 8.7.5 Should the unit member's absence, due to an occupational injury or illness, extend beyond sixty (60) consecutive working days, the unit member shall be permitted to use accumulated sick leave until temporary disability payment ceases, until he returns to duty, or until illness credits have been used up, whichever is sooner.
- 8.7.6 During any period a unit member is receiving his regular salary from the District, s/he is required to endorse over to the District all temporary disability payments received in accordance with Section 44984 of the Education Code. Charges to the unit member's leave balances shall be as follows:
- 8.7.6.1 Industrial accident and industrial illness leave shall be reduced by one (1) day for each day of authorized absence regardless of temporary disability payments paid.
- 8.7.6.2 Sick leave and/or vacation leave shall be reduced only by that amount necessary to provide a full day's wage or salary when added to temporary disability benefits. Any unit member who is absent because of a work connected illness shall not be entitled to receive wages or salary from the District which, when added to temporary disability benefits, will exceed his full salary during the period of his absence. (See Section 44043 of the Education Code.)
- 8.7.7 A unit member, while receiving industrial accident or industrial illness leave benefits, must remain within the State of California unless the Board of Trustees authorizes travel outside the State.
- 8.7.8 While a unit member is on any paid leave resulting from an industrial accident or industrial illness, the unit member's salary paid by the District shall not, when added to a normal temporary disability allowance award without penalties granted the unit member under State Workers' Compensation Insurance Laws, exceed the unit member's regular salary.

Final allowance for permanent industrial disability settlements shall not be subject to remittance to the District under this rule.

## 8.8 Personal Necessity Leave of Absence

Unit members may use up to ten (10) days of accumulated sick leave without stating a reason for personal necessity provided the number of personal necessity days does not exceed the number of days of unused sick leave.

Permissible personal necessity use

8.8.1 Personal necessity may be used without prior approval for the reasons listed below. However, the unit member shall make every reasonable effort to comply with District procedures designed to secure substitutes and s/he shall notify the immediate supervisor prior to the absence.

8.8.1.1 Accident or serious illness involving his/her personal property or person or property of his/her immediate family.

8.8.1.2 Court appearance as a litigant or as a witness under order.

8.8.1.3 Religious observances

8.8.1.4 Wedding and graduations for immediate family members. Immediate family for this section shall mean parent, sibling, spouse, or child.

8.8.1.5 Becoming a parent by adoption, surrogate, or paternity.

8.8.1.6 Personal necessity may be used for circumstances that meet all of the following criteria: Are of a serious nature, and which the unit member cannot be expected to disregard, and which necessitate the immediate attention of the unit member, and which cannot be accommodated during off-duty hours.

8.8.2 Such leave shall not be used for seeking or engaging in other employment, for vacation, or other recreational activities or for other activities which do not fit the criteria listed above.

8.8.3 Personal necessity leave shall not be used in whole, or in part, for any strike, work stoppage, work slowdown or concerted activity of any kind.

8.8.4 A unit member shall be allowed to use two (2) days of personal necessity leave which will not be charged against his/her accumulated sick leave.

## 8.9 Verification of Personal Necessity Leave

The District may require satisfactory proof of the nature, extent, and duration of the personal necessity leave if it believes a unit member to be abusing the use of personal necessity leave. In the event that an investigation results in proof that abuse has taken

place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

## 8.10 Sabbatical Leave

A sabbatical leave of absence may be granted to any unit member only to the extent that the same will benefit the schools and pupil thereof, for not less than one (1) semester nor more than one (1) school year under the following conditions:

- 8.10.1 The applicant must have served at least seven (7) consecutive years in the District preceding the granting of the leave, and no more than one such leave of absence shall be granted to a unit member in each seven (7) years of employment. Other leaves of absence, while not counted as a "year of service," do not constitute a break in consecutive years of service.
- 8.10.2 A leave may be granted for the following reasons:
  - 8.10.2.1 Formal Study - Complete a minimum of eight (8) semester hours each semester in an accredited institution of higher learning. Courses must relate to present or future service in the District.
  - 8.10.2.2 Travel - Engage in foreign or domestic travel during each semester.
  - 8.10.2.3 Study and Travel - A one (1) year leave may be divided between study and travel in accordance with above regulations.
  - 8.10.2.4 Independent Study - Provided that the applicant presents a "plan of work" for independent study and a report relative to the accomplishment of such "plan of work" at the conclusion, sabbaticals may be granted for independent study.
- 8.10.3 Compensation while on sabbatical leave shall be fifty percent (50%) of the salary the unit member would have received had s/he remained in active service. At the expiration of the leave, the unit member shall be assigned to the same school or District Office location in which service was rendered at the time of making application for leave, subject to Article 9.
- 8.10.4 A "sabbatical leave committee" composed of certificated employees of the District, shall be appointed by the Superintendent. At least fifty percent (50%) of the members of this committee shall be selected by the Superintendent from a list of unit members submitted to the Superintendent by the Association. The purposes of this group shall be to administer the sabbatical leave article and to submit to the Superintendent a prioritized list of unit members being recommended for sabbatical leave. It is understood that actions of this committee are subject to the approval of the Superintendent.

- 8.10.5 The total number of sabbatical leaves granted during any school year shall not exceed one percent (1%) of the total number of unit members employed by the District.
- 8.10.6 The applicant must provide a surety bond.
- 8.10.7 The applicant shall agree to serve twice the period of the leave following return to the District.
- 8.10.8 Return From Leave

The unit member shall, within ninety (90) days following return to active service in the District, submit a comprehensive report to the sabbatical leave committee certifying the successful fulfillment of the terms and conditions under which the leave was granted. This comprehensive report shall include:

- 8.10.8.1 Formal Study Leave - An official transcript showing courses completed and/or degree earned and a copy of all pertinent materials developed during the leave.
- 8.10.8.2 Travel Leave - A written report including a complete travel itinerary and a complete file of all pertinent materials collected and/or developed during the leave.
- 8.10.8.3 A recommendation for use within the District of all of the materials collected or developed.

If a vacant position exists in which the unit member is certified and qualified, unit members returning from sabbatical leave shall be placed in an assignment which corresponds to the purpose of the sabbatical leave, subject to other terms and conditions of the contract.

8.10.9 Failure to Return or Observe the Sabbatical Leave Plan

If a unit member fails to return or observe the sabbatical leave plan, the Board of Trustees may take action to enforce the sabbatical leave plan.

8.10.10 Sabbatical Leave Timeline

Should sabbatical leaves be offered, the following timeline will be in effect:

Notices will be sent to all unit members by mid-October.

Proposals will be due at the District no later than the first working day in December.

The Committee will meet to select unit members for sabbatical leave, for the following school year, by the last working day in December.

The Board will be asked to approve selected sabbatical leave requests at a regularly scheduled meeting during the month of January.

Approved applicants will be notified of the Board's action by the first working day in February.

## 8.11 Sick Leave, Personal Illness and Injury

### 8.11.1 Annual Sick Leave and Accumulation

A unit member who is absent due to personal illness and/or injury, including a disability caused or contributed to by pregnancy, shall be allowed full pay for the number of days absent provided that the number of days absent does not exceed the unit member's total accumulated days of sick leave. These accumulated days shall include the entitlement of sick leave days granted on July 1 each year. Members of the bargaining unit employed five (5) days a week shall be entitled to ten (10) days leave of absence for illness or injury for a year of service. Members of the bargaining unit employed less than five (5) days a week for a year of service shall be entitled to that proportion of ten (10) days leave of absence for illness or injury as the number of days employment per week bears to five (5). Unused sick leave shall be accumulated from year-to-year.

To be eligible for sick leave absence with pay, the unit member shall be in a paid status and scheduled for work on the day(s) of absence.

If a unit member resigns, retires, or is terminated and has used more sick leave than was earned, the amount used but not earned shall be deducted from the final warrant of the unit member.

### 8.11.2 Procedures for Taking Sick Leave

Members of the bargaining unit must notify the District of the absence as soon as the necessity to be absent becomes known to the unit member but in no instance later than 6:30 a.m. of the day of the absence.

#### Sub Caller Procedure:

Consult your "Employee's Quick Reference Guide" appended to this contract as Appendix D.

### 8.11.3 Half-Day Absences

A unit member who is absent for one-half (1/2) day or less shall have deducted one-half (1/2) day from the accumulated leave. If the absence exceeds one-half



(1/2) day, a full day shall be deducted. If the absence is for one (1) period or less, there shall be no deduction from the accumulated sick leave.

8.11.4 Verification of Absence

The Board may require satisfactory proof of the nature, extent, and duration of the illness if it believes a unit member to be abusing the use of sick leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

For absences of more than five (5) days, when there is a question as to the extent and duration of the disability, or the unit member's ability to return to work, the Board may require the unit member to submit to an examination by a physician selected by the unit member and the District. The selection must take place within forty-eight (48) hours after the District's request. In the event the time limit is not met, the District shall select the physician from among those physicians under consideration by the unit member and the District.

The District shall pay for the medical examination. The unit member will be given a copy of the physician's report. Such medical reports shall be submitted to the Director, Human Resources, who shall maintain the confidentiality of such reports.

8.12 Short-Term Personal Leaves Without Pay

An excused absence without pay for a unit member may be approved for five (5) days by the principal or administrative supervisor. Upon the recommendation of the principal or administrative supervisor, the superintendent or designee, may authorize an excused absence without pay for unit members up to ten (10) days.

8.13 Court Appearance

A unit member shall be granted, not to exceed three (3) days of absence with full pay because of necessary appearance in court (other than as a litigant) or in response to a subpoena duly served provided such subpoena is filed with the Board of Trustees or its delegated authority immediately upon its having been received by the unit member.

8.14 Jury Leave

The District agrees to grant to members of the bargaining unit regularly called for jury duty in the manner provided by law, leave of absence without loss of pay for time the unit member is required to perform jury duty during the unit member's regularly assigned working hours. Unit members, so called for jury duty, must notify the District of service date(s) upon receiving said notice from officers of the court. The District shall pay the unit member the difference, if any, between the unit member's regular rate of pay and the amount received for jury duty. Unit members who elect to contribute their fees to the county in

which serving jury duty, must submit a copy of the receipt to payroll indicating that they donated their fee to the county. Monies granted by the court for meals, travel and parking will not be considered in computing the difference. Unit members are required to return to work during any day or portion thereof in which jury duty services are not required.

A unit member who receives a jury duty notice during the school year and requests a postponement of jury duty until the end of the school year in June and before the commencement of the next school year in August will receive the substitute daily rate for each day the unit member is required to physically report to a courthouse or serve on jury duty during the summer months. This summer postponement provision applies to laid off unit members on the re-employment list and employees who retired at the end of the previous school year. It is understood that there is no jury leave during summer school. In order to receive the regular daily substitute pay, the unit member shall file the required documentation with the District. The District may require verification of jury duty days prior to or subsequent to providing jury duty compensation on a form provided by the District or the court.

#### 8.15 Bereavement

The District agrees to grant necessary leave of absence with pay at the unit member's regular rate not to exceed three (3) days, or five (5) days if 300 miles or more or out-of-state travel is required, on account of the death of any member of the immediate family of a member of the bargaining unit. "Member of the immediate family" means the father, mother, father-in-law, mother-in-law, son, daughter, son-in-law, daughter-in-law, husband, wife, grandmother, grandfather, grandchildren, sister, brother, sister-in-law, brother-in-law, niece, nephew, aunt, uncle of the unit member, and like relatives of spouse, or any person living in the immediate household of the unit member. Bereavement leave shall be limited to a three (3) or five (5) day period following the date of death in the immediate family. If such leave of three (3) or five (5) days is not scheduled immediately and consecutively following the death, the unit member will notify his/her immediate supervisor prior to scheduling an alternative plan for bereavement leave. In exceptional circumstances, the Superintendent may grant up to two (2) additional days leave.

Unit members exercising this leave provision shall notify their immediate supervisor as soon as possible and indicate the expected duration of the absence.

Unit members shall be required to complete the standard form provided by the payroll department to verify the reason for the absence. The District may require satisfactory proof of the nature, extent, and duration of the bereavement leave if it believes a unit member is abusing the use of bereavement leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

#### 8.16 Health/Welfare Benefits While on Leave

A unit member on Board approved leave of absence without pay may participate in the District's health and dental and life insurance benefit program at the unit member's own

expense, provided that the carrier allows and provided that an irrevocable notification is submitted of the intent to participate prior to the commencement of the leave and provided further, the advance payment of premiums is made in accordance with a schedule developed by the Business Office.

8.17 Revocation of Leave

A leave of absence may be revoked at the sole discretion of the Board of Trustees upon evidence that the cause for granting it was misrepresented or has ceased to exist.

8.18 Employment While on Leave

Leave of absence will not be granted for the purpose of obtaining employment in another school district, educational institution, or another occupation or profession without the prior approval of the Board of Trustees. Unit members granted leaves who accept employment in violation of this section shall be notified of the termination of their leaves of absence.

8.19 Absence From Work Without Leave/Failure to Return to Work After Leave

Any unit member who is absent from work without leave, or who fails to return to work as scheduled after the expiration of an authorized leave of absence, shall be deemed to have abandoned employment with the District, and such conduct shall constitute an automatic resignation.

8.20 Extended Illness Leave

Upon exhaustion of all accumulated sick leave credit, a unit member who continues to be absent for purposes of this policy, shall receive fifty percent (50%) of salary or the difference between the unit member's salary and the salary of the substitute, whichever is greater, for a period not to exceed five (5) school months per illness or accident. If the school year terminates before the five (5) month period is exhausted, the employee may take the balance of the five (5) month period in a subsequent school year. In order to qualify for differential pay, unit members shall first utilize all accumulated sick leave credit. Extended illness must be on the basis of a recognized medical doctor's statement.

8.21 Family Care and Medical Leave

All unit members are eligible for leave under this provision. Leave shall be granted upon request of a unit member because of the unit member's serious health condition, the serious health condition of a member of the unit member's family, the birth of a child of the unit member, or the placement of a child with a unit member in connection with adoption or foster care of the child by the unit member. As used in this section, "family" includes all persons listed in Section 8.15 of this Agreement and "serious health" is any illness, injury, impairment, or physical or mental condition. Leave under this section may be as long as twelve (12) weeks or as short as one work day. Such leave shall entitle the unit member to all economic benefits of employment except for salary on the same basis as if the unit

member were not on leave. Leave under this section shall run concurrently with other leaves available under the provisions of this Agreement.

8.22 Notification of Sick Leave Accrual

The District shall provide a written notice of sick leave accrual to each bargaining unit member during the month of September.

8.23 Catastrophic Leave

Unit members are permitted to irrevocably donate accrued sick leave credits for an employee who experiences a catastrophic personal illness or accident. Donations made under this catastrophic leave program shall be strictly voluntary.

## Definitions

- 8.23.1 Catastrophic illness/accident means illness or non-work related injuries due to an accident that is expected to incapacitate the employee for an extended period of time involving or resulting in substantial, often ruinous, medical expense and creating a financial hardship for the employee because he or she has exhausted all of his or her sick leave and other paid time off with the exception of extended illness leave.
- 8.23.2 Eligible leave credits mean sick leave days accrued to the donating unit member.
- 8.23.3 The Sick Leave Bank represents donated eligible leave credits.
- 8.23.4 The Open Enrollment period is established as the month of October, each year.
- 8.23.5 The Board means the District Board of Trustees, Superintendent, or designee.
- 8.23.6 The Sick Leave Bank Committee shall oversee the operation of the Sick Leave Bank. The Committee shall consist of one voting member from each of the following groups: Anaheim Personnel and Guidance Association (APGA), California School Employees Association (CSEA), American Federation of State, County and Municipal Employees (AFSCME) and the Anaheim Leadership Team Association (ALTA). There will be two voting members from the Anaheim Secondary Teachers Association (ASTA). Also included will be one voting representative from District Administration, designated by the Superintendent.

## General Provisions

- 8.23.7 Participation in the Catastrophic Leave Program shall be voluntary, but permitted, for all qualified permanent employees.
- 8.23.8 To establish enrollment, a permanent employee must initially donate one (1) sick leave day. Employees must then donate one (1) sick leave day per year during the Open Enrollment period to maintain eligibility.
- 8.23.9 From implementation of this program through October 1998, any permanent employee who is absent due to a catastrophic illness and has exhausted all eligible leave credits may participate in the Catastrophic Leave Program without a donation.
- 8.23.10 This Program will not be operational until the total sick leave days reaches 100.
- 8.23.11 The Sick Leave Bank is available to all participating permanent employees for use during their work year. Twelve month employees may apply to use the Sick Leave Bank year around. All other employees are eligible according to their regular work year.

- 8.23.12 Employees who elect not to enroll in the Catastrophic Leave Program upon first becoming eligible, have a waiting period of sixty (60) duty days after they enroll before becoming eligible to withdraw from the Bank.
- 8.23.13 The Sick Leave Bank cannot be used concurrently with the extended illness leave benefit.
- 8.23.14 The maximum amount of time for which donated sick leave credits may be used is 25 days for any one catastrophic illness. The lifetime benefit from this policy may not exceed a total of 50 days.
- 8.23.15 This Catastrophic Leave Program may not be used if the employee applies for or has purchased any other benefit or disability insurance program or income protection program either public or private unless the total benefit is less than 100% of the employee's basic salary. Employees having any additional income benefit must apply for that benefit before they are considered eligible for the Catastrophic Leave Program.
- 8.23.16 The receipt of a donated sick leave credit through the Catastrophic Leave Program as designed here, when combined with other District income, or income protection plan, shall not provide the recipient with a greater monthly District income/fringe benefit contribution than he/she received immediately prior to the receipt of catastrophic sick leave.
- 8.23.17 An employee who receives donated sick leave credits shall use any leave credits, including vacation, that he or she continues to accrue on a monthly basis prior to receiving/using additional donated sick leave credits from the Sick Leave Bank.
- 8.23.18 Requests for Sick Leave Bank credits must be made in increments of five (5) days.
- 8.23.19 If more than one applicant is being considered at the same time and there are not enough days in the Bank to fill each request, the available days will be divided equally or proportionately, as is consistent with the requests, between and among the applicants. In this instance, additional donations of eligible leave credits may be accepted.
- 8.23.20 Member employees may make additional donations to a specific employee who has a catastrophic illness. These donations may be made at any time during the year. Any unused donations beyond those authorized by the committee will be returned to the Bank.
- 8.23.21 Any fraudulent or inappropriate use of donated days will result in the return of all donated days to the Bank. The employee will be held responsible for returning any resulting overpayment of wages.

- 8.23.22 Any unused donation will be returned to the Bank, including donations to specific employees as stated in 8.23.20.
- 8.23.23 The employee must waive any and all claims against the Board, District and its officers and employees, arising from the administration of the Sick Leave Bank Program.
- 8.23.24 The Sick Leave Bank Committee will issue a report to all employees of the status of the Bank each semester.

Donating to the Sick Leave Bank

- 8.23.25 Any permanent employee on paid duty status shall be eligible to participate with a minimum annual deposit of one (1) sick leave day.
- 8.23.26 All transfers of eligible leave credits are irrevocable.
- 8.23.27 Employees may donate up to three (3) full days of eligible leave credits per school year. Employees must have at least ten (10) days of accrued sick leave remaining after donating to the Sick Leave Bank. Any request for an exception to this provision must be submitted in writing and approved by the Superintendent.
- 8.23.28 Donations to the Bank are general donations and cannot be donated to a specific employee with the exception of 8.23.20.
- 8.23.29 When and if the donated sick leave credits reach a total of 2,000 actual days, the committee may suspend donations for one (1) year for all current members. New members, however, may donate.

Withdrawing from the Sick Leave Bank

Eligible leave credits may be requested, in writing, from the Sick Leave Bank for a catastrophic illness or accident if all of the following requirements are met.

- 8.23.30 The employee must be a member of the Sick Leave Bank before requesting sick leave credits.
- 8.23.31 The employee who is suffering from a catastrophic illness or accident provides verification of catastrophic illness as required by the Superintendent.
- 8.23.32 The verification of catastrophic illness must come in the form of a written medical statement from the attending physician indicating the incapacitating nature and probable duration of the illness or accident.
- 8.23.33 The Superintendent may require verification of the need for sick leave days beyond the evidence of a doctor's certification and shall have the authority to accept evidence from other sources.

- 8.23.34 The Sick Leave Bank Committee determines that the employee is unable to work due to the employee's catastrophic illness or accident.
- 8.23.35 The employee has exhausted all accrued paid leave credits with the exception of extended illness leave.
- 8.23.36 At the start of the Sick Leave Bank withdrawal, voluntary deductions from the employee's paycheck will be discontinued (except for District computer loan payments and health and life insurance payments).

Not Covered

- 8.23.37 Conditions, illnesses, or accidents resulting from commission of a felony, elective cosmetic surgery, or stress. Also not included are illnesses or accidents which may be covered under the Workers' Compensation Program.



## ARTICLE 9: TRANSFER PROCEDURES

### 9.1 Definitions

#### 9.1.1 Transfer

A transfer is defined as the relocation of unit members between schools or between a school and a district office department. Transfers fall into two (2) categories: (1) voluntary transfers that are initiated at the request of the unit members, and (2) involuntary or administrative transfers that are initiated by the District.

#### 9.1.2 Seniority

For the purposes of the transfer Article, the term "seniority" shall mean the unit member's total continuous service to the District in a certificated position, beginning with the first (1st) day of paid service as a probationary employee. The Board shall maintain an up-to-date seniority list, which for purposes of this Article shall be the "order of employment list" required by Education Code Section 44845. This list shall be sent to the Association by November 1 of each school year and shall be posted at each site.

Every probationary or permanent employee employed after June 30, 1947 shall be deemed to have been employed on the date upon which s/he first rendered paid service in a probationary position.

#### 9.1.3 Reassignment

For purposes of this section, a reassignment occurs when a unit member is required to teach in a department in which s/he was not teaching the previous year.

#### 9.1.4 Opening

An opening is defined as a position at a school or administrative department location which the District has determined is to be filled by a regular probationary or permanent unit member rather than a substitute or a temporary.

### 9.2 Posting of Openings

9.2.1 The District shall post at each school location a notice of each opening as it occurs during the regular school year or summer session. Each notice shall state a deadline for applications which shall be not less than seven (7) days after posting. In the event an opening becomes available once the teacher work year begins, the deadline for application shall not be less than three (3) days. The opening shall not be filled prior to such deadline. Postings shall be sent to the Association Office.

- 9.2.2 An opening, for posting purposes, is not created when a permanent or probationary unit member is on a paid or unpaid leave of absence, a one (1) semester opening exists, or when a surplus unit member is available with an appropriate teaching major or minor.
- 9.2.3 Posting errors shall not be subject to grievance. The error shall be corrected prior to filling the opening.
- 9.2.4 A unit member who requests transfer to an available position and is denied may be provided a written statement, if so requested by the unit member.
- 9.2.5 The filing of a request for transfer is without prejudice. It does not jeopardize a unit member's present assignment. The request may be withdrawn any time prior to confirmation that the transfer has been approved.

### 9.3 Voluntary Transfer

Any unit member may apply for a voluntary transfer by submitting a "Request for Transfer" form to Human Resources prior to the closing date of the vacancy for which they are applying. The Human Resources office will notify the principal of the school where the vacancy exists and such unit member shall be offered an opportunity to interview. The Human Resources office will also notify the principal of the teacher's current school.

### 9.4 Mutual Exchange of Positions

A unit member may initiate an exchange of assignment for one (1) school year, providing there is agreement with the involved principal and exchange unit members. If, at the conclusion of the school year, all parties agree, the exchange of assignment shall become permanent.

### 9.5 Involuntary Transfer-Surplus

- 9.5.1 The parties recognize that it may be necessary to transfer unit members involuntarily because of enrollment adjustments, budgetary restrictions or curricular needs.

For purposes of this section only, a bargaining unit member whose assignment includes more than one department shall be determined to be a member of the department which is the majority of his/her assignment. When departments in a bargaining unit member's assignment are equally distributed, the unit member shall determine in which department s/he is a member and give written notification within five (5) days of the beginning of the school year or the effective date of the schedule change. If a permanent change in a unit member's schedule occurs at any point in the school year, this language will apply to determine the new department designation.

When a school principal is notified by the District of the school's allocation of teaching staff, the administrator, at an all-faculty meeting, shall notify the faculty of the possibility of surplus and ask for volunteers for transfer. Consideration will be given to these volunteers if it contributes to the resolution of the surplus issue as determined by the site administrator.

In determining the department from which unit members are to be surplus, the principal will provide the department with a rationale for his/her decision. The rationale will be provided in writing upon request. The principal's decision may be appealed to the Superintendent or his/her designee. No department shall be selected for surplus, nor any unit member transferred arbitrarily or capriciously. For purposes of this section, English, ELD, and Reading shall be considered one (1) department.

#### 9.5.2 Surplus Criteria Point System

In order to make the process consistent, the Association and the District agree to a scoring system to be utilized whenever a surplus situation exists. Please note that the scoring system is designed to consistently determine who will be transferred and is not designed to prevent involuntary transfers.

There are four (4) criteria that shall be used in determining who is to be surplus. Listed below are the criteria and points to be awarded.

1. Credentials: Each teacher properly credentialed to teach the subject to be surplus shall be given one (1) point. Please note that CLAD is a certificate and not a credential.
2. Extra-Service Pay (ESP): Any teacher who is serving, during the current school year, in a full or partial extra-service pay position will receive one (1) point (maximum). The department chair is not given a point for extra-service pay. Only one (1) extra-service pay point is given regardless of the number of extra-service pay positions the unit member holds. The point will be determined after the Spring/4th quarter sports season begins unless the unit member has already completed an assignment. The assignment must be fulfilled by the unit member in order to maintain the point. If the assignment is not fulfilled, the point will be rescinded and the surplus process will be adjusted.
3. Department Leadership: The teacher(s) serving, during the current school year, as full or shared department chair shall receive one (1) point.
4. Seniority: One (1) point shall be granted to each teacher in the department determined to be in a surplus situation except for those teachers corresponding to the number of transferees who have the least district seniority. For example, if the department has seven (7) members and will be reduced to five (5), the five (5) most senior members get a point.

Each teacher's points from that department are totaled and, in the absence of volunteers, the teacher(s) with the lowest points will be surplus.

### 9.5.3 Tie Breaker for Surplus

If a tie exists after all of the steps above have been taken, the teacher with the least district seniority shall be surplus. In the event that a tie still exists, the following criteria will be applied in the priority indicated to determine the employee that is involuntarily transferred:

1. Rank by Years of Temporary Service
  - a) Persons with three or more years temporary status prior to probationary year
  - b) Persons with two years temporary status prior to probationary year
  - c) Persons with one year temporary status prior to probationary year
2. Rank by Credential/Authorization
  - d) Persons with clear single-subject credential / Level 2 Special Education Credential
  - e) Persons with preliminary single-subject credential / Level 1 Special Education Credential
  - f) Persons with two (2) or more single subject credentials
3. Rank by Special Authorization/Services
  - g) Persons with BCLAD certification authorizing instruction to EL students
  - h) Persons with other certifications authorizing instruction to EL students
  - i) Persons who are currently assigned to one of the following specialized assignments listed as follows, not listed in priority order:
    - Activities Director (JH or SH)
    - Athletic/Intramural Sports Director
    - Department Chair (JH or SH)
4. Rank by Service in Areas with Extra Service Pay (ESP)
  - j) Persons serving in additional areas with Extra Service Pay (total points; one point per ESP; as per Appendix C)
5. Rank by Advanced Certification/Degree
  - k) Persons who are National Board Certified Teachers (NBCT)
  - l) Persons with a Doctoral Degree
  - m) Persons with a Master's Degree

## 6. Rank by Prior Service to the District

- n) Persons with additional service to the District in a certificated, non-teaching position
- o) Persons with additional service to the District in a non-certificated, paid position

It is agreed that in the event the District is still unable to select employees to be terminated using the above criteria, then a lottery shall be used to determine employment rights as between employees with the same initial service who are equally competent.

### 9.5.4 Exemptions for Surplus

The Principal may exempt a limited number of key unit members from involuntary transfer. It is understood that in order to apply the exemption, the Principal will demonstrate that such exempted unit members hold a “key assignment” within the school. The Principal has discretion to exempt a maximum of two unit members within a school site considering certain factors listed below.

The Principal may consider the following into the decision to exempt a unit member:

- Coordinator/Director/Advisor of a unique, special event or activity that occurs at the school site.
- Coordinator/Director/High School Head Coach of a high profile or unique program.
- A teacher who is qualified and interested to teach an existing high-level or specialized course that no other teacher at the site is qualified and interested to teach.

The Principal may not consider the following into the decision to exempt a unit member:

- Use of a particular instructional methodology.
- Committee participation or chairmanship.
- Partnership with another teacher (i.e. inclusion, team teaching, job-sharing, etc.)
- Specialized training that does not lead to one of the considerations listed above.
- Assignments that can be filled with other qualified and interested personnel at the site.

The intent of this section is to allow the principal to sustain courses, programs, events and activities at the school site and to avoid its elimination due to the loss of key personnel.

9.5.5 Transferees whose credentials and preparation do not fit existing openings will be assigned to a contract teacher substitute pool until vacancies commensurate with their qualifications occur.

9.5.6 An opportunity must be provided for the unit member to meet with the administrator recommending the transfer prior to effecting the proposed transfer and be advised of the reasons for recommending such transfer. In the event that an administrator cannot meet with the transferee due to vacation periods, illness, leaves of absence or other similar reasons, the administrator shall effect this section by placing a certified letter in the United States mail addressed to the transferee at his/her last known address.

#### 9.6 Involuntary Transfer for Special Education & Itinerant Unit Members

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The District and ASTA acknowledge that unit members providing mandated services to students receiving special education must have credentials, training and experiences that are unique and essential in meeting the needs of students. Specialized services provided by itinerant assignments are limited to APE, Speech/Language Pathologists, Visually Impaired and Orthopedic Services or, in exceptional circumstances, RSP teachers at more than two (2) sites. An Itinerant teacher offers services in one of the above categories at more than one site. All Itinerant teachers will be assigned to the SYS for purpose of being departmentalized for Section 9.5 (Involuntary Transfer). If a change to a unit member's assignment will result in a change of work location (adding, eliminating or switching one or more school site) prior to or during the school year, the following process will occur:

1. The District will communicate and/or meet with the unit member to discuss the reason for the change of work location(s), before the change is implemented.
2. If the unit member agrees to the change in work location(s), the change is implemented.
3. If the unit member does not agree to the change of work location(s), other options will be explored and considered, including seeking volunteers.
4. If none of the options are acceptable to the District or the employee(s) involved, the surplus process in Article 9.5.2 will be utilized and will be applied to the employee and any other staff members who may be affected.

#### 9.7 Reassignment Within a School

Reassignments within a school are the responsibility of the principal. The principal shall take into consideration the staffing needs, the curriculum of the school and the credential authorization of the unit members. Prior to making a reassignment, the principal shall discuss the reassignment with the unit member. In the event that an administrator cannot

meet with the reassigned unit member due to vacation periods, illness, leaves of absence or other similar reasons, the administrator shall effect this section by placing a certified letter in the United States mail addressed to the unit member at his/her last known address.

No unit member shall be reassigned arbitrarily or capriciously.

Unit members whose assignments will remain the same the following year may, at their discretion, consult with the principal concerning this continuing assignment.

9.8 Superintendent's Transfer

In situations not provided for herein, such power to assign includes the power to transfer professional personnel within the District when the Superintendent concludes that such a transfer is in the best interest of the District.

9.9 Transfer - School Closures

Involuntary transfers made during years that schools are closed shall be made as follows:

9.9.1 All unit members subject to involuntary transfer shall be provided with a list of all vacancies in the District.

9.9.2 All staff members shall be provided with the opportunity of listing their first three (3) preferences for vacancies which appear on the list.

9.9.3 The District shall attempt to place all unit members in one of their top three (3) choices. In event of a tie, the decision shall be made at the principal's discretion.

9.10 Rights of First Return

Voluntary and involuntary transferees as a result of surplus pursuant to Article 9.5 shall have the right to return, in the event of a vacancy, to the school from which s/he was transferred within one and one quarter (1-1/4) years. This right includes vacancies which are less than full-time. Unit members who wish to return will be required to initiate a request to return when the vacancy is posted. All Extra Services Pay positions (as outlined in Appendix C) held immediately prior to the transfer shall be returned to the unit member upon return to the school from which he/she was transferred if the unit member returns within one quarter of the transfer and the position(s) remains unfilled.

9.10.1 Return prior to new school year:

If two or more surplus unit members share the right to return to the same school site and request to return prior to the first work day of the new school year following the school year in which the unit members were surplus, the points received and the steps used through the application of the Surplus Criteria Point System and Tie Breaker for Surplus shall determine which unit member has the priority right to return (applies to returns prior to the start of a new school year).

9.10.2 Return after new school year:

If two or more surplus unit members share the right to return to the same school site and request to return anytime beginning with the first work day of the new school year following the school year in which the unit members were surplus, the unit member with the greatest District seniority shall be allowed to return (applies to returns after the start of a new school year). If both unit members have the same seniority date, the criteria for Tie Breaker for Surplus shall be utilized per Article 9.5.3.

9.11 Preparation Day

Whenever a unit member is to be transferred during any period of time other than the first (1st) day of the work year, said unit member shall be given a minimum of one (1) day without pupils in order to adequately relocate and prepare. In cases where unit members are moving from one site to another, upon request, the District shall assist them in moving materials.

9.12 Notification of Transfer and/or Reassignment

Whenever practicable, the District shall:

9.12.1 Minimize involuntary transfers and/or reassignments during times other than in the spring of a school year, to be effective at the commencement of the next school year.

9.12.2 Notify unit members of reassignment or transfer ten days prior to the end of the academic school year.

9.13 Layoff and Tie-Breaking Criteria

Upon request, the District will meet and negotiate with the Association regarding any impact that a layoff pursuant to the Education Code may have upon mandatory subjects of meeting and negotiation. Specifically excluded from this requirement shall be the decision itself to layoff and any of the procedural or substantive requirements set forth in the Education and Government Codes.

9.13.1 Beginning in the 2017-2018 school year, the following criteria will be applied in the priority order indicated to determine which certificated employees meet the particular needs of the District in the event that all certificated employees with the same seniority date are not terminated. These criteria meet the particular needs of the District at the present time:

1. Rank by Years of Temporary Service

a. Persons with three or more years temporary status prior to



- probationary year
- b. Persons with two years temporary status prior to probationary year
- c. Persons with one year temporary status prior to probationary year

2. Rank by Credential/Authorization

- a. Persons with clear single-subject credential / Level 2 Special Education Credential.
- b. Persons with preliminary single-subject credential / Level 1 Special Education Credential
- c. Persons with two (2) or more single subject credentials

3. Rank by Special Authorization/Services

- a. Persons with BCLAD certification authorizing instruction to EL students
- b. Persons with other certifications authorizing instruction to EL students
- c. Persons who are currently assigned to one of the following specialized assignments listed as follows, not listed in priority order:
  - Activities Director (JH or SH)
  - Athletic/Intramural Sports Director
  - Department Chair (JH or SH)

4. Rank by Service in Areas with Extra Service Pay (ESP)

- a. Persons serving in additional areas with Extra Service Pay (total points; one point per ESP; as per Appendix C)

5. Rank by Advanced Certification/Degree

- a. Persons who are National Board Certified Teachers (NBCT)
- b. Persons with a Doctoral Degree
- c. Persons with a Master's Degree

6. Rank by Prior Service to the District

- a. Persons with additional service to the District in a certificated, non-teaching position
- b. Persons with additional service to the District in a non-certificated, paid position

It is agreed that in the event the District is still unable to select employees to be terminated using the above criteria, then a lottery shall be used to determine employment rights as between employees with the same initial service who are equally competent.

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ARTICLE 10: HOURS OF EMPLOYMENT

10.1 Work Year

The work year for certificated employees shall be 185 days. The Student/Teacher Calendar for each year shall be incorporated herein as Appendix A.

10.1.1 Professional Learning Days

Three (3) days are devoted to professional learning activities. Unit members at each site shall be actively involved in planning the professional learning activities throughout the school year. The District and ASTA agree that professional learning days provide a valuable opportunity for school communities to collaboratively and collectively build capacity around educational issues needed for all staff to deliver a quality educational program for all students.

Unit members who do not attend a professional learning day may not use personal necessity referenced in 8.8.4. Unit members will also be required to participate in a make-up session that is of the same nature and quality to recoup the lost learning opportunity.

10.1.2 Teacher Days/Classroom Preparation

The first two (2) Teacher Days shall be divided into two separate, uninterrupted one-half days (3.25 hour blocks each) in order for teachers to prepare their classrooms prior to the start of the first Student Day of the new school year. One block of time on each of these days shall be devoted to classroom preparation and the other block of time shall be devoted to professional learning activities. Classroom preparation time shall not include the unit member's duty-free lunch.

The last day of the work year shall be a Teacher Day and shall not include professional learning activities.

10.2 Workday

The workday for unit members shall begin at least thirty (30) minutes before the beginning of the students' normal instructional day and continue for a reasonable length of time after the close of the students' regular school day. These minimum school-based assignment hours may be modified by the immediate administrator to suit varying educational and operating needs. These modifications may not be of a permanent and/or continuing nature.

10.3 Adjunct Duties

Unit members are required to remain a sufficient amount of time after their last assignment of the school day to fulfill necessary adjunct duties such as caring for student academic needs, attending parent or administrative conferences and meetings, attending Back to School and Open House and participating in other activities related to the assignment.

Unit members will use the available student information system to share timely and comprehensible feedback with students and their families and meet all progress report and grading deadlines.

Unit members who are required by an administrator to attend an IEP meeting more than one and a half hours beyond the student day shall be paid at the hourly rate for any time beyond the one and a half hours.

#### 10.4 Supervision Duties/Community Engagement Activities

Unit members may be assigned supervision and/or community engagement duties during the regular instructional year such as campus supervision and performances, school tutoring programs, athletic events, dances, and detention that occur outside of the regular instructional day. Community engagement activities may include parent and family events, school performances, student competitions and presentations that occur outside of the regular instructional day. Each supervision duty shall be a minimum of 30 minutes in duration. Each community engagement activity shall be a minimum of two (2) hours in duration. Additional time performed by the unit member during the same community engagement activity shall be applied in one (1) hour increments.

The preliminary supervision duty categories shall be determined and posted at the site before the end of the preceding instructional year. Sign-ups shall occur at the beginning of the teacher work year.

The District shall assign such duties equitably among site unit members based upon choices indicated by the unit members. In no case shall unit members be assigned more than six (6) hours of supervision/community engagement duty annually.

#### 10.5 Preparation Time

10.5.1 The District shall schedule one (1) daily conference period for each full-time classroom unit member.

10.5.2 Special education teachers and their general education partners will be provided an opportunity through a shared conference period or other accommodation to meet and collaborate during regular school hours a minimum of one time per month for a minimum of one hour per month.

#### 10.6 Class Coverage

Unit members shall not be required by principal or designee to give up their preparation and planning time more than two (2) times per year to cover for other teachers without compensation at the hourly rate of pay in cases of unplanned, unforeseen or unscheduled events or circumstance. Class coverage lasting less than the full period shall count as full class coverage for purposes of counting the number of class coverage periods.

- 10.6.1 Records of class coverage which include the teacher's signature shall be kept by the principal or designee and readily available for inspection by any affected unit member regularly assigned to that school site.
- 10.6.2 Day-to-day substitutes will be used for class coverage prior to requiring a teacher to provide class coverage.
- 10.6.3 Class coverage for a teacher who is attending a conference, in-service or workshop shall not be considered an "unplanned, unforeseen or unscheduled event".
- 10.6.4 After the first two class coverage periods, bargaining unit members shall be compensated one hour's pay for each class coverage, or portion thereof as follows: less than 15 minutes will be compensated as ¼ hour at the hourly pay rate, 15 minutes to half of the class period as ½ hour at the hourly pay rate and more than half the period as one hour at the hourly rate of pay.
- 10.6.5 Bargaining unit members may agree to class coverage for planned reasons for the hourly rate of pay. This coverage will not count as either of the required coverage periods in this article.
- 10.6.6 Class coverage for any bargaining unit member shall not be required for two consecutive days without the bargaining unit members' consent.

10.7 Lunch Period

Each unit member shall receive a daily duty free lunch period of at least thirty (30) minutes exclusive of a five (5) minute passing period.

10.8 Teacher Assignments

In the preparation of teaching assignments, the District agrees to the following:

- 10.8.1 Administrators shall consult with department chairpersons prior to initiating the development of the master schedule. Teachers shall make their teaching preferences known to the administrator through the department chairperson prior to the development of the master schedule. A unit member shall retain the right to consult with the administrator regarding his/her assignment.
- 10.8.2 Three (3) working days prior to the close of the school year the principal or designee shall notify all staff members of their tentative assignments by class periods for the ensuing school year. Changes made subsequent to this notification may be made after the principal/designee has directly consulted by phone or given the unit member five (5) days' notice by certified mail to the last known address of the unit member, of the unit member's opportunity to consult regarding the proposed changes. If inclusion becomes part of an assignment or is removed as part of an assignment, it shall be considered a change and shall require such

notice. Failure to respond to the mailed notice shall be deemed a waiver, by the unit member, of such consultation rights.

#### 10.9 Substitute Coverage

Except in an emergency, when substitutes are available they will be hired to replace any teacher when it is known in advance that s/he will be absent from his/her assignment for more than two (2) periods.

#### 10.10 Course Preparation

Both parties recognize that the additional workload created by three or more course preparations may reduce the effectiveness of a teacher. It is therefore agreed that the administration will make a reasonable attempt to limit the number of course preparations assigned to each teacher to two (2) course preparations per semester. The administration will consider all reasonable alternatives to ensure that the number of course preparations is equitable throughout each department and throughout the school.

10.10.1 A course preparation is defined as any situation in which the teacher must specifically prepare lessons, tests, or other activities for any class or block having a different course title, course number, or having different identified ability levels within a course title. "Different identified ability levels" does not refer to the normal diversity of academic abilities found in a regular classroom but rather to an individual or group that is designated by the school as requiring special accommodations. RSP teachers who are assigned to inclusion classes for the purpose of planning for and participating in instruction with more than one regular education teacher shall be recognized as having one course preparation for each teacher to which they are assigned.

10.10.2 In the case that a teacher may need to be assigned more than two (2) course preparations, the school administration will consider all reasonable alternatives to alleviate the additional responsibility being placed on the teacher and make a reasonable attempt to remedy any departmental inequities that may be created by the assignment of an additional course preparation.

10.10.3 If it has been determined that, in the best interest of the school, it is necessary to assign a teacher more than two course preparations, the teacher may request a meeting with the administrator no later than two (2) workdays from receipt of verifiable notice of the assignment. At this meeting the administrator will consider the teacher's input and provide written rationale for the assignment.

10.10.4 Unit members may request a meeting with the administration during the summer if they are notified after the end of the school year that their teaching schedule will contain more than two course preparations. It is understood that requesting a meeting during the summer is optional for the unit member. If the unit member chooses not to schedule a meeting, the timeline for the request begins the first workday of the new school year.

10.10.5 If the teacher is not satisfied that all options have been fully explored at the school site, the teacher may file an appeal with the Superintendent's designee no later than two (2) workdays from the receipt of the written rationale or two (2) workdays from the first day of the work year for changes that may have occurred over the summer. The Superintendent's designee will respond to the appeal within five (5) workdays.

#### 10.11 Instructional Day

If the number of instructional minutes for a particular school allows, and upon request of a principal and a majority of the faculty, the District shall grant an additional minimum day at the end of each semester for testing, grading, and other record keeping purposes.

#### 10.12 Professional Attire

Certificated staff is requested to be professionally dressed while on duty. Therefore, the Association and the District agree to the following guidelines:

10.12.1 Certificated bargaining unit members may be advised by an administrator or supervisor not to wear T-shirts or shorts while on duty.

10.12.2 Authorized school T-shirts may be worn while on duty when designated by the administrator or supervisor.

10.12.3 Physical Education teachers or unit members assigned to teach in classrooms without air conditioning may be permitted to wear shorts while on duty.

The Association and District further agree to jointly monitor the implementation of these guidelines and investigate future modifications of the guidelines.

#### 10.13 Minimum Day

The District shall schedule one (1) student minimum day to be held on the same day that either an Open House or Back-to-School Night event is held at each site designated as a junior high. The minimum day shall be determined by the site administrator with input from the site unit members.

#### 10.14 Traveling Teachers

Unit members required to travel to different classrooms during the school day will be provided an adequate workspace during the conference/prep period.

10.15 Loss of Classroom

An attempt shall be made to accommodate room assignments so that a unit member does not lose the use of their assigned classroom during their conference period for more than two (2) consecutive school years.

## ARTICLE 11: CLASS SIZE

The principal or designee may consult with members of the staff during the process of assigning pupils to classes. The Board of Trustees will annually review the staffing procedures used within the District.

### 11.1 Maintain Patterns

The Board will continue its effort to maintain staffing patterns that will avoid state penalties.

### 11.2 Grade Levels and Instructional Areas

It is recognized that class sizes at various grade levels and in different instructional areas cannot be identical.

### 11.3 Group Flexibility

The Board recognizes the advantages of instructional groupings different from the historically standard classrooms; e.g., large group instruction, cooperative teaching teams, multi-age groupings, or low enrollment classes for specially funded projects and the Board shall be allowed the flexibility to utilize such groupings.

### 11.4 Best Interests

The Board shall promote class size which is within the best interests of the students concerned.

### 11.5 Scheduling

The Board agrees that it shall not arbitrarily or capriciously schedule abnormally or unreasonably large classes within the District. Every attempt shall be made to adjust class sizes to assure that unit members share the teaching load.

### 11.6 Printout, Complaints and Monitoring

At the beginning of the third week of each semester, each teacher will receive a printout of class sizes in his/her department. The teacher may request a consultation with the principal to discuss alternatives to alleviate large class sizes.

If a unit member has a class size complaint which has not been resolved by the principal within twenty-five (25) school days of the start of a semester, the unit member may, appeal to the Assistant Superintendent, Human Resources. The Assistant Superintendent, Human Resources will review the complaint and within five (5) days of receipt of the complaint will either deny the complaint or make a recommendation to the Superintendent for resolution of the complaint.



The District will continue to monitor and require justification by the site administrator for exceedingly large classes, and will request the results of any teacher consultation(s) resulting from large class sizes.

#### 11.7 Additional Staffing

Beginning with the opening day of school, the District will authorize additional staffing to sites based upon verification of growth of enrollment by site. This additional staffing will reflect the current teacher/student ratio as established annually by the District. The site administration will post daily in the mailroom the total enrollment in the school and enrollment in each class and the total number of teachers included in the staffing ratio on each of the first 20 days of the school year. Whenever the school is authorized to hire additional teachers due to growth in enrollment, the site administration shall post such information in the mailroom.

#### 11.8 Student/Teacher Ratio

Teacher unit members who do not teach a full regular instructional day shall be proportionally counted in the student/teacher ratio for that site.

#### 11.9 Student Load

By the 2015-16 school year, the following maximum student load will be established:

The maximum student load for bargaining unit members teaching in the traditional comprehensive junior high schools and Oxford Academy, exclusive of Physical Education, athletics, and performing arts, shall be 222 students.

The maximum student load for bargaining unit members teaching in the traditional comprehensive senior high schools and eLearning, exclusive of Physical Education, athletics, and performing arts, shall be 195 students.

The maximum student load only includes students enrolled in the course and excludes students assigned to provide the teacher assistance, including but not limited to, teacher assistant, lab assistant, and peer tutor.

##### 11.9.1 Physical Education

The maximum student load for bargaining unit members teaching junior high Physical Education shall be 336 students.

The maximum student load for bargaining unit members teaching senior high Physical Education shall be 290 students.

11.9.2 Special Education

Effective 2015-16, the case load maximum for Special Education shall be as follows:

RSP	28 maximum
M/M	18 maximum
ED	12 maximum
LHS	16 adults, 16 high school, 12 junior high maximum
SH	13 adults, 12 high school, 12 junior high maximum
SH-Hope	12 caseload maximum
Autism	11 maximum
SLP	70 caseload maximum

If the caseload maximum cannot be met, the District and ASTA will meet to review the caseload to determine reasonable options.

11.9.3 Specialized Sites or Programs

Effective 2015-16, caseloads for these Special Sites/Programs shall be as follows:

Gilbert/Continuation	120 student load maximum
Community Day School	75 student load maximum
Polaris/Independent Learning Center	36 caseload maximum
Hope School	10 school wide caseload average

If the maximum/average cannot be met, the District and ASTA will meet to determine reasonable options.

If a new program or delivery model is created within the alternative education program, this language does not apply and the District and ASTA agree to meet and confer to determine reasonable maximums.

11.9.4 All maximums in this article shall be adjusted on a pro-rata basis for bargaining unit members who teach an additional period per Article 14.8, part-time, or a split-subject assignment.

11.9.5 Maximums in this article may be exceeded by mutual agreement of the District and the bargaining unit member.

## ARTICLE 12: EVALUATION PROCEDURES

The District and the Association agree that an effective evaluation system recognizes the complexities of teaching and student learning, while focusing on continuous improvement of the evaluatee's teaching practice. Administrators and teachers must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous teacher growth and reflection.

### Procedures

#### 12.1 Evaluator

The principal or designated administrative representative shall conduct the evaluation. However, the unit member shall have the right to request an alternate evaluator. Such request shall be made in writing to the principal or immediate supervisor. Should the request be denied, the rationale shall also be submitted in writing to the unit member. All evaluators must have appropriate training and regular calibration in all evaluation procedures and instruments.

#### 12.2 Tiered Evaluation

The District and the Association recognize that the evaluation process varies among the different members of the bargaining unit. Therefore, a three-tiered system shall be implemented to better utilize the time and efforts of the evaluator and the unit member. Accordingly, the evaluation process shall be comprised of the three following tiers:

Tier One – The Tier One Teacher is a unit member who has completed less than ten (10) years certificated service serving in a position established by Article 2.1.1 in the District, or less than eight (8) years in permanent status in the District, and has had satisfactory evaluations. The frequency of evaluation shall be as follows: (1) Non-permanent unit members shall be evaluated every year; and (2) Permanent unit members shall be evaluated every other year until they achieve Tier Two Teacher status as defined below.

Tier Two - A Tier Two Teacher is a permanent teacher who has ten years teaching experience in the Anaheim Union High School District, meets federal compliance requirements, and has received satisfactory evaluations for a minimum of the last two evaluations. Tier Two Teachers are evaluated every five years. The Tier Two evaluation is an introspective instrument that requires evaluatees to reflect on their successes and share their expertise with other Unit Members.

A Tier Two Teacher may select to be evaluated using the Project and Reflective Essay option or the Tier One Evaluation Process (formal observation).

Improving Teacher – The Improving Teacher has received an unsatisfactory evaluation in the previous year based on the Tier One or Tier Two evaluation process, has been referred to Peer Assistance Review (PAR), and has developed a remediation plan with the evaluator

and the PAR consulting teacher. has a remediation plan in effect, and has been referred to PAR. An Improving Teacher shall have a minimum of three observations during the evaluation/remediation period conducted by their evaluator.

### 12.3 Goals and Objectives(California Standards of the Teaching Profession – CSTP)

The following (CSTP) Goals and Objectives shall be the basis of all evaluations regardless of the tier or level used in each individual evaluation.

#### 12.3.1 Engaging and Supporting Students in Learning

Teachers learn about their students' interests in order to better engage them in the learning process. They connect subject matter to students' prior knowledge, backgrounds, and life experiences, as well as meaningful, real-life situations. Teachers will use a variety of instructional strategies, resources and technologies to meet the diverse learning needs of students. In addition, teachers will promote critical-thinking skills through the use of inquiry, problem-solving, reflection, and utilize frequent formative assessments to guide their instruction.

#### 12.3.2 Creating and Maintaining Effective Environments for Student Learning.

Teachers promote social development and responsibility within a caring community where students are treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to foster a climate in which students can learn. They use instructional time to optimize learning.

#### 12.3.3 Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to assist students in the understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to students. They address the needs of English learners and students with special needs to provide equitable access to the content.

#### 12.3.4 Planning Instruction and Designing Learning Experiences for Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning.

Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of students. They modify and adapt instructional plans to meet the assessed learning needs of students.

12.3.5 Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve students in self-assessment, goal setting, and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

12.3.6 Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

The District and the Association agree that the evaluator may not observe all (or even a majority of) the descriptors of the six goals and objectives listed above in an observation session.

12.4 Frequency of Evaluation

All non-permanent Tier One unit members shall be evaluated every year. Permanent unit members shall be evaluated every other year until reaching Tier Two status. As provided herein, Tier Two Teachers shall be evaluated every five years if they meet the requirements of state and federal laws.

Should the evaluator determine that, because of observed and documented deficiencies in meeting the District's Goals and Objectives outlined herein, a Tier One or Two Teacher requires a more formal evaluation; the evaluator shall notify the teacher at least two weeks before the end of the school year. Or, if the teacher is being evaluated, the evaluator shall give an unsatisfactory evaluation which will bring about an Improving Teacher evaluation in the subsequent year. Such deficiencies shall only be related to the Goals and Objectives found in this article.

In the event an evaluatee believes the above administrative decision is unsubstantiated, the unit member shall attempt to resolve the matter directly with the evaluator and/or principal.

If a resolution is unable to be reached, the evaluatee may appeal the final evaluation, by providing specific information and data to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and no part of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

#### 12.5 Preliminary Evaluation Conference

The evaluator shall conduct a Preliminary Evaluation Conference with each evaluatee prior to the commencement of the formal evaluation. The purpose of the Preliminary Evaluation Conference is to allow both the evaluator and unit member to review the evaluation process, including the Goals and Objectives, and discuss examples of expected performance. The goal of this process is to reach an understanding regarding the expectations for the observation. Evaluation Worksheet for both the Formal Observation and the Project-Reflective Essay options (Appendix E) will be given to Evaluatees at the time of the Preliminary Evaluation Conference.

#### 12.6 Scheduling of the Observation and Pre-Observation Conference

The evaluator and the evaluatee will schedule the pre-observation conference and the [first] observation date and time at least 10 days prior to the observation. By mutual agreement, the scheduling may be done less than 10 days prior to the observation.

Additional observations will be scheduled at least 5 days in advance or less by mutual agreement. A pre-observation conference is not required for additional observations during the school year.

#### 12.7 Pre-Observation Conference

A pre-observation conference shall be held between the evaluator and the evaluatee no less than five days (or less than five days by mutual agreement) before the first scheduled observation. The purpose of this meeting is to discuss and review the evaluation process for the initial scheduled observation period. The reflection/discussion questions (described infra) for the post-observation conference will be distributed to the evaluatee at this time. A discussion for clarification of the reflection questions may take place.

#### 12.8 Observations and Post Observation Conference

The unit member to be evaluated shall be observed for one period per observation in accordance with the evaluation calendar. Within ten (10) school days of the observation, the Observation Form shall be completed and a follow-up conference with the evaluatee shall be conducted to discuss the report. All comments on the report must be factual and objective. The time limits may be extended by mutual agreement of the evaluator and evaluatee.

## 12.9 Project and Reflective Essay

A Tier Two teacher may select to be evaluated using the Project and Reflective Essay option in lieu of using the formal observation process. The project shall be mutually agreed upon by evaluatee and evaluator and shall be aligned with the (CSTP) Goals and Objectives. Examples of such projects may include, but are not limited to, one of the following: (1) leading or participating in a professional development activity; (2) mentor/collaborate with another teacher; (3) an educational research paper/book report on an educational topic; (4) a study or project using data from the evaluatee's class(es); (5) a project within a staff leadership position that has relevance to the educational goals of the school; or (6) a case study focusing on the evaluatee's students.

The evaluatee will also submit a reflective, self-assessment essay that includes an explanation of how the project could be applied in the classroom. This essay should also contain a reflection on strengths and areas of growth as related to the teacher's own practice and shall be aligned to the (CSTP) Goals and Objectives.

## 12.10 Evaluation Forms

All evaluation/observation forms are appended to this agreement. The administration at individual school sites shall not create any additional forms or handouts or require other supplementary materials to be completed by the evaluatee. The evaluatee has the right to attach a rebuttal reflecting their objection(s) to any aspect of any observation report or final evaluation. Such rebuttals shall be submitted within five (5) working days after the evaluatee has received the observation report or final evaluation. Each rebuttal becomes part of the form to which it is attached.

## 12.11 Evaluation Calendar

### 12.11.1 Formal Observation Calendar

All deadlines contained in the Evaluation Calendar shall be strictly adhered to by the evaluator and evaluatee and cannot to be altered or extended with the exception of what is noted in sections 12.6, 12.7 and 12.8.

Prior to the End of the 17th workday according to the Student/Teacher Calendar a Preliminary Evaluation Conference(s) shall be held wherein the evaluation system, processes, and forms (including the reflective questions and the Evaluation Worksheets) shall be explained to the unit members scheduled to be evaluated.

Observation<sup>1</sup> is Scheduled (at least ten days prior to the selected date or less by mutual agreement). Observation shall not be rescheduled except in cases of unplanned, unforeseen, or unscheduled events or circumstances. In the event of a cancellation, the observation shall be rescheduled following the procedures above.

At Least Ten Work Days (or less by mutual agreement) Before the Classroom Observation -- The Pre-Observation Conference and observation date and time will be scheduled by mutual agreement of the evaluator and evaluatee. The reflective questions referenced in 12.7 and contained in Appendix E-6 will be presented at this time.

Post-Observation Conference shall occur within ten days of the observation to discuss the completed Observation Form.

Prior to the end of the first quarter, at least one formal observation shall be completed for all probationary unit members.

Prior to the end of the third quarter, at least one formal observation shall be completed for all permanent unit members. At least two formal observations shall be completed for all probationary employees.

Prior to the end of the third quarter all formal observations shall be completed. However, if a unit member has received a needs to improve or unsatisfactory on a formal observation additional observations may be scheduled during the fourth quarter.

Beginning the fourth quarter and not later than 30 calendar days prior to the end of the school year – A final evaluation shall be completed and provided to the evaluatee.

#### 12.11.2 Project and Reflective Essay Calendar

All deadlines contained in the Evaluation Calendar shall be strictly adhered to by the evaluator and the evaluatee.

Prior to the End of the 17th workday according to the Student/Teacher Calendar a Preliminary Evaluation Conference(s) shall be held wherein the evaluation system processes, and forms (including the reflective questions and the Evaluation Worksheets) shall be explained to the unit members scheduled to be evaluated.

Pre-project Development Conference shall be held individually– at this time the evaluator and evaluatee will discuss the Project. The Tier Two Project Development Form and Tier Two Project and Reflective Essay Final Evaluation Worksheet shall be discussed and shared with the evaluatee (Appendix E-4, E-5).

Prior to the end of the First Quarter– the evaluatee and evaluator shall agree on a project. In the event that the evaluatee and evaluator cannot reach agreement on the project, the unit member shall attempt to resolve the matter directly with the evaluator. If a resolution is unable to be reached, the unit member may appeal to the Assistant Superintendent, Human Resources. The decision of the Assistant



Superintendent is final and is not grievable under Article 7 of the collective bargaining agreement.

Prior to the End of the Third Quarter – The Project will be completed and the Reflective Essay will be submitted to the Evaluator.

Beginning the Fourth Quarter and not later than 30 calendar days prior to the end of the school year – A Final Evaluation shall be completed and provided to the evaluatee.

#### 12.12 Constraints

If in the opinion of the site administrator a serious complaint has been lodged against an individual teacher by an employee or non-employee, the teacher shall be notified within a reasonable period of time and, when practicable, before any students are questioned. Complaints not reported to the teacher shall not be utilized in any evaluation or subsequent disciplinary action.

No final evaluation shall be based on the results of any standardized test information.

Although unit members may be observed in multiple disciplines, no unit member shall be evaluated in more than one (1) discipline unless the evaluator and evaluatee agree otherwise.

All information and data used in the evaluation process shall be utilized with the complete knowledge and disclosure to the evaluatee. Student comments or interviews shall not be included in any evaluation.

The use of any electronic listening or recording device in any classroom without the prior consent of the unit member and principal of the school is strictly prohibited.

#### 12.13 Academic Freedom Pertaining to Methodology and Curriculum

Professional discretion shall be guaranteed to unit members in order to create an academic atmosphere in the classroom as follows: (1) a unit member selects the instructional methodology s/he uses in teaching the standards (as long as s/he continues to receive satisfactory evaluations); (2) students and teachers are permitted to raise questions dealing with critical and controversial issues of the day pertaining to the curriculum, per Board Policy 71402; and (3) unit members maintain a classroom atmosphere conducive to the study, investigation, presentation and interpretation of facts. Unit members must teach curriculum standards as adopted by the State. For courses without adopted State Standards, unit members will teach the District-approved course of study.

#### 12.14 Appeal Process

In the event a unit member believes the content of the final evaluation is unsubstantiated, the unit member shall attempt to resolve the matter directly with the evaluator and/or

principal. If a resolution is unable to be reached, the unit member may appeal the final evaluation, providing specific information/data, to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and no part of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

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## ARTICLE 13: SAFETY CONDITIONS

### 13.1 Safe Working Conditions

The District shall provide safe working conditions for all unit members within the fiscal capabilities of the District. Unit members will practice safe procedures and practices. Should the District determine that an unsafe condition exists, unit members affected by that condition shall be advised and provided methods and operating procedures until the condition is corrected.

### 13.2 Unsafe Conditions

13.2.1 Administrators will monitor and report to the District unsafe working conditions. Unit members aware of unsafe conditions will report said conditions to the immediate supervisor on the appropriate form. The District will respond to the unit member with a copy of the work order.

13.2.2 Assault, battery or any threat of force or violence directed toward a unit member while in attendance at school or at related school activities shall be reported by the unit members to their immediate supervisor.

13.2.3 The District shall take appropriate action whenever a unit member, while in attendance at school or related school functions, is physically or verbally attacked by another person or persons. Such action will include the unit member and any administrator having knowledge of said incident reporting such incident to the appropriate law enforcement agencies as provided in the Education Code. The affected unit member shall receive a response as to any and all action taken within a reasonable period of time after the report of the incident.

### 13.3 Physical Safety

The District shall give all reasonable support and assistance to unit members as they attempt to maintain an atmosphere conducive to appropriate discipline on school grounds and in the classroom. Such support shall include:

13.3.1 Whenever a student exhibits serious behavioral problems which disrupt the educational process within the unit member's classroom, the unit member may inform the principal/designee who shall arrange for a conference with the unit member to discuss the problem and to decide upon appropriate steps for its resolution. If necessary, the principal/designee may arrange for an appropriate specialist to attend the meeting.

#### 13.3.2 Class Suspension by Unit Members

A unit member may suspend a student from his/her class for the day of the suspension and the day following for any of the following actions:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person;
- (b) Caused or attempted to cause damage to school property or private property;
- (c) Disrupted school activities or otherwise willfully defied the valid authority of the teacher; or
- (d) Any other infraction as enumerated in Education Code 48900.

13.3.2.1 The teacher shall immediately report the suspension to the principal, or designee, and send the student to the principal, or designee, for appropriate action. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. An administrator will attend the conference if either parent or teacher so requests.

13.3.2.2 A student suspended by a teacher shall not be placed in another teacher's classroom for that designated period of class suspension.

13.3.2.3 If steps outlined above are taken with respect to a student, and the behavioral problem continues to exist, the teacher and the principal/designee shall continue, in a cooperative fashion, to discuss and attempt to identify and implement a resolution to the problem.

13.4 Reimbursement for Personal Property Loss and/or Damage

13.4.1 The Board of Trustees will authorize payment of the cost of replacing or repairing certain property of an employee when such items are damaged or stolen in the line of duty as a result of malicious acts and without fault of the unit member.

Covered items are:

13.4.1.1 Prescription eye glasses, hearing aids, watches, articles of clothing, or other items necessarily worn or carried by the employee

13.4.1.2 Vehicles

13.4.1.3 Other personal property of the employee, when approval for the use of the personal property in the line of duty was given in writing by the site administrator or designee before the property was brought to the work site, and when the value of the property was agreed upon in writing by the person or persons bringing the property and the site administrator, or designee appointed by him/her for this purpose, at the time the approval for its use was given.

13.4.2 The following items are excluded from coverage under this article:

- 13.4.2.1 Vehicle collision (including hit and run incidents)
- 13.4.2.2 Such personal items as tape recorders, radios, telephones, pagers, or compact disc players belonging to the unit member are not included unless approved by the District in item 13.4.1.3 above. This includes items in a vehicle, regardless of whether the item is fixed or removable from the vehicle
- 13.4.2.3 Purses or wallets, or the contents thereof (credit cards, cash, etc.)
- 13.4.2.4 Cash, credit cards, or other cash equivalent items.
- 13.4.3 The maximum payment of any one claim is \$1,500 or actual cost whichever is less in the case of vehicles and \$1,000 or actual cost whichever is less for other property. Loss or damage shall be reported to the supervisor, and if appropriate, to the police as soon as the employee becomes aware of such loss or damage. Claim forms are available in the Business Office of the District and should be forwarded through the principal or supervisor to the Business Office when completed.
- 13.4.4 To preclude double recovery, any losses or damages which are compensable, wholly or partially, under the unit member's private insurance policy, or policies, shall to such extent not be compensable under the terms of this policy.

13.5 Use of Force

Unit members may take necessary action in the performance of their duties to insure the safety of themselves and/or others or when necessary for the defense of themselves and/or others.

13.6 School Discipline Committee

A School Discipline Committee will be established on each campus to continuously review and study the school discipline policies and procedures and to make recommendations, when necessary, concerning modifications to these procedures. The committee shall include four (4) unit members selected by the unit members at the school, one (1) administrator, one (1) counselor, and two (2) parents.

13.7 Behavioral Problems

Whenever a student has exhibited violent behavior, made threats against employees, or was in possession of weapons, the site administrator shall notify all of the student's teachers. The teacher(s) may inspect any non-confidential records of the student which are in the possession of the District. Threats of personal harm or property damage shall be handled in the manner prescribed by law.

13.8 Health Related Procedures

It is understood by the parties that there may be situations which require that certain health-related procedures be administered in order to protect the health of students. Unit members shall not be required to perform such procedures unless and until the unit member is trained to do so.

13.9 Communications During Emergencies

The District shall provide each teacher with the ability to communicate with the administration in emergency situations. The District will provide each classroom with a method of communication, preferably a telephone. The District shall ensure that through the State modernization process, each classroom shall be equipped with a telephone with access to an outside line.

13.10 Site Safety Committee

A Site Safety Committee, comprised of representatives of all staff, will be established on each campus. The purpose of the safety committee will be to consider the concerns of staff relative to safety on campus.

13.11 Adult Supervision

In curricular and extra-curricular situations where transportation is required, the District shall provide adult supervision in order that no group of students is transported in any conveyance without such adult supervision.

13.12 Relocation

Upon request, unit members who are required to relocate their classrooms shall be entitled to custodial assistance to move their materials and furniture.

## ARTICLE 14: WAGES AND ITEMS RELATED TO WAGES

### 14.1 Salary - Teachers

Effective August 8, 2016, the 2015-16 Teachers' Salary Schedule shall become the 2016-17 Salary Schedule and is hereby incorporated into the Agreement as Appendix B.

In the event another District employee unit receives an increase in salary for the 2016-2017 school year, the District or ASTA may request, and the other party will agree, to re-open negotiations on salary for 2016-2017.

### 14.2 Salary - Extra-Service Pay

The District and ASTA are proud to offer many extracurricular activities. A complete list of Extra Service Pay positions can be found in Appendix C. The pay is calculated by applying the percent indicated to Column II, Step 1 of the Teachers' Salary Schedule (Appendix B).

Extra-Service Pay is hereby incorporated as Appendix C of this Agreement.

Extra-Service Pay shall be expressed as a percent of Column II, Step 1 of the 2015-16 Teachers Salary Schedule (Appendix B) and the amount will increase as the Teachers Salary Schedule increases. Effective July 1, 2015, stipends shall increase by 10% for all Extra Service positions and Athletics positions, including Leadership, exclusive of the 3% increase on the salary schedule.

14.2.1 Department Chairpersons, BTSA Support Providers, Peer Assistance and Review Consulting Teachers and Peer Assistance and Review Committee Members will be paid monthly with their contract pay. Some duties assigned are within the scope of the school day.

14.2.2 An attempt shall be made to hire unit members for Extra-Service Pay positions before non-bargaining unit members.

14.2.3 Beginning with the 2014-15 school year, the following departments will be represented by a department chairperson:

- Advancement via Individual Determination (AVID) Program
- Career and Technical Education Program (CTE) (including Business, Home Economics and Careers Technology, Industrial Technology Education)
- English (including Reading)
- English Learner (EL) Program
- Library Teacher

- Math
- Physical Education (including Health)
- Science
- Social Science
- Visual and Performing Arts (VAPA) (including Art/Photo, Choral Music, Dance, Instrumental Music, Theatre/Drama)
- World Languages

14.2.4 Effective with the 2002-2003 school year, and concluding at the end of the 2014-15 school year, the number of Special Education Department Chairpersons at each site shall be reduced by attrition to:

One (1) RSP Special Education Department Chairperson,

One (1) Mild to Moderate Special Education Department Chairperson, and

One (1) Moderate to Severe Special Education Department Chairperson.

Unit members who serve as Special Education Department Chairpersons during the 2001-2002 school year shall continue in their current extra service pay position until the unit member voluntarily resigns or is removed from the position in compliance with Article 17.2.4 of this Agreement.

14.2.5 Special Education Department Chair The following special education programs will be represented by a department chairperson:

- Resource Specialist Program (one per site)
- Mild/Moderate and Moderate/Severe (one per site, combined)
- Adaptive Physical Education (one per district)
- Speech and Language Pathologists (one per district)
- Adult Transitions (one per site if not included under a site department)
- Visually Impaired (one per district)
- Orthopedically Handicapped (one per district)

Hope School will have three departments each represented by a department chairperson:

- Moderate/Severe-Junior High School
- Moderate/Severe-High School
- Moderate/Severe-Adult



### 14.3 Salary Schedule Placement, Advancement and Structure

#### 14.3.1 Salary Schedule

##### Certificated Unit Members

Unit members will be placed on and advanced on the salary schedule as follows:

1. Col. I Bachelor's Degree
2. Col. II Bachelor's Degree plus 30 semester hours
3. Col. III Bachelor's Degree plus 45 semester hours or Master's Degree
4. Col. IV Bachelor's Degree plus 60 semester hours including Master's Degree or Doctorate

#### 14.3.2 Initial Salary Placement

Whenever a candidate is recommended for election, tentative placement on the salary schedule is made by the Director, Human Resources, based on the evidence of experience and training submitted in the application materials. Final placement on the salary schedule is made when completed official college transcripts (due November 1) and written evidence of experience have been received.

If a unit member fails to furnish such written evidence, the member's contract will be rewritten to reflect correct column and step placement and appropriate amounts sufficient to correct the salary error will be deducted from future salary warrant(s).

A maximum of six (6) years of credit shall be allowed at the rate of one (1) step for one (1) year as follows:

- A year of credentialed public school teaching experience in a paid status for at least seventy-five percent (75%) of the work days designated for the affected position.
- A year of credentialed teaching experience in a WASC accredited private school for at least seventy-five percent (75%) of the work days designated for the affected position.
- 250 days of substitute teaching experience in the Anaheim Union High School District to a maximum credit of six (6) years, provided that a teacher can produce documentation of the number of days taught.

- A year of teaching experience as a long-term substitute in the District for at least seventy-five percent (75%) of the work days in the same teaching assignment.

All previous experience shall be verified by official statements from previous employers.

14.3.3 All degrees and credits earned must be from accredited colleges or universities. For purposes of this section, accredited institutions shall be listed in the American Association Collegiate Registrar Admissions (AACRA), Council on Post-Secondary Accreditation (COPA) or Association of American Education.

14.3.4 For initial placement, all semester hours must be upper division or graduate level and earned after the Bachelor's degree.

14.3.5 Vertical Movement

14.3.5.1 All qualified unit members shall advance one (1) vertical step on the salary schedule for each year of service, except those whose placement is at the maximum step. Regular full-time unit members who, in any one school year, are in paid status for a least seventy-five percent (75%) of the work year designated for the affected position shall be deemed to have earned one (1) year of experience credit. If the unit member teaches less than 75% of the work year, the unit member may accumulate partial credit to reach the minimum of 75% of the work year and receive one (1) year of credit.

Example #1: 40% contract for two (2) years earns one (1) year of service credit;

Example #2: 20% contract for four (4) years earns one (1) year of service credit.

14.3.5.2 Any unit member with fifteen (15) complete years of credentialed teaching service in the District shall be placed on Step 16 of the salary schedule.

14.3.5.3 Any unit member with twenty (20) complete years of credentialed teaching service in the District shall be placed on Step 21 of the salary schedule.

14.3.5.4 Any unit member with twenty-five (25) complete years of credentialed teaching service in the District shall be placed on Step 26 of the salary schedule.

14.3.6 Horizontal Movement

A unit member shall be placed on the appropriate column after written proof of semester units completed or degree earned has been submitted to the Human Resources Office and approved by the Board of Trustees.

Course credit for salary placement and movement shall be given only for lower division, upper division, or graduate course work taken at four-year colleges, universities, or graduate schools which are accredited by a regional accrediting commission.

14.3.6.1 After employment and placement on the salary schedule under adopted policy, the following guidelines will be used in crediting courses for salary schedule column advancement:

14.3.6.1.1 Lower division, upper division, or graduate courses that meet any of the five (5) criteria listed below may be credited with prior approval of the principal and the Director, Human Resources. In order to be eligible to use lower division course credit for salary schedule advancement, a "Request for Lower Division Credit" must be submitted through the Director, Human Resources, at least three (3) weeks prior to the start of class. The Director, Human Resources, will respond to the applicant within two (2) weeks.

14.3.6.2 Criteria for courses accepted for salary schedule advancement:

14.3.6.2.1 A subject directly related to the current or proposed teaching assignment.

14.3.6.2.2 A subject directly related to a unit member's teaching major or teaching minor.

14.3.6.2.3 A subject directly related to an advanced degree in professional education or in a subject area.

14.3.6.2.4 A subject required by a California credential, evaluation, or renewal.

14.3.6.2.5 Courses required for obtaining an additional teaching assignment major or minor.

14.3.6.3 Evidence of successful completion of course work or degrees prior to the start of the school year, submitted to Human Resources by November 1, shall be retroactive to September. Evidence of successful completion of course work or degrees prior to February 1, submitted to Human Resources by March 1, shall be retroactive to February 1.

- 14.3.6.4 The burden of proof of training experience, possession of credentials, and other required documents shall lie with the unit member, both for initial placement and for subsequent reclassification. Any error in classification which is due to action or inaction on the part of a unit member shall be corrected as soon as the error is verified, but salary adjustments shall be retroactive during the current school year only.

14.3.7 Other Salary Schedule Credit

Full salary schedule credit shall be granted for Peace Corps teaching and VISTA teaching.

The Superintendent or his/her designee may recommend salary schedule credit for experience gained which is related to teaching.

14.3.8 Professional Stipends

- 14.3.8.1 An additional annual stipend of \$2266 (4.09%) will be paid for an earned doctoral degree from an accredited university.

For purposes of this section, accredited institutions shall be listed in the American Association Collegiate Registrar Admissions (AACRA), Council on Post-Secondary Accreditation (COPA), or Association of American Education.

- 14.3.8.2 Bargaining unit members who attain National Board certification in the field(s) of their assignment will be paid an additional annual stipend of \$2266 (4.09%).

- 14.3.8.3 Bargaining unit members who attain a Bilingual Cross-cultural Language and Academic Development (BCLAD) or equivalent certification will be paid an annual stipend of \$2,266 (4.09%). An additional annual stipend of \$1,133 (2.05%) will be paid for each additional course preparation assigned beyond the limits outlined per Article 10.10.

- 14.3.8.4 An additional stipend will be paid for Speech Language Pathologists as follows:
- \$2,833 (5.12%) per year
  - Additional \$1,133 (2.05%) for CA Speech Pathology License
  - Additional \$1,133 (2.05%) for CCC (Certificate of Clinical Competence)
  - Maximum of \$5,099/year.

Stipends shall be pro-rated for part-time Speech and Language Pathologists

14.3.8.5 An additional stipend of \$4532 (8.19%) will be paid to full-time Curriculum Specialists and \$2266 (4.09%) will be paid to part-time Curriculum Specialists.

14.3.8.6 An additional stipend in the amount of \$1,813 (3.27%) will be paid to the site Title I Specialist.

#### 14.4 Travel Expenses

Any unit member traveling to an authorized convention, meeting, conference, or visitation outside the District boundaries, but within 100 miles of the District Office, shall be reimbursed at a rate equal to previous years IRS allowable rate per mile, and if two (2) or more unit members ride in the same car, the reimbursement rate of two cents more than the allowable IRS allowable rate will be paid on a daily round trip basis. When the conference, convention, or meeting is over 100 miles and the unit member elects to drive his personal car in lieu of using commercial transportation, the unit member will be reimbursed at the amount paid for lowest fare charged for commercial air transportation.

Unit members required to drive their personal automobiles in the course of their work shall be reimbursed for such use at the standard IRS business mileage rate in effect. Use of personal automobiles must have prior approval of supervisor and comply with Board policies.

#### 14.5 Daily Rate of Pay

Daily rate of pay shall be determined by dividing the unit member's annual salary by the number of days of required service as indicated in the school calendar.

#### 14.6 Hourly Rate of Pay

Unit members selected by the District to perform certificated hourly paid duties shall receive an hourly rate of pay equal to the previous Summer's Summer School pay. The new hourly rate of pay shall become effective the first day after the end of the regular year.

The hourly rate is determined by applying a percentage (.08%) to Column II, Step 1 of the Teachers' Salary Schedule (Appendix B). Hourly rate increases are effective after the last teacher work day of the school year. It is understood that pay increases shall not be applied retroactively to hourly service.

#### 14.7 Golden Handshake

The District shall make available the provisions commonly referred to as the "Golden Handshake" to all eligible employees provided the State authorizes it and the District will save money.

#### 14.8 Extra Teaching Periods

Upon mutual agreement of the District, the unit member and the Association, a unit member may agree to teach an additional class in lieu of their assigned conference period. The unit member shall be compensated at a rate equal to 1/6<sup>th</sup> (16.7%) of his/her daily rate of pay. It is understood that such periods are in the Key to Learning and the school's master schedule. It is also understood that the extra teaching periods are during the regular school day during the regular school year.

If a school has changed the six-period or seven-period day above to a different configuration through a contract waiver, the extra compensation shall be applied only if the unit member teaches an additional class during his/her conference period.

Teachers who agree to teach the additional teaching period must be available for meetings or conferences per Article 10.3 - Adjunct Duties.

ARTICLE 15: HEALTH AND WELFARE

15.1 Contributions by the District

The District shall contribute the blended super composite rate towards the cost of medical insurance, and shall provide dental, life, vision care, and accidental death/dismemberment insurance benefits for active employees who are within the unit as indicated below:

15.1.1 Medical Insurance

PPO: Self-insured major medical with \$275 deductible per person, maximum of \$1,100 per family for unit members and eligible dependents utilizing the Blue Cross Prudent Buyer Plan, including a prescription card service, in the amount not to exceed the super composite rate established for 2017 of \$1,348 per month or \$16,179 per year per enrolled unit member, or

HMO: HMO insurance for unit members and eligible dependents utilizing Anthem Blue Cross, in the amount not to exceed the super composite rate established for 2017 of \$1,234 per month or \$14,814 per year per enrolled unit member.

The blended super composite rate shall be the weighted average of the PPO and HMO super composite rates above. Beginning with the 2017 calendar year, the District's contribution to the blended super composite rate shall not exceed \$15,475.

2013 blended super composite rate calculation example.

1,238 employees are in the HMO. (46%)  
1,433 employees are in the PPO. (54%)  
46% of \$11,808 = \$5432. 54% of \$14,364 = \$7,757.  
\$5432 + \$7757 = \$13,189 is 2013 blended super composite rate.

15.1.2 Life and Accidental Death/Dismemberment Insurance

Life and accidental death/dismemberment insurance for unit member and life insurance protection for unit member's spouse and eligible children.

15.1.3 Dental Insurance

Delta Dental PPO dental insurance services for unit members and eligible dependents, or Delta Care PMI dental insurance.

15.1.4 Vision Care Insurance

Vision care with special contact lens provision for unit members and eligible dependents.

15.1.5 Ancillary benefit plan designs (Life, Dental, Vision) shall be determined by the District Insurance Committee.

15.1.6 If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum district contribution, the District or ASTA may request, and the other party will agree, to re-open negotiations on health and welfare for 2016.

## 15.2 Insurance Committee

The parties agree that the overriding purpose of the Insurance Committee (“Committee”) is to fulfill the commitment contained herein and in previous memoranda of understanding regarding cost containment of health and welfare premiums. The District and the Association agree to a renewed focus on health and welfare cost containment through participation on the Committee. Accordingly the parties agree as follows:

15.2.1 The District will provide regular members of the Insurance Committee release time and class coverage to attend insurance committee meetings.

15.2.2 The parties will work aggressively through the Committee to generate specific changes in health and welfare coverage, if needed, that maximize the district’s contributions for medical, dental, vision, and life insurance. On-going cost evaluations will be generated and provided to the Committee as requested. Each year, the super composite rate for the following year will be available to the Committee on or before September 1. Upon review of these rates, the Committee will make suggestions for cost containment.

15.2.3 The Committee’s final recommendations for implementation of the above-referenced cost containment provisions and actual super composite rate shall be submitted to the Association no later than September 30. The Association and the District negotiation teams will work to reach an agreement on such cost containment provisions and upon agreement, recommendations shall be submitted for ratification. The Association reserves the right to meet with the District to bargain a separate benefits plan by November 1 of the calendar year preceding the plan year. If such agreement is not reached prior to November 1 of each year, the District is authorized to initiate payroll deductions beginning with the January 31 paycheck for the difference between the blended super composite rate noted in 15.1 and the current year’s blended super composite rate provided by the contract administrator.

## 15.3 Right to Contact

The Association shall have the right to contact the Health and Welfare contract administrator directly for any information it wishes relative to the plan, but a copy of such request and a copy of any answer received from the contract administrator shall be sent to the District.



15.4 Self-Insurance Plan

The District shall maintain a self-insurance plan, using an outside contract administrator.

15.5 Retirees

The Board of Trustees shall provide the 1979-80 fringe benefit amounts toward the major medical and dental portion of the fringe benefit compensation package to all unit members who were regular contract certificated personnel in the employment of the District prior to September 6, 1979 and who retire(d) on or after September 6, 1979 from the District with fifteen (15) or more years of service to the District and who are not otherwise covered by any similar programs provided through social security or teacher retirement plans.

Retirees referred to in the above paragraph who wish to continue participation in the program will be required to make monthly payment, in advance to the Business Office, the difference between the current year costs and the 1979-80 costs.

All unit members ages 60-65 who are regular contract certificated personnel in the employment of the District and who retire(d) from the District with fifteen (15) or more years of service to the District and who are not otherwise covered by any similar programs provided through social security or teacher retirement plans shall be provided with the major medical and dental portion of the District's fringe benefit compensation package for the retiree only. Unit members who retire with fifteen (15) or more years of service to the District, and who have not attained the age of 60, who wish to participate in the major medical and dental portion of the fringe benefit compensation package may do so by depositing the monthly amount of the premium with the District Business Office. The amount of yearly premium will be established each year by the Business Office.

Members retiring after 1969 shall receive benefits no greater than those accorded current, active bargaining unit members. To remain eligible for the District paid benefit coverage from ages 60-65, the retiree must deposit the monthly amount of the premium with the District Business Office from the date of retirement until age 60.

15.6 IRS Section 125 - Flexible Benefit Plan

The District shall provide an Internal Revenue Service Section 125 Plan for unit members. Such plan will include but not be limited to eligible medical and disability income insurance and dependent care expenses. The plan administrator for the IRS Section 125 Plan shall be mutually agreed upon by the Association and the District. Participation by bargaining unit members in the Plan shall be voluntary.

## ARTICLE 16: PART-TIME EMPLOYMENT

### 16.1 Pre-Retirement Reduced Assignment

It is the policy of the Board of Trustees of the Anaheim Union High School District to provide unit members of this District with the opportunity to phase in their retirement by reducing their workload from full-time to part-time duties while maintaining full retirement benefits pursuant to Education Code Section 22724. This reduced workload shall be authorized upon request of any full-time unit member subject to the following conditions:

- 16.1.1 The unit member must have reached the age of fifty-five (55) years prior to reduction in workload.
- 16.1.2 The unit member must have at least ten (10) years of full-time employment in this District in a position requiring certification, of which the immediately preceding five (5) years were full-time employment, and currently earning a salary equivalent to Column II, Step 7, or more.
- 16.1.3 The minimum part-time employment shall be one-half (1/2) of the number of days of service required by the unit member's contract of employment during the final year of service in a full-time position. The term "one-half" means full-time for one-half (1/2) the days required for the individual's position classification.
- 16.1.4 Only unit members who do not hold positions with salaries above that of the school principals are eligible for this reduced workload-retirement benefits program.
- 16.1.5 The option of part-time employment and full retirement benefits must be exercised on an annual basis.
- 16.1.6 The request for part-time employment must be exercised at the request of the unit member and formalized by a written agreement prior to the period of reduced service. The Director, Human Resources, shall specify the conditions of reduced service and shall establish the deadlines for making application and reaching agreement. The agreement can be revoked only with the mutual consent of the unit member and the District.
- 16.1.7 The unit member who elects a reduced workload in accordance with the conditions of this policy shall be paid a salary which is the pro rata share of the salary that would be earned if the request for part-time employment had not been made, and shall retain all other rights and benefits of full employment, provided the unit member elects to contribute to the Teachers' Retirement Fund the amount that would have been contributed if employment was on a full-time basis. If the unit member elects to contribute the full-time employment share to the Teachers' Retirement Fund, the District shall also do the same to assure full-time employment retirement allowance.

- 16.1.8 The District reserves the right to deny granting a reduced workload to any unit member if doing so would create a staffing problem.
- 16.1.9 No unit member shall be entitled to receive retirement credit for more than ten (10) years of service under this policy.

## 16.2 Job Sharing

- 16.2.1 Prior to any layoff and/or reduction in force, the District shall advertise to all unit members, for a thirty (30) day period, that the opportunity exists to participate in job sharing. The minimum job sharing employment shall be one-half (1/2) of the number of days of service required by the unit member's contract of employment. The term "one-half" (1/2) means full-time for one-half (1/2) of days required for the individual's position classification. The unit member receives fringe benefits under Article 15 during the term of his/her employment. The District reserves the right to deny the granting of job sharing if doing so would create a legal/staffing problem, as determined by the District.
- 16.2.2 Job sharing shall refer to two (2) unit members on regular contracts sharing one (1) teaching assignment. Two (2) unit members may share an assignment for a minimum of one (1) year. Job applications for a job-sharing assignment for the following school year shall be filed with the District no later than March 1. An application for job-sharing must include a proposal specifying how the employee will fulfill the responsibilities and duties of the position. The total number of positions shared by unit members participating in a job share shall not exceed 1% of the bargaining unit. The District shall approve or deny requests and notify, in writing, the applicants of its decision by May 1. Notwithstanding other provisions of this Agreement, job sharing unit members' wages, benefits, and paid leaves shall be prorated relative to the actual time worked. In no event shall the total amount of the health and welfare benefits for the job sharers exceed the amount the District would have paid if the position had not been shared.
- 16.2.2.1 Upon request of the two (2) unit members and approval of the principal, a job sharing assignment may be renewed provided the two (2) unit members notify the District prior to March 1.
- 16.2.2.2 If a unit member on a regular contract is in a job sharing assignment and elects to return after the first year to full-time teaching, the unit member will be returned to her/his original school if a position for which the unit member is certificated is available.
- 16.2.2.3 If a unit member on a regular contract is in a job sharing assignment for more than one (1) year and elects to return to full-time teaching, the unit member will be assigned to the first available full-time teaching position for which the unit member is certificated.

- 16.2.2.4 In order to advance on the salary schedule, the bargaining unit members in the job share must work a minimum of 75% of the 185 work days, which is a total of 139 or more days within two consecutive school years. If a work year is adjusted due to furlough days, the unit member must work a minimum of 75% of the work days within the two consecutive years.

### 16.3 Reducing from a Full-Time Assignment

- 16.3.1 The request for a reduced assignment must be initiated by the unit member and formalized by a written agreement with the District prior to the period of reduced service. The Director, Human Resources, shall specify the conditions of reduced service and shall establish the deadlines for making an application and reaching an agreement. The agreement may be renewed on an annual basis with mutual consent of the unit member and the District.
- 16.3.2 If a unit member on a reduced contract returns to his/her full-time assignment after one (1) year, the unit member shall be returned to his/her original school if a position for which the unit member is certificated is available.
- 16.3.3 If a unit member's reduced assignment contract is not renewed, the unit member shall return to a full-time position.

ARTICLE 17: DISCIPLINE

17.1 Files

17.1.1 District Personnel File

A unit member shall have the right to examine and respond to all of the material in his/her personnel file which has accrued after his/her employment. A representative of the unit member may, at the unit member's request, accompany the unit member in the review or, with the unit member's written consent, may conduct the review. Each unit member's personnel file shall contain only materials and documents as provided by law including the following:

17.1.1.1 Pre-employment information

17.1.1.2 Copies of annual contracts and supplemental contracts

17.1.1.3 Transcripts

17.1.1.4 Certification material

17.1.1.5 Letters of commendation

17.1.1.6 Copies of official personnel action

17.1.1.7 Written evaluations

17.1.1.8 Other materials, as agreed between the unit member and the Director, Human Resources.

17.1.2 Materials placed in the unit member's district personnel file shall be photocopied within forty-eight (48) hours of placement and submitted to the unit member who shall sign a receipt signifying that s/he has received the material. Such receipt does not indicate agreement. The unit member may make a written response to the material which shall also be placed in his/her district personnel file, and attached to the material being responded to. Materials which relate to an incident involving a unit member must be submitted for placement in his/her district personnel file within a reasonable period of time following the date of the complaint. Any material shall be removed from the district personnel file if a unit member's claim that it is inaccurate is sustained through the grievance procedure.

### 17.1.3 Local Site Folders

17.1.3.1 In addition to copies of materials found in 17.1.1, the local site folder may contain only the following:

17.1.3.1.1 Emergency Information Card

17.1.3.1.2 Principal/Supervisor copies of official personnel actions

17.1.3.1.3 Principal/supervisor documentation of actions which may lead to official personnel actions

17.1.3.1.4 Personal Data Sheet

17.1.3.1.5 Copies of forms which are prohibited by this Agreement from placement in the district personnel file

17.1.3.1.6 Items in the local site folders shall be destroyed whenever a unit member transfers to another site or terminates employment with the District with the exception of items that could lead to disciplinary actions and items mutually agreed upon by the unit member and principal.

17.1.3.2 Materials placed in the local site folder as described in 17.1.3.1 with the exception of item 3 are generally materials known to the unit member. Written "documentation of actions which may lead to official personnel action" will be made known to the unit member prior to use in any official personnel action. Twelve months after the receipt of a verbal warning document, the unit member may request the site administrator remove any record of said verbal warning from the local site file. If the request is denied, the unit member may appeal the decision to the Asst. Supt. of Human Resources.

### 17.2 Discipline

17.2.1 Process - Normally, the district shall utilize a "progressive discipline" procedure which utilizes the following steps:

17.2.1.1 Verbal warning(s)

17.2.1.2 Written warning

17.2.1.3 Written Reprimand

17.2.1.4 In the administration of this procedure, the parties agree that some actions of unit members may be so severe as to not require stringent adherence to the steps outlined. It is further agreed, however, that no

unit member shall be reprimanded, reduced in compensation, or suspended with or without pay as set forth herein without just cause.

In order to progress from one step to the next there must have been reoccurrence of like or related action that brought about the previous step or steps.

17.2.2 Notice of Progressive Discipline - In the administration of the overall discipline program of the district, it will be clearly noted on any written notice stating if the discipline represents a:

17.2.2.1 Written warning, or

17.2.2.2 Written Reprimand

17.2.3 Right to Representation - A unit member shall be entitled to have a representative present when s/he is subject to any disciplinary action. After a request for such representation is made, any conference will be held within a period of time not to exceed five (5) working days in order that a representative of the unit member's choice, when possible, may have an opportunity to be present.

17.2.4 Extra-Service Pay Assignments

17.2.4.1 Removal of Unit Member For Extra-Service Pay

The District may remove unit members from extra-service pay positions (Appendix C) subject to due process. For purposes of this section, due process means:

17.2.4.1.1 Verbal warning

17.2.4.1.2 Written warning

17.2.4.1.3 Written reprimand

17.2.4.1.4 Removal

The District may also remove a unit member from extra-pay and leadership positions (Appendix C) due to deficiencies in performance. The unit member will be given written notice of the deficiencies prior to removal. If no improvement is made within a reasonable amount of time, the unit member will be given notice by May 15 or at the conclusion of the season of sport effective for the following school year or season. It is understood that any written material or documents related to the removal of a unit member from an extra-service pay position shall not be placed in the unit member's district personnel file but may be placed in the local site folder. This does not prohibit the

documentation of serious offenses involving moral turpitude to be included in the personnel file.

- 17.2.4.2 In the administration of this procedure, the parties agree that some actions of unit members may be so severe as to require stringent action without strict adherence to the steps outlined above. It is further agreed that the District shall not be obligated to follow the principle of just cause in the removal of unit members from extra-service pay positions.

### 17.3 Complaints Against Unit Members

- 17.3.1 If in the opinion of the site administrator or his/her designee, a serious complaint has been lodged against an individual teacher by an employee or non-employee, the teacher shall be notified within a reasonable period of time and, when practicable, before any students are questioned. Complaints not reported to the teacher under this section shall not be utilized in any evaluation or subsequent disciplinary action.
- 17.3.2 If the complainant wishes to pursue the matter further, the principal will convene a conference between the teacher, the person making the complaint, and the principal or designee for the purpose of resolving the complaint.
- 17.3.3 Complaints that are not resolved at the school level should be directed to the District Superintendent.
- 17.3.4 If after the District Superintendent has responded to the complaint, the complainant is still not satisfied with the answer, further complaint may be made in writing to the Board of Trustees for its investigation and necessary action. All such complaints shall be discussed in closed session. During the discussion of charges at all levels, both the complainant and the unit member shall be present.



ARTICLE 18: SUMMER SCHOOL

18.1 Summer School Selection Procedures

18.1.1 Summer school positions shall be announced at the earliest time feasible prior to the commencement of the term. Such announcements shall be in the form of notices sent to all certificated personnel.

18.1.2 Written notice of initial summer school assignment shall be given at the earliest time feasible prior to the commencement of the term. Employment may be terminated anytime the class size drops below an enrollment figure established by the District. Unit members who are offered employment shall be guaranteed a minimum of ten (10) hours pay.

18.1.3 Application procedures for summer school teaching positions will be announced each year. Unit members will be recommended for summer school employment by the summer school principals, and approved by the Director, Human Resources, who will send a written offer of employment to the unit member. The unit member who is offered summer school employment shall sign and return the offer within five (5) days of notification or be deemed to have declined the offer. Preference shall be given to personnel who during the regular school year are ASTA bargaining unit members in the Anaheim Union High School District, hold an appropriate teaching credential, are permanent teachers, probationary or temporary teachers who have been offered and accepted employment for the next school year and are currently teaching or have taught in the subject area in the past at any level.

18.1.3.1 In order to accomplish rotation of summer school teaching positions among currently employed teaching staff, the Board agrees to first hire those employees who were members of the ASTA bargaining unit during the preceding year and who were not employed during the previous summer school session. Any grievance arising from the enforcement of this provision must be initiated within five (5) days of the commencement of the summer session for which the unit member has applied.

The District will provide the Association with a listing of all applicants and all hires for summer school and in addition, will provide copies of all application forms specifically requested by the Association within two (2) days of the Association's request.

18.1.3.2 The District will make all reasonable efforts to ensure that equipment is safeguarded in all summer school lab and/or shop classes when the teacher in the classroom during the regular year is not teaching summer school.

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## 18.2 Working Hours

Unit members must be on duty at least fifteen (15) minutes before the beginning of the class day and remain on duty until the close of the student's regular school day. Each unit member shall receive a daily break of ten (10) minutes between the first period and the second period if the unit member is assigned to teach both periods. Such time shall be compensated at the unit member's hourly rate of pay.

Attendance at any required summer school meetings held outside regular school hours will be paid at the summer school rate of pay.

The Superintendent or his/her designee shall meet with the ASTA President no later than March 1 of each school year to discuss the summer school schedule.

## 18.3 Cancelled Class Procedures

Teachers whose classes are canceled due to insufficient enrollment shall be entitled to fill any vacant summer school positions for which they are certified at other summer school sites, before such positions are offered to other personnel.

## 18.4 Evaluation Procedures

Any summer school teacher who is regularly employed by the District shall not be subject to evaluation during summer session.

Any other employee may be evaluated at the principal's discretion.

## 18.5 Wages and Benefits

### 18.5.1 Summer School Hourly Rate

Summer school teachers will be paid an hourly wage determined by the current miscellaneous rate of pay.

18.5.2 Summer school teachers will not be accorded health and welfare benefits as an incident of summer school employment.

## 18.6 Sick Leave, Personal Illness and Injury

### 18.6.1 Annual Sick Leave and Accumulation

Members of the bargaining unit shall be entitled to sick leave credit equivalent to the total daily hours for the summer session worked. The summer program must be a minimum of 19 days and the employee must work at least 75% of the summer work days to qualify for the sick leave credit. Summer school unused sick leave and regular contract sick leave shall be accumulated from year to year. If a unit member has used his/her sick leave earned during the summer school session,

and requires additional sick leave, such sick leave shall be deducted from the unit member's regular accumulated sick leave or the unit member shall take short term leave without pay. (Article 8, section 8.12)

To be eligible for sick leave absence with pay, the unit member shall be in a paid status and scheduled for work on the days(s) of absence.

If a unit member resigns, retires, or is terminated and has used more sick leave than was earned, the amount used but not earned shall be deducted from the final warrant of the unit member.

#### 18.6.2 Procedures for Taking Sick Leave

Members of the bargaining unit must notify the principals of the absence as soon as the necessity to be absent becomes known to the unit member but in no instance later than 6:30 a.m. of the day of the absence.

A unit member returning from absence must contact the school or site by 12:00 noon of the day preceding the day of intended return. If s/he is unable to make a determination before 12:00 noon, the District must be notified not later than 6:30 a.m. the following day. In the event that the District has not been notified of the unit member's intention to return, and accordingly has employed a substitute teacher for the day, the District may require the returning unit member to be charged with one (1) additional day of absence.

### 18.7 Release Time

#### 18.7.1 Release Time - Grievance Processing

Unit members, not to exceed a maximum of the grievant, the grievant's representative and two (2) witnesses, shall be released from assigned responsibility without loss of compensation when participating in grievance meetings held during the school day.

#### 18.7.2 Release Time - Association Business

Upon twenty-four (24) hours prior notice of the District and authorization by the President of the Association, the Association shall be provided a maximum of three (3) days each school year of released time for the purpose of conducting Association business. These days shall be taken in minimum increments of one (1) full day. Payment for the substitute(s) replacing the absent unit member(s) shall be reimbursed to the District Business Office by the Association within thirty (30) days.

ARTICLE 19: FACULTY ADVISORY COUNCIL

19.1 Yearly Election

Each school site shall hold a yearly election conducted by the Association Site Representative and the Principal during the first quarter of each school year to determine if they wish to establish a Faculty Advisory Council. A two-thirds (2/3) vote of the teaching staff is required to establish the Council.

19.2 Participants

The Faculty Advisory Council shall be composed of a minimum of three (3) to a maximum of five (5) teachers elected by the majority of the teachers at the site.

19.3 Meetings

The Council shall meet on a regular basis and act as an advisory panel to the site administration on issues including, but not limited to, master schedule, school discipline, attendance policies, and local site budget.

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ARTICLE 20: PROFESSIONAL DEVELOPMENT/PROFESSIONAL LEARNING

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that an effective professional learning plan considers the complexities of teaching and student learning, while focusing on continuous improvement of the teaching practice. Administrators and teachers shall work together to build a collaborative and trusting environment in which both parties are valued equally to achieve that goal. Unit members at each site shall be afforded the opportunity to actively participate in the planning of professional development activities throughout the school year. Administrators and teachers shall utilize a variety of site-based shared decision making structures, including Site Leadership Teams and Professional Learning Communities, to ensure the needs of unit members, the departments, and the site are met.

## ARTICLE 21: BEGINNING TEACHERS SUPPORT AND ASSESSMENT PROGRAM

In the implementation of the Marian Bergeson Beginning Teacher Support and Assessment (BTSA) program, the District and the Association agree to abide by Education Code Article 4.5, Section 44279.1 and regulations promulgated by the State Department of Education.

### 21.1 Purpose

- 21.1.1 Provide an effective transition into the teaching career for the first year and second year teachers in California.
- 21.1.2 Improve the educational performance of pupils through improved training, information and assistance to new teachers.
- 21.1.3 Enable beginning teachers to be effective in teaching pupils who are culturally, linguistically, and academically diverse.
- 21.1.4 Ensure the professional success and retention of new teachers.
- 21.1.5 Ensure that a Support Provider provides intensive individualized support and assistance to each participating beginning teacher.
- 21.1.6 Improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision-makers.
- 21.1.7 Establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Professional adopted by the Commission, January 1997.
- 21.1.8 Examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.
- 21.1.9 Ensure that an individual induction plan is in place for each BTSA Participating teacher and is based on an ongoing assessment of the development of the beginning teacher.
- 21.1.10 Ensure continuous program improvement through ongoing research, development and evaluation.

## 21.2 BTSA Participating Teachers

Participating in the BTSA program shall be required for eligible teachers.

### 21.2.1 Criteria To Be Met By BTSA Participating Teachers

21.2.1.1 State eligible (meet requirements of first or second year with preliminary or clear credential).

21.2.1.2 Recommended and approved for participating by the District.

### 21.2.2 Example of BTSA Participating Teacher Activities

21.2.2.1 Demonstrate an understanding of the professional induction process through active engagement in the BTSA program.

21.2.2.2 Create and implement and Individual Induction Plan (IIP) together with the BTSA Support Provider.

21.2.2.3 Develop a teaching portfolio that provides a basis for continued examination of professional practice and growth.

21.2.2.4 Participate in the support and training activities including orientations, multicultural training, peer support seminars, discussion groups and demonstration lessons.

21.2.2.5 Participate in the assessment process and use of the results to chart professional development through further support and training activities.

21.2.2.6 Maintain a reflective journal to record higher thought processes on the teaching/learning context.

21.2.2.7 Participate in the program evaluation process and provide feedback to the BTSA Support Provider and Director.

## 21.3 BTSA Support Provider Selection

### 21.3.1 Criteria To Be Met For BTSA Support Provider Nomination and Assessment

21.3.1.1 Be a credentialed classroom teacher in the ASTA bargaining unit with permanent status providing direct classroom instruction at least 60% of the school day.

21.3.1.2 Have five (5) years recent classroom experience.

- 21.3.1.3 Have demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of students in different context.
- 21.3.1.4 No more than 10% of the BTSA support providers can be excluded from the 60% direct classroom instruction agreement.
- 21.3.2 The following criteria will be considered:
  - 21.3.2.1 Demonstrates knowledge and commitment to subject matter.
    - 21.3.2.1.1 Subject matter expertise
    - 21.3.2.1.2 Ability to convey enthusiasm for the subject to students.
    - 21.3.2.1.3 Uses a wide variety of teaching strategies.
  - 21.3.2.2 Demonstrates belief in student ability to succeed.
    - 21.3.2.2.1 Commitment to setting high expectations for students.
    - 21.3.2.2.2 Competence to teach at various student ability levels.
    - 21.3.2.2.3 Willingness to give special attention to students requiring assistance.
    - 21.3.2.2.4 Success in fostering excellent student performance.
  - 21.3.2.3 Gives evidence of professional stature.
    - 21.3.2.3.1 Leadership, e.g., in organizing projects on his/her own initiative.
    - 21.3.2.3.2 Recognition by those in the same profession.
    - 21.3.2.3.3 Respect of his/ her colleagues.
    - 21.3.2.3.4 Teaching skills for working with students from different racial, linguistic and cultural backgrounds.
- 21.3.3 Examples of BTSA Support Provider Activities
  - 21.3.3.1 Provide assistance and guidance to new teachers.
  - 21.3.3.2 Provide staff development for teachers.



- 21.3.3.3 Develop curriculum.
- 21.3.3.4 Establish a forum allowing for the exchange of new ideas and materials.
- 21.3.3.5 Assist teachers with classroom management/organization/discipline skills.
- 21.3.3.6 Participate in a program of professional growth designed to improve mentor skills.

21.4 Selection Committee for BTSA Support Providers

The Committee shall consist of the President of the Anaheim Secondary Teachers Association, one BTSA Lead Teacher and the Assistant Superintendent of Human Resources.

Rights and Responsibilities of the Selection Committee:

- 21.4.1 The Selection Committee shall seek applications for the BTSA program from the body of eligible classroom teachers.
- 21.4.2 For each classroom teacher recommended, the committee shall specify a term of BTSA service of two (2) years. BTSA Support Providers may request reappointment through the Selection Committee until the six (6) year maximum is reached. The Selection Committee will consider the recommendation from the Director.
- 21.4.3 Material contained in the applicant's personnel file, including letters of recommendation and evaluations shall not be made available to or used by the committee unless expressly authorized in writing by the applicant.
- 21.4.4 The Selection Committee will review BTSA Support Provider applications and may conduct classroom observations of the candidates.
- 21.4.5 The Selection Committee will select candidates for BTSA Support Provider by a majority vote of the Committee.
- 21.4.6 The process will include reviewing applications and references, and conducting personal interviews. The Selection Committee will recommend BTSA Support Provider candidates and a list of alternates.

## 21.5 BTSA Support Provider Rights and Responsibilities

- 21.5.1 BTSA Support Providers may be released from classroom duties. Release time may be for workshops, inservice activities, observations, and other related duties.
- 21.5.2 BTSA Support Providers are not to perform any administrative duties or participate in the summative evaluation of other teachers.
- 21.5.3 BTSA Support Providers are not exempt from normal, routine teacher duties at their site.

## 21.6 Evaluation of the BTSA Support Provider

Evaluation of the BTSA Support Provider classroom duties shall be in accordance with District policy, practice and the certificated bargaining agreement.

### 21.6.1 General Provisions

- 21.6.1.1 No expense required by the operation of this program shall be budgeted or charged to the general fund. If the funding is decreased at any time during the life of the program, all facets of the program will be decreased proportionally.
- 21.6.1.2 If for any reason a BTSA Support Provider is unable to complete the designated term, the Director may recommend a replacement from committee recommended alternates and the respective stipend shall be prorated.
- 21.6.1.3 Following a term of service, a BTSA Support Provider must wait one (1) year to reapply unless there are no BTSA Support Providers available.

## 21.7 Board Action

- 21.7.1 The District Governing Board may meet in Closed Session to consider the appointment of any nominees to be a BTSA Support Provider in the same manner that it may consider the appointment or employment of other employees.
- 21.7.2 Final designation of any person as a BTSA Support Provider shall be by action of the Governing Board of the school district from persons nominated. The Governing Board may reject any nomination.

## ARTICLE 22: PEER ASSISTANCE AND REVIEW

The Association and the District agree that the Peer Assistance Review (PAR) program shall only be implemented if the District receives funding for the program from the State. The Association and the District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. Therefore, the parties agree to cooperate in the design and implementation of programs to improve the quality of instruction through expanded and improved professional development and peer assistance. Teachers who are referred or volunteer for the program are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of improving performance to a successful standard.

### 22.1 Joint Committee

The Joint Committee shall consist of five (5) members, the majority of whom shall be certificated classroom teachers who are chosen to serve by the Association. The District shall choose the administrators of the Joint Committee.

The Joint Committee shall establish its own meeting schedule. To meet, two-thirds of the members of the Joint Committee must be present. Such meetings shall take place during the regular teacher workday. Teachers who are members of the Joint Committee shall be released from their regular duties to attend meetings, without loss of pay or benefits. In addition, the teacher members of the Joint Committee shall receive a stipend of \$4,000 per year.

The Joint Committee shall be responsible for the following:

- 22.1.1 Providing annual training for the Joint Committee members.
- 22.1.2 Establishing its own rules of procedure, including the method for the selection of a Chairperson.
- 22.1.3 Selecting the panel of Consulting Teachers.
- 22.1.4 Selecting trainers and/or training providers.
- 22.1.5 Providing training for Consulting Teachers prior to the Consulting Teacher's participation in the program.
- 22.1.6 Notifying participation in the Peer Assistance and Review program by written notification to the referred PAR Participating Teacher, the Consulting Teacher and the site Principal.
- 22.1.7 Making available the list of the panel of Consulting Teachers to the PAR Participating Teacher.

- 22.1.8 Adopting Rules and Procedures for effectuating the provisions of this Article. Said Rules and Procedures will be consistent with the provisions of the Agreement, and to the extent that there is an inconsistency, the Agreement will prevail.
- 22.1.9 Distributing, annually, a copy of the adopted Rules and Procedures to all bargaining unit members and administrators.
- 22.1.10 Establishing a procedure for application as a Consulting Teacher.
- 22.1.11 Determining the number of Consulting Teachers in any school year, based upon participation in the Peer Assistance and Review program, the available budget and other relevant considerations.
- 22.1.12 Reviewing the report prepared by the Consulting Teacher and making recommendations to the Governing Board regarding the referred PAR Participating Teacher's progress in the Peer Assistance and Review program.
- 22.1.13 Evaluating, annually, the impact of the Peer Assistance and Review program in order to improve the program.

## 22.2 Confidentiality

All proceedings and materials related to evaluations, reports and other personnel matters shall be strictly confidential. Therefore, Joint Committee members and Consulting Teachers may disclose such information only as necessary to administer this Article.

## 22.3 Hold Harmless

This District agrees to indemnify and hold harmless and provide a defense to any Association-selected member of the Joint Committee against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from the unit member's participation in Peer Assistance and Peer Review. The Association retains the right to participate in the litigation. The District will pay legal costs and fees in such actions.

## 22.4 PAR Participating Teachers

- 22.4.1 A PAR Participating Teacher is an experienced teacher with permanent status who receives assistance to improve his or her instructional skills, classroom management, knowledge of subject, and/ or related aspects of his or her teaching performance as a result of an unsatisfactory final evaluation.
- 22.4.2 A PAR Participating Teacher will be assigned to a Consulting Teacher from a panel of teachers. The Referred PAR Participating Teacher may petition the Joint Committee for a different Consulting Teacher.

22.4.3 The Referred Participating Teacher has the right to be represented at any Joint Committee meeting or any meeting with administrators throughout these procedures by the Association representative of his or her choice.

22.4.4 A Volunteer PAR Participating Teacher is an experienced teacher with permanent status who volunteers to receive assistance to improve his or her instructional skills, classroom management, knowledge of subject, and/or related aspects of his or her teaching performance. The Volunteer PAR Participating Teacher may elect to exit the program at any time. All materials and documents related to the peer assistance shall be strictly confidential.

Therefore, such materials and documents shall not be placed in the unit member's personnel file and shall not be distributed to anyone except the Consulting Teacher and Volunteer PAR Participating Teacher.

22.4.5 The Joint Panel shall have the right to extend the period of participation for a Referred PAR Participating Teacher for a period of up to one (1) additional year.

## 22.5 Consulting Teachers

22.5.1 A Consulting Teacher is a teacher who provides assistance to a PAR Participating Teacher pursuant to the Peer Assistance and Review program. The qualifications for the Consulting Teacher shall be set forth in the Rules and Procedures, provided that the following shall constitute minimum qualifications:

22.5.1.1 A credentialed classroom teacher working at least 60% of the time in direct student instruction with permanent status.

22.5.1.2 At least nine (9) years of teaching experience with five (5) most recent years as a teacher in classroom instruction in the District.

22.5.1.3 Shall demonstrate exemplary teaching ability, as indicated by among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.

22.5.2 In filling a position of Consulting Teacher, each applicant is required to submit three (3) references from individuals with specific knowledge of his or her expertise as follows:

22.5.2.1 A reference from a building principal or immediate supervisor.

22.5.2.2 A reference from an Association representative.

22.5.2.3 A reference from another classroom teacher.

All applications and references shall be treated with confidentiality.

- 22.5.3 Consulting Teachers shall be selected by a majority vote of the Joint Committee after candidates have had classroom observations by the Joint Committee members.
- 22.5.4 A Consulting Teacher shall be released from all regular classroom teaching duties. The term of the Consulting Teacher shall be two (2) years with an option to apply for a second two (2) year term. A teacher may not serve in the position for more than two (2) consecutive terms. A teacher may not be appointed to an administrative position in the district while serving as a Consulting Teacher or for one (1) full year after serving as a Consulting Teacher.
- 22.5.5 Functions performed pursuant to this Article by bargaining unit employees shall not constitute either management or supervisory functions. The Consulting Teacher shall be entitled to all rights of bargaining unit members. In addition to the regular salary, a Consulting Teacher shall receive a stipend of \$4,000, per year, for all work necessary to complete the assignment.
- 22.5.6 Upon completion of his or her service as a full-time released Consulting Teacher, a teacher shall be returned to a regular assignment in accordance with Article 9, Transfer Procedures, of this Agreement. The Joint Committee shall include a statement on the application specifying the return rights of a Consulting Teacher.

22.6 Procedure

The number of PAR Participating Teachers assigned to each Consulting Teacher shall be determined by the Joint Committee. Consulting Teachers shall assist PAR Participating Teachers by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist the PAR Participating Teacher.

22.7 Performance Goals

The Consulting Teacher and the Site Administrator shall meet with the PAR Participating Teacher to discuss the Peer Assistance and Review program, to establish mutually agreed upon performance goals.

22.8 Assistance Plan

The Consulting Teacher and the Referred PAR Participating Teacher shall develop the assistance plan and develop a process for determining successful completion of the Peer Assistance and Review program.

22.9 Observations

The Consulting Teacher shall conduct multiple observations of the PAR Participating Teacher during classroom instruction, and shall have both pre-observation and post-observation conferences.

#### 22.10 Progress

The Consulting Teacher shall monitor the progress of the Referred PAR Participating Teacher and shall submit to and discuss with the Referred PAR Participating Teacher periodic written reports.

#### 22.11 Reporting

Consulting Teachers shall report their activities on a regular basis to the Joint Committee.

#### 22.12 Limitations

The Consulting Teacher shall continue to provide assistance not to exceed one (1) school year to the Referred PAR Participating Teacher until he or she concludes that the teaching performance of the PAR Participating Teacher is satisfactory, or that further assistance will not be productive. The Joint Committee may authorize additional assistance beyond the one year period. A copy of the Consulting Teacher's report shall be submitted to and discussed with the Referred PAR Participating Teacher to receive his or her signature before it is submitted to the Joint Committee. The Referred PAR Participating Teacher's signing of the report does not necessarily mean agreement, but rather that he or she has received a copy of the report.

The Consulting Teacher shall submit a final report to the Joint Committee. The Referred PAR Participating Teacher shall have the right to submit a written response, within twenty (20) days, and have it attached to the final report. The Referred PAR Participating Teacher shall also have the right to request a meeting with the Joint Committee, and to be represented at this meeting by the Association representative of his or her choice.

#### 22.13 Results

The results of the Referred PAR Participating Teacher's participation in the Peer Assistance and Review program shall be made available for placement in his or her personnel file, and may be used in the evaluation of the Referred PAR Participating Teacher.

#### 22.14 Unresolved Issues

Any unresolved issues shall be referred to the Joint Committee for final resolution.

ARTICLE 23: DURATION

This Agreement shall remain in full force and effect through the first teacher work day of the 2018-2019 school year and shall continue in effect day-to-day until such time as a new or modified agreement is ratified by both parties.

For school year 2017-2018, Article 14, Wages and Items Related to Wages, and Article 15, Health and Welfare Benefits, shall be open for negotiations.

In addition to the articles referenced above, the Association and the District shall each have the option of opening one (1) other article of their choosing in 2017-2018. These articles shall be the only subjects of negotiations unless additional articles are opened by mutual consent.

It is understood that other provisions of the Agreement shall remain in full force and effect for the years 2016-17 and 2017-18 notwithstanding the results of the limited reopener of negotiations as outlined above.

ANAHEIM UNION HIGH SCHOOL DISTRICT

ANAHEIM SECONDARY TEACHERS ASSOCIATION

By: \_\_\_\_\_  
Michael B. Matsuda  
Superintendent

By: \_\_\_\_\_  
Dean Elder  
President



# Anaheim Union High School District 2014-2015

## Student/Teacher Calendar

July 2014					November 2014					March 2015				
	1	2	3	4*	3	4	5	6	7	2	3	4	5	6
7	8	9	10	11	10	11*	12	13	14	9	10	11	12	13
14	15	16	17	18	17	18	19	20	21	16	17	18	19	20
21	22	23	24	25	24	25	26	27*	28*	23	24	25	26	27<
28	29	30	31							30	31			
August 2014					December 2014					April 2015				
				1	1	2	3	4	5			1	2	3*
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21+	22+	22	23	24*	25*	26	20	21	22	23	24
25*	26	27	28	29	29	30	31*			27	28	29	30	
September 2014					January 2015					May 2015				
1*	2	3	4	5				1*	2					1
8	9	10	11	12	5	6	7	8	9	4	5	6	7	8
15	16	17	18	19	12	13	14	15	16	11	12	13	14	15
22	23	24	25	26	19*	20	21	22<	23+	18	19	20	21	22
29	30				26	27	28	29	30	25*	26	27	28	29
October 2014					February 2015					June 2015				
		1	2	3	2	3	4	5	6	1	2	3	4	5
6	7	8	9	10	9*	10	11	12	13	8	9	10	11<	12+
13+	14	15	16	17	16*	17	18	19	20	15	16	17	18	19
20	21	22	23	24<	23	24	25	26	27	22	23	24	25	26
27	28	29	30	31						29	30			



School Begins



Non-Student/Non-Teacher Day  
Holidays

+ Teacher Day; No Students

< End of the Quarter or Semester  
And Minimum Day for Students

— Underlined Days (June 12-18) are subject to change  
to regular school days if it becomes necessary to  
bring the total school days up to State minimum.

Quarter	Days	Dates			
1	43	Aug	25	--	Oct 24
2	46	Oct	27	--	Jan 22
3	43	Jan	26	--	Mar 27
4	48	Apr	06	--	Jun 11

180 Student Days  
185 Teacher Days

Progress Reports Due at  
8:30 a.m. at the site on:

September 26  
December 5  
February 27  
May 8

Grades Due at 8:00 a.m.  
at the site on:

October 29  
January 28  
April 8  
June 12

# Anaheim Union High School District 2015-2016

## Student/Teacher Calendar

<b>July 2015</b>					<b>November 2015</b>					<b>March 2016</b>				
		1	2	3*	2	3	4	5	6		1	2	3	4
6	7	8	9	10	9	10	11*	12	13	7	8	9	10	11<
13	14	15	16	17	16	17	18	19	20	14	15	16	17	18*
20	21	22	23	24	23	24	25	26*	27*	21	22	23	24	25
27	28	29	30	31	30					28	29	30	31	
<b>August 2015</b>					<b>December 2015</b>					<b>April 2016</b>				
3	4	5	6	7		1	2	3	4					1
10 <sup>++</sup>	11 <sup>+</sup>	12 <sup>*</sup>	13	14	7	8	9	10	11	4	5	6	7	8
17	18	19	20	21	14	15	16	17	18<	11	12	13	14	15
24	25	26	27	28	21	22	23	24*	25*	18	19	20	21	22
31					28	29	30	31*		25	26	27	28	29
<b>September 2015</b>					<b>January 2016</b>					<b>May 2016</b>				
	1	2	3	4					1*	2	3	4	5	6
7*	8	9	10	11	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18*	19	20	21	22	23	24	25	26<	27+
28	29	30			25	26	27	28	29 <sup>++</sup>	30*	31			
<b>October 2015</b>					<b>February 2016</b>					<b>June 2016</b>				
			1	2	1	2	3	4	5			<u>1</u>	<u>2</u>	<u>3</u>
5	6	7	8	9<	8*	9	10	11	12	<u>6</u>	7	8	9	10
12 <sup>++</sup>	13	14	15	16	15*	16	17	18	19	13	14	15	16	17
19	20	21	22	23	22	23	24	25	26	20	21	22	23	24
26	27	28	29	30	29					27	28	29	30	



School Begins

Quarter	Days	Dates			
1	42	Aug	12	--	Oct 9
2	43	Oct	13	--	Dec 18
3	46	Jan	4	--	Mar 11
4	49	Mar	21	--	May 26



Non-Student/Non-Teacher Day  
Holidays

+ Teacher Day; No Students

++ Staff Development Day; No students

< End of the Quarter or Semester  
And Minimum Day for Students

— Underlined Days (May 31-June 6) are subject to  
change to regular school days if it becomes  
necessary to bring the total school days up to State  
minimum.

Progress Reports Due at  
10:00 a.m. at the site on:  
September 18  
November 13  
February 5  
April 22

Grades Due at  
10:00 a.m. at the site on:  
October 14  
January 6  
March 23  
May 27

# Anaheim Union High School District 2016-2017

## Student/Teacher Calendar

July 2016					November 2016					March 2017				
				1		1	2	3	4			1	2	3
4*	5	6	7	8	7	8	9	10	11*	6	7	8	9	10<
11	12	13	14	15	14	15	16	17	18	13	14	15	16	17*
18	19	20	22	22	21	22	23	24*	25*	20	21	22	23	24
25	26	27	28	29	28	29	30			27	28	29	30	31
August 2016					December 2016					April 2017				
1	2	3	4	5				1	2	3	4	5	6	7
8 <sup>++</sup>	9 <sup>+</sup>	10	11	12	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23<	24	25	26	27	28
29	30	31			26*	27*	28	29	30					
September 2016					January 2017					May 2017				
			1	2	2*	3*	4	5	6	1	2	3	4	5
5*	6	7	8	9	9	10	11	12	13	8	9	10	11	12
12	13	14	15	16	16*	17	18	19	20	15	16	17	18	19
19	20	21	22	23	23	24	25	26	27 <sup>++</sup>	22	23	24	25<	26 <sup>+</sup>
26	27	28	29	30	30	31				29*	30	31		
October 2016					February 2017					June 2017				
3	4	5	6	7<			1	2	3				1	2
10 <sup>++</sup>	11	12	13	14	6	7	8	9	10	5	6	7	8	9
17	18	19	20	21	13*	14	15	16	17	12	13	14	15	16
24	25	26	27	28	20*	21	22	23	24	19	20	21	22	23
31					27	28				26	27	28	29	30



School Begins



Non-Student/Non-Teacher Day  
Holidays

+

Teacher Day; No Students

++

Staff Development Day; No students

<

End of the Quarter or Semester  
And Minimum Day for Students



Underlined Days (May 30-June 5) are subject to  
change to regular school days if it becomes  
necessary to bring the total school days up to State  
minimum.

Quarter	Days	Dates			
1	42	Aug	10	--	Oct 7
2	48	Oct	11	--	Dec 23
3	41	Jan	9	--	Mar 10
4	49	Mar	20	--	May 25

180 Student Days  
185 Teacher Days

Progress Reports Due at  
10:00 a.m. at the site on:  
September 16  
November 10  
February 10  
April 21

Grades Due at  
10:00 a.m. at the site on:  
October 12  
January 11  
March 22  
May 26

**Anaheim Union High School District  
2017-2018  
Student/Teacher Calendar**

<b>July 2017</b>					<b>November 2017</b>					<b>March 2018</b>				
3	4*	5	6	7			1	2	3				1	2
10	11	12	13	14	6	7	8	9	10*	5	6	7	8	9<
17	18	19	20	21	13	14	15	16	17	12	13	14	15	16*
24	25	26	27	28	20	21	22	23*	24*	19	20	21	22	23
31					27	28	29	30		26	27	28	29	30
<b>August 2017</b>					<b>December 2017</b>					<b>April 2018</b>				
	1	2	3	4					1	2	3	4	5	6
7 <sup>++</sup>	8 <sup>+</sup>	9	10	11	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22<	23	24	25	26	27
28	29	30	31		25*	26*	27	28	29	30				
<b>September 2017</b>					<b>January 2018</b>					<b>May 2018</b>				
				1	1*	2*	3	4	5		1	2	3	4
4*	5	6	7	8	8	9	10	11	12	7	8	9	10	11
11	12	13	14	15	15*	16	17	18	19	14	15	16	17	18
18	19	20	21	22	22	23	24	25	26 <sup>++</sup>	21	22	23	24<	25+
25	26	27	28	29	29	30	31			28*	29	30	31	
<b>October 2017</b>					<b>February 2018</b>					<b>June 2018</b>				
2	3	4	5	6<				1	2					1
9 <sup>++</sup>	10	11	12	13	5	6	7	8	9	4	5	6	7	8
16	17	18	19	20	12*	13	14	15	16	11	12	13	14	15
23	24	25	26	27	19*	20	21	22	23	18	19	20	21	22
30	31				27	27	28			25	26	27	28	29



School Begins



Non-Student/Non-Teacher Day  
Holidays

+ Teacher Day; No Students

++ Staff Development Day; No students

< End of the Quarter or Semester  
And Minimum Day for Students

— Underlined Days (May 29-June 4) are subject to  
change to regular school days if it becomes  
necessary to bring the total school days up to State  
minimum.

Quarter	Days	Dates			
1	42	Aug	9	--	Oct 6
2	48	Oct	10	--	Dec 22
3	41	Jan	8	--	Mar 9
4	48	Mar	19	--	May 24

180 Student Days  
185 Teacher Days

Progress Reports Due at  
10:00 a.m. at the site on:  
September 15  
November 9  
February 9  
April 20

Grades Due at  
10:00 a.m. at the site on:  
October 11  
January 10  
March 21  
May 25

**ANAHEIM UNION HIGH SCHOOL DISTRICT**

**2016-2017 TEACHERS' SALARY SCHEDULE**

**Step and Column Placement**

		<b>BA + 30</b>	<b>BA + 45 or MA</b>	<b>BA + 60 &amp; MA or Doctorate</b>
<b>STEPS</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
01	\$51,328	\$55,365	\$60,073	\$65,452
02	\$54,436	\$58,468	\$63,175	\$68,553
03	\$57,534	\$61,576	\$66,276	\$71,663
04	\$60,642	\$64,672	\$69,382	\$74,767
05	\$63,748	\$67,782	\$72,488	\$77,870
06	\$66,853	\$70,886	\$75,595	\$80,973
07	\$69,960	\$73,989	\$78,700	\$84,082
08	\$73,064	\$77,097	\$81,801	\$87,191
09	\$76,175	\$80,201	\$84,909	\$90,297
10	\$79,274	\$83,311	\$88,020	\$93,402
11	\$82,385	\$86,425	\$91,125	\$96,504

**Longevity Schedule for Years of Credentialed Teaching in AUHSD**

<b>LONGEVITY (Steps 16-26 are LONGEVITY STEPS FOR YEARS OF CREDENTIALLED TEACHING IN AUHSD) See Articles <u>14.3.2</u> and <u>14.3.5</u></b>				
16	\$87,027	\$91,067	\$95,767	\$101,146
21	\$91,669	\$95,709	\$100,409	\$105,788
26	\$96,311	\$100,351	\$105,051	\$110,430

Doctorate: \$2,266

National Board Certification \$2,266

Miscellaneous Rate of Pay: \$44.29 (effective 5/28/16)

Initial Salary Placement: See Article 14.3.2

<b>Years Experience</b>	<b>Placement</b>
1	2
2	3
3	4
4	5
5	6
6 or more	7

Board of Trustees  
June \_\_, 2017  
Effective: July 1, 2016

ANAHEIM UNION HIGH SCHOOL DISTRICT  
**EXTRA SERVICE PAY SCHEDULE**  
**2016-17**  
 SENIOR HIGH SCHOOL  
 TEACHERS

*Percentages below shall be equal to Column II, Step 1  
 of the 2016-2017 Teachers Salary Schedule*

1. **ACTIVITIES** - To be paid in two equal semester payments, unless activity specifies it is an amount for one semester only.

<u>POSITION</u>	<u>PAY</u>	<u>PERCENTAGE</u>
Jazz Band	\$1534	2.77
Accompanist	\$1644	2.97
Varsity Songleader or Cheerleader	\$2486	4.49
Academic Decathlon (1 per school)	\$2486	4.49
Kiwanis Bowl (1 per school)	\$2486	4.49
Mock Trial (1 per school)	\$2486	4.49
FBLA	\$2486	4.49
Journalism	\$2818	5.09
Photo Advisor	\$2818	5.09
Yearbook	\$3178	5.74
Assistant Band Director	\$3178	5.74
Assistant Dance	\$3178	5.74
Speech	\$3350	6.05
Debate	\$3350	6.05
Vocal	\$3715	6.71
Speech Debate	\$3715	6.71
Dance	\$3715	6.71
Drama	\$3715	6.71
Varsity Song/Cheer (1 person)	\$4966	8.97
Band	\$5442	9.83
Drill Team	\$5442	9.83
Colorguard (1 person)	\$5442	9.83

*Percentages below shall be equal to Column II, Step 1  
of the 2016-2017 Teachers Salary Schedule*

2. **ATHLETICS** - To be paid at the end of the season in one payment.

<u><b>SPORT</b></u>	<u><b>POSITION</b></u>	<u><b>PAY</b></u>	<u><b>PERCENTAGE</b></u>
Football	Head Varsity	\$5442	9.83
	Assistant Varsity	\$3571	6.45
	Junior Varsity	\$3350	6.05
	Sophomore	\$3350	6.05
	Freshman	\$3350	6.05
	Assistant Fr/Soph	\$3023	5.46
Cross Country	Head Varsity Men & Women	\$3571	6.45
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Volleyball	Head Varsity & JV	\$3715	6.71
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Tennis	Head Varsity & JV	\$3715	6.71
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Water Polo	Head Varsity & JV	\$3715	6.71
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Basketball	Head Varsity	\$4197	7.58
	Assistant or Lower Level	\$3350	6.05
Soccer	Head Varsity & JV	\$3715	6.71
	Assistant or Lower Level	\$3023	5.46
Wrestling	Head Varsity Men & Women	\$4623	8.35
	Head Varsity Men	\$4197	7.58
	Head Varsity Women	\$4197	7.58
	Assistant or Lower Level	\$3350	6.05
Softball	Head Varsity	\$4197	7.58
	Assistant or Lower Level	\$3350	6.05



*Percentages below shall be equal to Column II, Step 1  
of the 2016-17 Teachers Salary Schedule*

**ATHLETICS, continued**

<b>SPORT</b>	<b>POSITION</b>	<b>PAY</b>	<b>PERCENTAGE</b>
Baseball	Head Varsity	\$4197	7.58
	Assistant or Lower Level	\$3350	6.05
Badminton	Head Varsity & JV	\$3571	6.45
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Golf	Head Varsity	\$3023	5.46
Swimming	Head Varsity & JV	\$3715	6.71
	Head Varsity Men & Women	\$3715	6.71
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Track	Head Varsity & JV	\$4623	8.35
	Head Varsity Men & Women	\$4623	8.35
	Head Varsity Men	\$4197	7.58
	Head Varsity Women	\$4197	7.58
	Assistant or Lower Level	\$3023	5.46
Trainers	District/Site Certified Athletic Trainer - Fall	\$4197	7.58
	District/Site Certified Athletic Trainer - Winter	\$4197	7.58
	District/Site Certified Athletic Trainer - Spring	\$4197	7.58
	Trainer - Fall	\$1893	3.42
	Trainer - Winter	\$1893	3.42
	Trainer - Spring	\$1893	3.42
	Assistant Trainer - Fall	\$1240	2.24
	Assistant Trainer - Winter	\$1240	2.24
	Assistant Trainer - Spring	\$1240	2.24

**3. CIF PLAYOFFS**

Pay per week as follows:

- 10% for team and individual sports coaches
- 10% for trainers in team sports

*Percentages below shall be equal to Column II, Step 1  
of the 2016-17 Teachers Salary Schedule*

- 5% for band, drill, song and cheer
- 3% for one (1) Girls and (1) Boys Athletic Director

Team Sports (10 or more participants - 2 coaches)

- Baseball
- Badminton
- Basketball
- Cross Country
- Football (allowed 4 coaches and 2 trainers)
- Golf
- Soccer
- Softball
- Swimming
- Tennis
- Volleyball
- Water Polo
- Wrestling

Individual Sports (Less than 10 participants - 1 coach)

- Badminton
- Cross Country
- Golf
- Swimming
- Tennis
- Track
- Wrestling

Extra Service Pay shall be paid at senior high school rates for 9<sup>th</sup> through 12<sup>th</sup> grade duties and at junior high school rates for 7<sup>th</sup> and 8<sup>th</sup> grade duties. If the activity/sport includes students from both the junior high and senior high level, Extra Service Pay shall be paid at the senior high school rate.

Unit members who egregiously fail to perform extra service pay assignment duties will not be paid extra service pay. Unit members who have abandoned the extra service pay assignment will be removed from the position.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
**LEADERSHIP POSITIONS**  
**2016-17**  
 SENIOR HIGH SCHOOL  
 TEACHERS

*Percentages below shall be equal to Column II, Step 1  
 of the 2016-17 Teachers Salary Schedule*

To be paid monthly with contract pay. Duties assigned are within the scope of the school day.

<b>EFFECTIVE JULY 1, 2014</b>		
<b>POSITION</b>	<b>PAY</b>	<b>PERCENTAGE</b>
Department Chair: 1 - 5 classes	\$2087	3.77
Department Chair: 6 - 20 classes	\$2990	5.40
Department Chair: 21 - 50 classes	\$3820	6.90
Department Chair: 51 - 70 classes	\$3981	7.19
Department Chair: 71-100 classes	\$4313	7.79
Department Chair: 101 classes or over	\$4645	8.39
Activities Director	\$7607	13.74
Assistant Activities Director	\$2580	4.66
District Athletic Director	\$7607	13.74
Athletic Director (Girls Program)	\$7607	13.74
Athletic Director (Boys Program)	\$7607	13.74

The following positions are part of negotiations and are defined in Articles 12, 21 and 22 of the ASTA Agreement.

<b>POSITION</b>	<b>PAY</b>
PAR Joint Committee Member	\$4534
PAR Consulting Teacher	\$4534
BTSA Support Provider (stipend is per PT)	\$2270

ANAHEIM UNION HIGH SCHOOL DISTRICT  
**EXTRA SERVICE PAY SCHEDULE**  
**2016-17**  
 JUNIOR HIGH SCHOOL  
 TEACHERS

*Percentages below shall be equal to Column II, Step 1  
 of the 2016-17 Teachers Salary Schedule*

1. **ACTIVITIES** - To be paid in two equal semester payments, unless activity specifies it is an amount for one semester only.

<b>POSITION</b>	<b>PAY</b>	<b>PERCENTAGE</b>
Journalism	\$1251	2.26
Accompanist	\$1251	2.26
Jazz Band	\$1534	2.77
Pentathlon	\$1644	2.97
Pep Club or Dance	\$2226	4.02
Vocal Music	\$2226	4.02
Drama	\$2226	4.02
Yearbook	\$2226	4.02
Speech and Debate	\$2226	4.02
Band	\$2806	5.22

2. **ATHLETICS/ACTIVITIES** - To be paid at the end of the assignment.

<b>POSITION</b>	<b>PAY</b>	<b>PERCENTAGE</b>
Assistant Intramural Sports Coach	\$1838	3.32
Intramural Sports Coach	\$2486	4.49
After School Program Activities Facilitator	\$2486	4.49

ANAHEIM UNION HIGH SCHOOL DISTRICT  
**LEADERSHIP POSITIONS**  
**2016-17**  
 JUNIOR HIGH SCHOOL  
 TEACHERS

*Percentages below shall be equal to Column II, Step 1  
 of the 2016-17 Teachers Salary Schedule*

To be paid monthly with contract pay. Duties assigned are within the scope of the school day.

<b>EFFECTIVE JULY 1, 2014</b>		
<b>POSITION</b>	<b>PAY</b>	<b>PERCENTAGE*</b>
Department Chair: 1 - 5 classes	\$2087	3.77
Department Chair: 6 - 20 classes	\$2990	5.40
Department Chair: 21 - 50 classes	\$3820	6.90
Department Chair: 51 - 70 classes	\$3981	7.19
Department Chair: 71-100 classes	\$4313	7.79
Department Chair: 101 classes or over	\$4645	8.39
Activities Director	\$3715	6.71
District Intramural Sports Director	\$3715	6.71
Intramural Sports Director	\$3715	6.71

The following positions are part of negotiations and are defined in Articles 12, 21 and 22 of the ASTA Agreement.

<b>POSITION</b>	<b>PAY</b>
PAR Joint Committee Member	\$4534
PAR Consulting Teacher	\$4534
BTSA Support Provider (Stipend is per PT)	\$2270



ANAHEIM UNION HIGH SCHOOL DISTRICT  
SMARTFIND EXPRESS SUBSTITUTE SYSTEM



## Classified & Certificated Employee Quick Reference

### INTERNET ACCESS INSTRUCTIONS

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System Phone Number: (714) 999-3516  
Help Desk Phone Number: (714) 999-3550  
Write your Access ID here: 64-0000- \_\_\_\_\_ or 64-000 \_\_\_\_\_ (no leading zeros)  
Write your PIN here: \_\_\_\_\_  
Web Browser URL: <https://anaheimuhsd.eschoolsolutions.com>

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#### SIGN IN

Open your browser and access the SmartFindExpress Sign In page. Enter your Access ID and PIN.

#### PIN REMINDER

The "Trouble Signing In" link supports users who want to log into the system, but have forgotten their PIN. When this link is selected, the system displays the PIN Reminder Request page. The user's Access ID and the security code being displayed must be entered on this page. **Note:** *You must be registered with the system and have a valid email address in your profile to use this option.*

#### PROFILE

##### Information

- Review profile status and address information.

##### Update Email

- Enter or change email address. An email address is necessary to utilize the PIN reminder function.

##### Change Password

- Enter your current PIN followed by a new PIN twice and click Save.

#### SELECT ROLE

- For multi-role employees, click on the desired icon to access another profile. No need to log out of the system and back in again!

#### TO CREATE AN ABSENCE

Choose the *Create an Absence* link

**Important Note:** *Items in Bold are required to complete an Absence.*

- Select the Location
- Select the Classification
  - Choose from the drop-down menu
- Select the Reason for this absence from the drop-down menu.  
**NOTE:** *If you select a reason that requires administrator approval, the system displays a notification that the selected reason requires approval. You can continue with the job create with this reason or choose another reason. You can also provide an Approval Comment. SFE will proceed with arranging a substitute while awaiting administrator approval.*
- Indicate if a substitute is required for this absence
  - Choose Yes or No
- Select Start and End Dates for your absence
  - Enter the dates with forward slashes (MM/DD/YYYY) or use the calendar icon
- Select Start and End Times for your absence. **Default times are listed**
  - To change defaults, enter time in HH:MM am or pm format
  - Ensure that the correct time is entered. If the times for the substitute are different than the absence times, please enter the adjusted times
- Multiple Day (Recurring) Absence.
  - Your default work schedule is shown. Remove the checkmark(s) from the Work Days boxes that do not apply to this absence
  - Modify daily schedule and/or times for absence and substitute
- **FOR CERTIFICATED EMPLOYEES ONLY:** Request a particular substitute
  - Enter the substitute's access ID number or use the Search feature to find the substitute by name
    - Indicate if the requested substitute has accepted this job
      - Yes = substitute is prearranged and will not be called and offered the job
      - No = call will be placed and the substitute will be offered the job
    - Enter special instructions for the substitute to view
    - Add File Attachment(s) to the job record, if desired. Up to 3 files can be added. The attachments can be lesson plans, slides, images or other file types. Files cannot exceed the maximum per file size limit.
- Select the Continue button

**COMPLETE!** You **MUST** receive a Job Number for your absence to be recorded in the system and to receive a substitute.



ANAHEIM UNION HIGH SCHOOL DISTRICT  
SMARTFIND EXPRESS SUBSTITUTE SYSTEM



## Classified & Certificated Employee Quick Reference

### INTERNET ACCESS INSTRUCTIONS

#### TO REVIEW/ CANCEL ABSENCE OR MODIFY SPECIAL INSTRUCTIONS

Choose the *Review Absences* link to review past, present and future absences or to cancel an absence.

Follow these steps

- Select the format for absence display: List or Calendar view.
- Search for Jobs: Enter specific date range (MM/DD/YYYY) or Calendar icon, or enter job number or leave blank to return all your absences
- Select the *Search* Button
- Select the *Job Number* link to view job details on future jobs

From the Job Details screen

- Special instructions can be updated on future jobs. Modify the special instructions and select the *Save* button
- To cancel your job, select the *Cancel Job* button
- If a substitute is assigned to your absence and you want the system to notify them of the job cancellation (by calling them), place a checkmark in the box prior to the question "Notify the Substitute of Cancellation?"
- Select *Return to List* button to return to the job listing

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#### SIGN OUT AND WEB BROWSER INFORMATION

At any time during the session, the *Sign Out* link can be selected to end the session and disconnect from SmartFindExpress. Selecting the browser's back button or going to another site on the Internet does not disconnect the session from SmartFindExpress.

To ensure security and privacy of information, use the *Sign Out* link to disconnect from SmartFindExpress, and close the web browser when you finish with your session.

You can click the Help link to access Help Guides and How-to videos.

**Important Note:** Do NOT use the browser's BACK button to navigate to screens.

Navigation buttons are on the bottom of SmartFindExpress screens, such as the *Return to List* and *Continue* buttons.



**ANAHEIM UNION HIGH SCHOOL DISTRICT  
SMARTFIND EXPRESS SUBSTITUTE SYSTEM**



*Classified & Certificated Employee Quick Reference*  
**TELEPHONE ACCESS INSTRUCTIONS**

**System Phone Number:** (714) 999-3516  
**Help Desk Phone Number:** (714) 999-3550  
**Write your Access ID here:** 64-0000-\_\_\_\_ or 64-000\_\_\_\_ (no leading zeros)  
**Write your PIN here:** \_\_\_\_\_  
**Web Browser URL:** <https://anaheimuhsd.eschoolsolutions.com>

**THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES:**

	<b>Today's Jobs</b>	<b>Future Jobs</b>
Weekdays	Starts at 5:00 am	6:00 - 10:00 pm
Saturday	None	None
Sunday	None	6:00 - 10:00 pm
Holidays	None	6:00 - 10:00 pm

**REASONS FOR ABSENCE (listed in order of voice prompt):**

- |                          |                       |                          |                       |
|--------------------------|-----------------------|--------------------------|-----------------------|
| 1. PERSONAL ILLNESS      | 15. VACANCY           | 20. ADMINISTRATIVE LEAVE | 3. NON-DUTY DAY       |
| 10. PERSONAL WITHOUT PAY | 16. FAMILY LEAVE      | 21. LTS-VACANCY          | 4. PERSONAL NECESSITY |
| 11. SUBPOENA             | 17. GROWTH            | 22. LTS-PERSONAL LEAVE   | 7. WORKER'S COMP      |
| 12. MILITARY LEAVE       | 18. TRAGEDY LEAVE     | 23. LTS-MILITARY LEAVE   | 8. BEREAVEMENT        |
| 13. SABBATICAL           | 19. CHILD/PRNT/SPOUSE | 24. UNION BUSINES        | 9. JURY DUTY          |
| 14. *VACATION            | 2. EXCUSED            | 25. FURLOUGH DAY         |                       |

Before any features are available, you must register with the system and create a PIN. The Access ID and PIN are used for all interactions with the system.

**REGISTRATION**

- Enter your **Access ID** followed by the star (\*) key.
- Enter your **Access ID** again when it asks for your PIN followed by the star (\*) key.
- Record your name followed by the star (\*) key.
- Hear your work schedule. If this information is incorrect, complete the registration and then contact your Help Desk to correct.
- You will be asked to select a new PIN. Enter a PIN at least six (6) digits in length followed by the star (\*) key.

**TELEPHONE ACCESS INSTRUCTIONS**

- Enter your **Access ID** followed by the star (\*) key
- Enter your **PIN** followed by the star (\*) key

**MENU OPTIONS**

- 1 – Create an Absence
- 2 – Review, Cancel Absence or Modify Special Instructions
- 3 – Review Work Locations and Job Descriptions
- 4 – Change PIN, Re-record Name
- 9 – Exit and hang-up

**TO CREATE AN ABSENCE**

- Enter dates for the absence  
**PRESS 1** if the Absence is only for today  
**PRESS 2** if the Absence is only for tomorrow  
**PRESS 3** to Enter the dates and times for the absence
- If you pressed 3 to Enter Dates and time  
Enter Start Date  
**PRESS 1** to Accept the date offered  
**PRESS 2** to Enter start date (MMDD)





**ANAHEIM UNION HIGH SCHOOL DISTRICT  
SMARTFIND EXPRESS SUBSTITUTE SYSTEM**



*Classified & Certificated Employee Quick Reference*

**TELEPHONE ACCESS INSTRUCTIONS**

3. Enter the reason from above followed by the star (\*) key or wait for a list of reasons

FOR <b>CERTIFICATED</b> EMPLOYEES:	FOR <b>CLASSIFIED</b> EMPLOYEES:
4. Record Special Instructions <b>PRESS 1</b> to Record special instructions. Press the star (*) key when done <b>PRESS 2</b> to Bypass this step	4. Complete Absence <b>PRESS 1</b> to Receive the job number <b>Record the Job Number. The Job Number is your confirmation.</b>
5. Is a Substitute Required? <b>PRESS 1</b> if a substitute is required <b>PRESS 2</b> if a substitute is not required	
6. If you <b>pressed 1</b> , a substitute is required	
7. If you <b>pressed 1</b> , a substitute is required <b>PRESS 1</b> to Request a particular substitute Enter the substitute access ID, followed by the star (*) key <b>PRESS 1</b> to Accept requested substitute <b>PRESS 1</b> if the Substitute should be called <b>PRESS 2</b> if the Substitute has already agreed to work and does not need to be called <b>PRESS 2</b> to Bypass requesting a substitute	
8. Complete Absence <b>PRESS 1</b> to Receive the job number <b>Record the Job Number. The Job Number is your confirmation.</b>	

**TO REVIEW/CANCEL ABSENCE OR MODIFY SPECIAL INSTRUCTIONS**

Hear the job information  
**PRESS 1** to Hear absence information again  
**PRESS 2** to Modify special instructions  
**PRESS 3** to Cancel the absence

If you **pressed 3** to Cancel the job

**PRESS 1** to Confirm the cancellation request  
If a substitute is assigned to the absence  
**PRESS 1** for the System to call the assigned substitute  
**PRESS 2** to Not have the system call the substitute

Once you confirm a request to cancel the job, you **MUST** wait for the system to say *"Job Number has been cancelled."*

**TO CHANGE PIN or RE-RECORD NAME**

**PRESS 1** to Change your PIN  
**PRESS 2** to Change the recording of your name

## ANAHEIM UNION HIGH SCHOOL DISTRICT TEACHER EVALUATION PROCEDURES

### TEACHER EVALUATION PRELIMINARY CONFERENCE FORM

Please mark the evaluation process which will be taking place during this school year.

#### TIER ONE TEACHER EVALUATION

A Tier One Teacher is a unit member who has between one and ten years of service in the Anaheim Union High School District. Tier One evaluations are done through the formal observation process. The frequency of evaluation shall take place as follows: (1) Temporary and probationary teachers must be evaluated annually; and (2) Tier One unit members with permanent status shall be evaluated every other year.

The California Standards for the Teaching Profession (CSTP) Goals and Objectives descriptions is a comprehensive and exhaustive list which will be utilized in the evaluation process.

#### 1. Engaging and Supporting Students in Learning

Teachers learn about their students' interests in order to better engage them in the learning process. They connect subject matter to students' prior knowledge, backgrounds, and life experiences, as well as meaningful, real-life situations. Teachers will use a variety of instructional strategies, resources and technologies to meet the diverse learning needs of students. In addition, teachers will promote critical-thinking skills through the use of inquiry, problem-solving, reflection, and utilize frequent formative assessments to guide their instruction.

#### 2. Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where students are treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to foster a climate in which students can learn. In addition, teachers use instructional time to optimize learning.

#### 3. Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit an in-depth working knowledge of their subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to assist students in the understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to students. They address the needs of English learners and students with special needs to provide universal access to the content.

#### 4. Planning Instruction and Designing Learning Experiences for Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of students. They modify and adapt instructional plans to meet the assessed learning needs of students.

#### 5. Assessing Students for Learning

Teachers apply knowledge of the purpose, characteristics, and use of different forms of assessment. They collect and analyze assessment data from a variety of sources and use that data to inform instruction. They review data, both individually and with colleagues to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve students in self-assessment, goal setting, and monitoring their learning progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

**6. Developing as a Professional Educator**

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

The District and the Association agree that the evaluator may not observe all (or even a majority of) the descriptors of the six goals and objectives listed above in an observation session.

**☐ TIER TWO TEACHER EVALUATION**

A Tier Two Teacher is a tenured teacher who has ten years teaching experience in the Anaheim Union High School District, meets federal compliance requirements, and has received satisfactory evaluations for a minimum of the last two evaluations. Tier Two Teachers are evaluated every five years.

A Tier Two teacher may select to be evaluated using the Project and Reflective Essay option or the Tier One Evaluation Process (formal observation).

**☐ Option 1: Project and Essay**

A Tier Two teacher may select to be evaluated using the Project and Reflective Essay option in lieu of using the formal observation process. The project shall be mutually agreed upon by evaluatee and evaluator and shall be aligned with the CSTP Goals and Objectives. Examples of such projects may include, but are not limited to, one of the following: (1) leading or participating in a professional development activity; (2) mentor/collaborate with another teacher; (3) an educational research paper/book report on an educational topic; (4) a study or project using data from the evaluatee's class(es); (5) a project within a staff leadership position that has relevance to the educational goals of the school; or (6) a case study focusing on the evaluatee's students.

The evaluatee will also submit a reflective, self-assessment essay that includes an explanation of how the project could be applied in the classroom. This essay should also contain a reflection on strengths and areas of growth as related to the teacher's own practice and shall be aligned to the CSTP Goals and Objectives.

**OR**

**☐ Option 2: Formal Observation**

In lieu of the project and reflective essay option, a unit member may choose to be evaluated using the Tier One Evaluation via formal observation. The evaluator and evaluatee agree that the evaluation shall include the CSTP goals and objectives noted above. Both parties have discussed the meaning and scope of these goals and objectives at the Preliminary Evaluation Conference.

**☐ IMPROVING TEACHER EVALUATION**

An Improving Teacher is a teacher who has received an unsatisfactory evaluation in the previous year based on the Tier One formal observation evaluation process.

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

RECEIPT AND UNDERSTANDING OF EVALUATION PROCEDURES

I have had my Preliminary Evaluation Conference in which I have selected my evaluation option and have discussed the CSTP goals and objectives with the evaluator conducting the evaluation. I understand the evaluation process and have a clear understanding of the criteria on which I will be evaluated.

\_\_\_\_\_

Date

\_\_\_\_\_

Printed Name of Evaluatee

\_\_\_\_\_

Evaluator's Signature

\_\_\_\_\_

Evaluatee's Signature

|

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

**TIER TWO PROJECT DEVELOPMENT FORM**  
(to be distributed to the evaluatee at the start of the Pre-Project Development Process)

Description of Project:

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Alignment to CSTP Goals and Objectives:

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Evidence to be Provided to Evaluator to Demonstrate Completion of the Project:

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Project mutually agreed upon:  Yes  No

In the event that the evaluatee and evaluator cannot reach agreement on the project, the unit member shall attempt to resolve the matter directly with the evaluator. If a resolution is unable to be reached, the unit member may appeal to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and is not grievable under Article 7 of the collective bargaining agreement.

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Project Submitted: (Prior to End of the Third Quarter):

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Reflective Essay Submitted: (Prior to End of the Third Quarter):

\_\_\_\_\_  
Evaluatee's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

**TIER TWO TEACHER EVALUATION FORM  
(Project and Reflective Essay Final Evaluation)**

Evaluatee: \_\_\_\_\_ School or Work Location: \_\_\_\_\_

Assignment: \_\_\_\_\_ Evaluator: \_\_\_\_\_

A Tier Two Teacher has received satisfactory evaluations for the past two evaluation periods, is a permanent teacher and has completed 10 (ten) years or more certificated service serving in a position established by Article 2.1.1 in the District, is NCLB compliant (if applicable), and holds an appropriate credential.

**GOALS AND OBJECTIVES** – The evaluator and teacher agree that the evaluation shall be based on the following CSTP goals and objectives.

1. Engaging and Supporting Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

**SUMMARY INFORMATION:**

**THIS FORMAL EVALUATION IS:**

- SATISFACTORY  
 UNSATISFACTORY

If unsatisfactory, the evaluatee will retain Tier Two status and will be formally observed using the Tier One process the following year.

Rebuttal Attached  Yes  No

Rebuttal must be submitted to evaluator within 5 days of receipt of final evaluation.

\_\_\_\_\_  
Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

Evaluatee's signature indicates acknowledgment of receipt of formal evaluation and does not necessarily indicate agreement.

If a rebuttal is submitted by the evaluatee, a follow-up conference must take place within 5 days of the evaluator's receipt of rebuttal.

Date of Follow-Up Conference: \_\_\_\_\_

\_\_\_\_\_  
Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

Please be advised that this document and its attachments will be placed in your personnel file.

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

**REFLECTIVE QUESTIONS FOR POST-OBSERVATION CONFERENCE**  
(to be distributed prior to the observation)

The District and the Association agree that an effective evaluation system recognizes the complexities involved in teaching and student learning, while focusing on continuous improvement of teaching practice. Administrators and teachers must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous teacher growth and reflection.

The Evaluatee shall supply the Evaluator with the following information for the observation period:

- lesson overview (including planned activities and outcomes)
- seating chart
- copies of any handouts/texts that will be utilized during the lesson

Reflective Questions for Guided Conversation:

Please reflect upon the following questions. The evaluator and evaluatee may discuss some or all of the following questions at the post-observation conference:

How do I engage students in learning?

How do I create a learning environment that is conducive to learning?

How do I analyze my teaching to understand what contributes to student learning?

How am I sure that my students have mastered the learning objective for the lesson?

How do I assess student learning?

What intervention strategies do I use with struggling students?

What activities contribute to my professional growth?

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

**OBSERVATION FORM**

Evaluatee: \_\_\_\_\_ School or Work Location: \_\_\_\_\_

Assignment: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Date of Observation \_\_\_\_\_

This form is to be used by the evaluator upon completion of any formal or informal observation(s). The content of this form shall be shared by the evaluator with the evaluatee and be attached to the final evaluation form. The unit member being observed will be evaluated using the:

- \_\_\_\_\_ Tier One Teacher Evaluation
- \_\_\_\_\_ Tier Two Teacher Evaluation
- \_\_\_\_\_ Improving Teacher Evaluation

Teachers will supply the evaluator with the following information:

- lesson overview (including planned activities and outcomes)
- seating chart
- copies of any handouts/texts that will be utilized during the lesson

**SUMMARY OF LESSON:**

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**1. Engaging and Supporting Students in Learning**

Observation/Discussion Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Creating and Maintaining Effective Environments for Student Learning**

Observation/Discussion Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. Understanding and Organizing Subject Matter for Student Learning**

Observation/Discussion Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. Planning Instruction and Designing Learning Experiences for Students**

Observation/Discussion Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Assessing Students for Learning**

Observation/Discussion Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

6. Developing as a Professional Educator

Observation/Discussion Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OBSERVED SUCCESS(ES)/STRENGTH(S):

\_\_\_\_\_  
\_\_\_\_\_

AREA(S) FOR PROFESSIONAL GROWTH (include resources if applicable):

\_\_\_\_\_  
\_\_\_\_\_

AREA(S) OF UNSATISFACTORY PERFORMANCE THAT MUST BE ADDRESSED:

\_\_\_\_\_

PROFESSIONAL RESOURCES TO ADDRESS AREA(S) OF UNSATISFACTORY PERFORMANCE:

\_\_\_\_\_  
\_\_\_\_\_

**EVALUATEE'S PERFORMANCE TO DATE IS:**

- SATISFACTORY
- NEEDS TO IMPROVE
- UNSATISFACTORY

Rebuttal Attached     Yes                       No

A rebuttal must be submitted within 5 days of receipt of observation report.

\_\_\_\_\_  
Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

Evaluatee's signature indicates acknowledgment of receipt of observation form and does not necessarily indicate agreement.

If a rebuttal is submitted by the evaluatee, a follow-up conference must take place within 5 days of the evaluator's receipt of rebuttal.

Date of Follow-Up Conference: \_\_\_\_\_

\_\_\_\_\_  
Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

Please be advised that this document and its attachments will be placed in your personnel file.

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

TIER ONE/TIER TWO TEACHER FORMAL OBSERVATION PROCESS EVALUATION FORM

Evaluatee: \_\_\_\_\_ School or Work Location: \_\_\_\_\_

Assignment: \_\_\_\_\_ Evaluator: \_\_\_\_\_

A Tier One Teacher is a teacher who has between one and ten years of service in the Anaheim Union High School District. The frequency of evaluation shall be as follows: temporary and probationary teachers must be evaluated annually. Tier One Teachers with permanent status must be evaluated every other year.

**GOALS AND OBJECTIVES** – The evaluator and teacher agree that the evaluation shall include the following CSTP goals and objectives. Both parties have discussed the meaning and scope of these goals and objectives at the Preliminary Evaluation Conference.

1. Engaging and Supporting Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

**FORMAL OBSERVATION DATES:**

*(Evaluator to put the dates in which a formal observation was conducted)*

First Observation Date \_\_\_\_\_

Second Observation Date \_\_\_\_\_

Additional Observation Dates \_\_\_\_\_

**SUMMARY INFORMATION:**

**THIS FORMAL EVALUATION IS**

SATISFACTORY

UNSATISFACTORY (Teacher referral to PAR and Remediation Plan Required)

Rebuttal Attached  Yes  No

Rebuttal must be submitted to evaluator within 5 days of receipt of final evaluation.

\_\_\_\_\_  
Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

Evaluatee's signature indicates acknowledgment of receipt of formal evaluation and does not necessarily indicate agreement.

If a rebuttal is submitted by the evaluatee, a follow-up conference must take place within 5 days of the evaluator's receipt of rebuttal.

Date of Follow-Up Conference: \_\_\_\_\_

\_\_\_\_\_  
Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

Please be advised that this document and its attachments will be placed in your personnel file.

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

**EVALUATION WORKSHEET – FORMAL OBSERVATION**

Mission Statement. The District and the Association agree that an effective evaluation system recognizes the complexities involved in teaching and student learning, while focusing on continuous improvement of teaching practice. Administrators and teachers must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous teacher growth and reflection.

CSTP Goals and Objectives (See contract Article 12 for complete description.)

1. Engaging and Supporting Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

1. Preliminary Evaluation Conference – Prior to the end of the 17th workday

Held on: \_\_\_\_\_  
Date

2. Observation is scheduled by mutual agreement for \_\_\_\_\_  
Date

Evaluatee's Signature	Date	Evaluator's Signature	Date
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3. Pre-Observation Conference
  - Conference will take place at least five days before the scheduled observation
  - Reflective Questions (Appendix E-6) will be given to the evaluatee

Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held
-----------------------	-----------	-----------------------	-----------

4. Formal Observation – Evaluatee supplies evaluator with lesson overview, seating chart, and handout(s)/text(s)
5. Post-Observation Conference held within ten days of observation

Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held
-----------------------	-----------	-----------------------	-----------

6. Final Evaluation  
(must be completed between the beginning of the fourth quarter and no later than 30 calendar days prior to the end of the school year)

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

PROBATIONARY/TEMPORARY TEACHER SECOND OBSERVATION  
OR  
SECOND OBSERVATION REQUIRED FOR TIER ONE PERMANENT TEACHER:

1. Observation #2 is scheduled by mutual agreement for \_\_\_\_\_  
Date

_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date
--------------------------------	---------------	--------------------------------	---------------

2. Pre-Observation Conference

- Conference will take place at least five days before the scheduled observation
- Reflective questions (Appendix E-6) will be given to the evaluatee

_____ Evaluatee's Signature	_____ Date Held	_____ Evaluator's Signature	_____ Date Held
--------------------------------	--------------------	--------------------------------	--------------------

3. Formal Observation: Evaluatee supplies administrator with lesson overview, seating chart, and handout(s)/text(s)

4. Post-Observation Conference (held within ten days of observation)

_____ Evaluatee's Signature	_____ Date Held	_____ Evaluator's Signature	_____ Date Held
--------------------------------	--------------------	--------------------------------	--------------------

5. Final Evaluation

(must be completed between the beginning of the fourth quarter and no later than 30 calendar days prior to the end of the school year)

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

**EVALUATION WORKSHEET – PROJECT AND REFLECTIVE ESSAY**

**Mission Statement:** The District and the Association agree that an effective evaluation system recognizes the complexities involved in teaching and student learning, while focusing on continuous improvement of teaching practice. Administrators and teachers must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous teacher growth and reflection.

**CSTP Goals and Objectives** (See contract Article 12 for complete description)

1. Engaging and Supporting Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

1. Preliminary Evaluation Conference : Prior to the end of the 17th workday  
Held on: \_\_\_\_\_

2. Pre-Project Development Conference held – evaluatee will receive the Project Development Form

Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held
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3. Project Agreed Upon: (prior to the end of first quarter)

Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held
-----------------------	-----------	-----------------------	-----------

4. Project Submitted: (prior to the end of the third quarter)

Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held
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5. Essay Submitted: (prior to the end of the third quarter)

Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held
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6. Final Evaluation (must be completed between the beginning of the fourth quarter and no later than 30 calendar days prior to the end of the school year)

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

REMEDIATION PLAN

Evaluatee: \_\_\_\_\_ School or Work Location: \_\_\_\_\_

Assignment: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Date of Unsatisfactory Evaluation: \_\_\_\_\_

This form shall be completed by the evaluator with the input of the evaluatee and the PAR consulting teacher after the evaluatee received either a Tier One or Tier Two unsatisfactory evaluation. The purpose of this remediation plan is to address deficiencies/concerns noted in the unsatisfactory evaluation.

**Major Area(s) of Unsatisfactory Performance that Led to the Unsatisfactory Evaluation that Must Be Addressed (Maximum of three):**

**Planned Activities and Strategies to be Pursued by the Evaluatee to Address the Above Concerns Include:**

**Resources Available to the Evaluatee:**

The completion of this plan should include mutual input on the part of the evaluator and the evaluatee.

\_\_\_\_\_  
Evaluatee's signature                      Date                      Evaluator's Signature                      Date

\_\_\_\_\_  
PAR Consulting Teacher Signature                      Date

Please be advised that this document will be attached to your evaluation and placed in your personnel file.

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

**IMPROVING TEACHER EVALUATION FORM**

Evaluatee: \_\_\_\_\_ School or Work Location: \_\_\_\_\_

Assignment: \_\_\_\_\_ Evaluator: \_\_\_\_\_

An Improving Teacher is a teacher who has received an Unsatisfactory Final Evaluation and has a Remediation Plan.

**Major Area(s) of Unsatisfactory Performance as Noted on the Remediation Plan Include:**

**Planned Activities and Strategies to Remediate the Area(s) of Unsatisfactory Performance:**

While addressing the items noted above it is expected that the unit member will be evaluated on the CSTP Goals and Objectives.

1. Engaging and Supporting Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

**FORMAL OBSERVATION DATES:**

*(Evaluator to put the dates in which a formal observation was conducted)*

First Observation Date \_\_\_\_\_

Second Observation Date \_\_\_\_\_

Third Observation Date \_\_\_\_\_

Additional Observation Dates \_\_\_\_\_

**SUMMARY INFORMATION:**

**THIS FORMAL EVALUATION IS**

SATISFACTORY

UNSATISFACTORY

Rebuttal Attached  Yes  No

Rebuttal must be submitted to evaluator within 5 days of receipt of final evaluation.

\_\_\_\_\_  
Evaluatee's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Evaluatee's signature indicates acknowledgment of receipt of formal evaluation and does not necessarily indicate agreement with the opinions stated by the evaluator herein.

|  
**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

If a rebuttal is submitted by the evaluatee, a follow-up conference must take place within 5 days of the evaluator's receipt of rebuttal.

Date of Follow-Up Conference: \_\_\_\_\_

\_\_\_\_\_  
Evaluatee's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Please be advised that this document and its attachments will be placed in your personnel file.



**ANAHEIM UNION HIGH SCHOOL DISTRICT  
TEACHER EVALUATION PROCEDURES**

**TIER 2 AGREEMENT FORM**  
**ASTA UNIT MEMBER EVALUATION**

Unit Member Name: \_\_\_\_\_

School/Department: \_\_\_\_\_

The agreement between ASTA and AUHSD creates a Tier 2 for teachers who meet all of the criteria listed below. Teachers who meet these criteria are eligible to be evaluated every five (5) years.

Complete and sign this form and submit to your principal who will forward to Human Resources. After verification, Human Resources will revise your evaluation cycle dates and place a copy of this document in your personnel file.

**Criteria for Tier 2**

- Permanent Status
- Completed 10 years or more of certificated service in a position included in Article 2.1.1 in the district.
- NCLB compliant (if applicable) and holds an appropriate credential
- Successful/satisfactory evaluations for the past two evaluations

Select one:

- I meet the criteria listed above as a Tier 2 teacher and select to be evaluated this school year [*insert school year*] as a Tier 2 teacher. Upon a successful evaluation this year, my next evaluation will be in five (5) years, during the [*insert school year*] school year.  
*(for example: if a teacher is evaluated during the 2013-14 year, the next evaluation will be in 2018-19)*
- I meet the criteria listed above as a Tier 2 teacher and select to waive out of the evaluation process this year and be placed on a 5-year evaluation cycle. Since my last evaluation was in [*insert school year*], my next evaluation will be five (5) years from then, during the [*insert school year*] school year.  
*(for example: if a teacher was evaluated during the 2012-13 year, the next evaluation will be in 2017-18)*

\_\_\_\_\_  
Signature of ASTA Member

\_\_\_\_\_  
Date

cc: Personnel file

**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

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

INDEPENDENT LEARNING CENTER

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that the Independent Learning Center's program has unique staff needs. Therefore, the Independent Learning Center will be staffed through a process rather than a transfer.


The workday at the Independent Learning Center may consist of flexible hours into the early evening. Nights and weekends are excluded from the workday hours for bargaining unit members assigned to the independent Learning Center. The overall workday hours in a typical week will approximate those commonly found at the other sites.

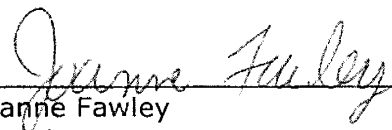
If bargaining unit members are assigned to work in the summer, they will receive their per diem pay and benefits for the additional work year hours.

If a bargaining unit member at the Independent Learning Center is working without a conference period, section 14.8 of the contract applies.

Section 10.6 regarding the lunch period applies to bargaining unit members at the Independent Learning Center.

This agreement is dated: March 24, 2011

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Joanne Fawley  
President  
ASTA

# GRIEVANCE FORM

ANAHEIM UNION HIGH SCHOOL DISTRICT – ASTA Bargaining Unit

Date:

Grievant(s):

School/Office:

(If additional space is needed at any point, please attach additional sheets.)

Specify contract article and section allegedly misinterpreted or improperly applied:

---

Statement of nature of grievance and summary of specific events which led up to the grievance:

---

Remedy requested:

Date \_\_\_\_\_ Grievant's Signature \_\_\_\_\_

---

Pre-Discussion (if any) Date: \_\_\_\_\_

STEP 1 PRINCIPAL/SUPERVISOR Date of Step 1: \_\_\_\_\_

\_\_\_\_ Grievance Sustained    \_\_\_\_ Grievance Conditionally Sustained    \_\_\_\_ Grievance Denied    \_\_\_\_ Grievance Denied in part

---

STEP 2 SUBMISSION TO ADMINISTRATIVE REPRESENTATIVE of the BOARD

(within 20 days from the date of the occurrence or when reasonably known)

Date of submission \_\_\_\_\_ Grievant's Signature \_\_\_\_\_

Date of Step 2 hearing \_\_\_\_\_ (within five days after the filing of the grievance)

\_\_\_\_ Grievance Sustained    \_\_\_\_ Grievance Conditionally Sustained    \_\_\_\_ Grievance Denied    \_\_\_\_ Grievance Denied in part

Date \_\_\_\_\_ (within five days after the Step 2 hearing)

Administrative Representative of the Board Signature \_\_\_\_\_

# GRIEVANCE FORM

ANAHEIM UNION HIGH SCHOOL DISTRICT – ASTA Bargaining Unit

## STEP 3 APPEAL TO THE SUPERINTENDENT

(within five days after the termination of Step 2)

Date of submission \_\_\_\_\_ Grievant's Signature \_\_\_\_\_

Statement of Reason for Appeal:

Date of Step 3 hearing \_\_\_\_\_ (within ten days after the receipt of the appeal)

\_\_\_\_ Grievance Sustained    \_\_\_\_ Grievance Conditionally Sustained    \_\_\_\_ Grievance Denied    \_\_\_\_ Grievance Denied in part

Date \_\_\_\_\_ (within five days after the Step 3 hearing)

Superintendent's Signature \_\_\_\_\_

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## Appeal to ARBITRATION

Date \_\_\_\_\_ Grievant's Signature \_\_\_\_\_

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## ARBITRATION

Date of submission to Arbitration \_\_\_\_\_ Date of hearing \_\_\_\_\_

\_\_\_\_ Grievance Sustained    \_\_\_\_ Grievance Conditionally Sustained    \_\_\_\_ Grievance Denied    \_\_\_\_ Grievance Denied in part

FINAL DISTRIBUTION: Copies to: Superintendent, Grievant, Respondent, ASTA  
Revised 2-2012

**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**  
**AND**  
**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**INSTRUCTIONAL PERIODS AT TRADITIONAL AND SPECIALIZED SITES/PROGRAMS**

The Anaheim Secondary Teachers Association (ASTA) and the Anaheim Union High School District (AUHSD) agree there are currently specialized programs and school sites that serve unique student needs such as Polaris (Independent Studies), Gilbert High School (Continuation), Hope School, Oxford Academy, Community Day School and the Independent Learning Center. It is also agreed there may be other innovative specialized programs that will serve students in the future. It is recognized that unique structures and schedules may be developed to accommodate the needs of these programs and may be different than traditional comprehensive high schools and junior high schools.

Therefore it is agreed and clarified that:

Traditional comprehensive high schools have a six (6) instructional period structure. Teachers in this setting are assigned to teach five (5) instructional periods with one (1) conference period.

- Traditional comprehensive junior high schools have a seven (7) instructional period structure. Teachers in this setting are assigned to teach six (6) instructional periods with one (1) conference period.
- Structures that increase or reduce the number of instructional periods at traditional comprehensive high schools and junior high schools will require an ASTA waiver or a negotiated agreement through contract language or MOU.
- Advisory, SSR, cluster or other non-instructional periods are not counted as instructional periods listed above.

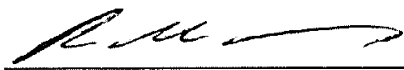
It is further agreed that:

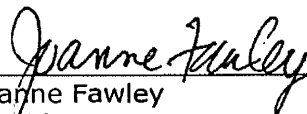
- Non-traditional/non-comprehensive schools that meet the specialized needs of students may have a structure with more or less instructional periods compared to the traditional comprehensive structure listed above.
- These non-traditional structures at non-traditional sites are not a violation of the contract and therefore do not require an ASTA waiver vote as long as other provisions of the contract are followed.
- If a staff member is involuntarily transferred to or currently works at a specialized site with a non-traditional structure prefers to be assigned to a comprehensive school site, he/she may request a transfer. Requests are subject to availability and must be compliant with proper credential authorization.

It is also agreed that:

- All other provisions of the ASTA/AUHSD contract apply to unit members at both the traditional comprehensive and specialized sites and programs unless otherwise specified in the contract.
- Article 14.8 applies only to unit members who teach an additional instructional period in lieu of their assigned conference period.
- If it becomes necessary to waive contract language the following must occur prior to an ASTA vote is held:
  - The Assistant Superintendent of Human Resources and ASTA President will agree in writing the exact contract language to be waived. This information will be shared with the unit members at the site and included on the voting ballot.
  - The District representative and ASTA representative will attend an informational meeting at the school site to clarify and discuss the potential impact of the contract language waiver.

This MOU agreement is effective June 12, 2013 and resolves any present or past dispute.

  
 \_\_\_\_\_  
 Russell Lee-Sung  
 Assistant Superintendent  
 Human Resources

  
 \_\_\_\_\_  
 Joanne Fawley  
 President  
 ASTA

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**Anaheim Secondary Teachers Association (ASTA)**

**2014 Health and Welfare**

The Anaheim Union High School District (AUHSD) and Anaheim Secondary Teacher's Association (ASTA) agree to the following regarding health and welfare:

Article 15.1.1 – Medical Insurance

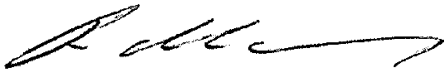
Beginning with the 2014 calendar year the District's contribution to the blended super composite rate shall be increased from \$13,189 to \$13,493.

There shall be no change to the medical plans for the PPO and HMO except those changes that are mandated by the Federal Affordable Care Act which take effect on or after January 1, 2014.

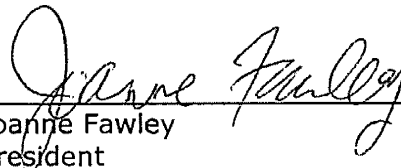
This agreement has no effect on any other portion of the District's benefit plan.

If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum district contribution, the District or ASTA may request to re-open negotiations on health and welfare for 2014.

This agreement is dated: November 7, 2013



Russell Lee-Sung  
Assistant Superintendent  
Human Resources



Joanne Fawley  
President  
Anaheim Secondary Teacher's Association



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**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**


**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

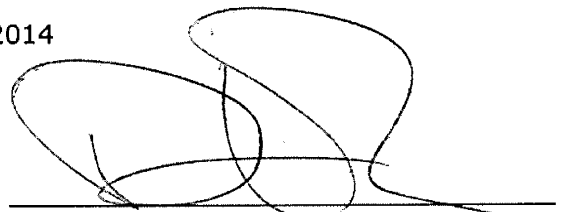
**EARLY RETIREMENT INCENTIVE**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that the District will offer an Early Retirement Incentive during the 2014-15 school year.

It is understood that this offer is contingent upon a sufficient number of bargaining unit members retiring to make the implementation financially feasible for the District.

This agreement is dated: September 16, 2014

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Dean Elder  
President  
ASTA

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**Anaheim Secondary Teachers Association (ASTA)**

**Health and Welfare Program Change for 2015**

The Anaheim Union High School District (AUHSD) and Anaheim Secondary Teacher's Association (ASTA) agree to the following changes in health and welfare that were recommended by the Insurance Committee on October 14, 2014. The change is effective on January 1, 2015:

PPO

- Change the family deductible from \$825 to \$1,100.
- Require prior authorization for compound drugs and H.P. Acthar Gel, and add retrospective drug utilization.
- Change the mental health & substance abuse provider from MHN to Holman.

HMO

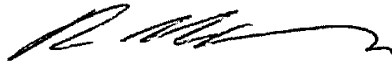
- Change the Out-of-Pocket Maximum from \$1,000 Single/\$2,000 2-Party/\$3,000 Family to \$2,000 Single/\$4,000 Family.

The negotiated maximum District contribution to the blended super composite rate for 2015 is \$14,101 (Board approved on October 16, 2014).

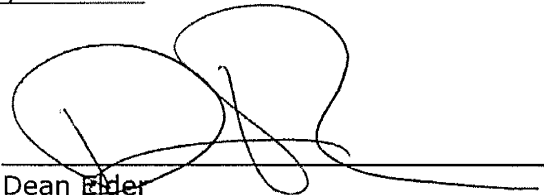
This MOU has no effect on any other portion of the District's benefit plan.

If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum district contribution, the District or ASTA may request, and the other party will agree, to re-open negotiations on health and welfare for 2015.

This MOU is dated: November 6, 2014



Russell Lee-Sung  
Assistant Superintendent  
Human Resources



Dean Elder  
President  
Anaheim Secondary Teacher's Association

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**Anaheim Secondary Teachers Association (ASTA)**

**Health and Welfare Plan Changes for 2016 Plan Year**

The Anaheim Union High School District (AUHSD) and Anaheim Secondary Teachers Association (ASTA) agree to the following changes in health and welfare that were recommended by the Insurance Committee on October 6, 2015. The changes are effective on January 1, 2016:

PPO

- Co-pay for non-preferred formulary prescription drugs will change from \$40 to \$50.
- Prior Authorization (PA) shall be required for certain non-preferred prescription drugs effective January 1, 2016, for new users under the Express Scripts Advantage PA and Limited PA programs. Current users of these drugs (prior to January 1, 2016) shall not be subject to the PA program.

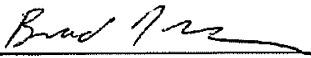
HMO

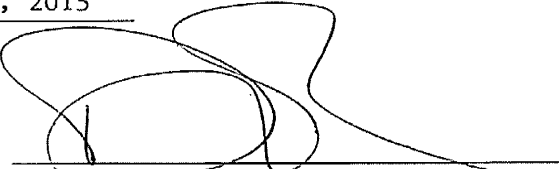
- Co-pay for non-preferred formulary prescription drugs will change from \$40 to \$50.

This MOU has no effect on any other portion of the District's benefit plan. There shall be no other changes to the District's health and welfare plans.

If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum District contribution, the District or ASTA may request, and the other party shall agree, to re-open negotiations on health and welfare for 2016.

This MOU is dated: December 10, 2015

  
\_\_\_\_\_  
Brad Jackson  
Interim Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Dean-Elder  
President  
Anaheim Secondary Teacher's Association

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**

**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Peer Assistance & Review – Article 22**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to form a joint work group to recommend:

- Updated procedures and practices to support teachers participating in the PAR process.
- Contract language that reflect the procedures and practices to be followed regarding the PAR process.

The joint work group shall also serve to provide input regarding the implementation of such practices. This work group shall be formed prior to October 1, 2017, and report its recommendations no later than June 1, 2018. The Assistant Superintendent of Human Resources and the Association President shall meet to determine the size and composition of the work group, to which the parties shall appoint their respective representatives. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: June \_\_\_\_\_, 2017

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Brad Jackson  
Assistant Superintendent  
Human Resources

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Dean Elder  
President  
ASTA

**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**  
**AND**  
**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Student Discipline – Article 13.6**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to form a joint work group to recommend:

- Support systems that assist teachers in learning and effectively implementing Multiple Tiered Systems of Support (MTSS), Positive Behavioral Intervention Systems (PIS) and Restorative Practices.
- Contract language that incorporates MTSS, PBIS and Restorative Practices.

The joint work group shall also serve to provide input regarding the implementation of such practices and support systems. This work group shall be formed prior to October 1, 2017, and report its recommendations no later than June 1, 2018. The Assistant Superintendent of Human Resources and the Association President shall meet to determine the size and composition of the work group, to which the parties shall appoint their respective representatives. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: June \_\_, 2017

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Brad Jackson  
Assistant Superintendent  
Human Resources

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Dean Elder  
President  
ASTA

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**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**

**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Department Supplies**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree for the 2015-2016 school year only, each department designated by the Departments indicated in Article 14.2.3 shall receive \$500 per year for supplies related to classroom teaching.

This agreement is dated: January 11, 2016

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Brad Jackson  
Assistant Superintendent  
Human Resources

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Dean Elder  
President  
ASTA

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**

**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Special Education Taskforce for Caseload Management**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that properly managing special education teacher caseloads presents unique challenges. The parties agree to form a joint work group to assess the District's current models of service delivery in inclusive settings and to make any recommended changes to that model.

This work group shall be formed prior to February 1, 2016, and report its recommendations by no later than May 1, 2016. The Assistant Superintendent of Human Resources and the Association President shall meet to determine the size and composition of the work group, to which the parties shall appoint their respective representatives. The work group shall include representatives from the following positions: special and general education teachers, psychologists, speech and language pathologists, counselors, and program specialists. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days.

The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: January 11, 2016

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Brad Jackson  
Assistant Superintendent  
Human Resources

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Dean Elder  
President  
ASTA

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**

**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Beginning Teachers Support and Assessment Program – Article 21**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to form a joint work group to review and recommend changes as the District moves from the Beginning Teachers Support and Assessment Program to the Induction Model.

The joint work group shall also serve to provide input regarding the implementation of such practices. This work group shall be formed prior to October 1, 2017, and report its recommendations no later than June 1, 2018. The Assistant Superintendent of Human Resources and the Association President shall meet to determine the size and composition of the work group, to which the parties shall appoint their respective representatives. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: June \_\_\_\_, 2017

\_\_\_\_\_  
Brad Jackson  
Assistant Superintendent  
Human Resources

\_\_\_\_\_  
Dean Elder  
President  
ASTA



**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**  
**AND**  
**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Article 8: Leaves**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to form a joint work group to for the following purposes:

- To review Article 8.20 Extended Illness Leave for compliance with recent legislative changes. Any findings or recommendations coming from the joint work group will be provided to the bargaining teams.
- To review Article 8.23 Catastrophic Leave, Board Policy 6602 and Education Code provisions for consistency. Any findings or recommendations coming from the joint work group will be provided to the bargaining teams.

This work group shall be formed prior to October 1, 2017, and provide any findings or recommendations no later than June 1, 2018. The Assistant Superintendent of Human Resources and the Association President shall meet to determine the size and composition of the work group, to which the parties shall appoint their respective representatives. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: June \_\_, 2017

\_\_\_\_\_  
Brad Jackson  
Assistant Superintendent  
Human Resources

\_\_\_\_\_  
Dean Elder  
President  
ASTA

***CHANGES TO***  
***AGREEMENT***  
  
***between the***  
  
***ANAHEIM UNION HIGH SCHOOL DISTRICT***  
  
***and the***  
  
***ANAHEIM SECONDARY TEACHERS***  
***ASSOCIATION***  
  
***for the period***  
  
***August 8, 2016***  
  
***through***  
  
***the first Teacher work day of***  
***the 2018-19 school year***

## ARTICLE 1: AGREEMENT

### 1.1 Agreement

This Agreement is made and entered into the first teacher work day of the ~~2015-2016~~ 2016-2017 school year, by and between the Board of Trustees of the Anaheim Union High School District, whose address is 501 N. Crescent Way, Anaheim, California 92803-3520, hereinafter referred to as the “District” or “Board”, and the Anaheim Secondary Teachers Association, CTA/NEA, hereinafter referred to as the “Association”, whose address is 50 S. Anaheim Blvd., Suite 300, Anaheim, California 92805.

## ARTICLE 4: ASSOCIATION RIGHTS

### 4.2 Released Time

#### 4.2.3 Released Time - Association President

The District shall provide the Association President with released time for the duration of this contract. Such released time shall be granted by the District. The Association agrees to reimburse the District for the cost of a long term substitute. Released time indicated above may be increased or decreased if requested by the Association and approved by the District.

~~Released time indicated above may be increased or decreased if requested by the Association and approved by the District.~~

The District shall return the unit member serving as the Association President to the same school in which s/he had been prior to serving as Association President. If an opening does not exist, the involuntary transfer process will be used as stated in 9.5 and Appendix G. Neither the returning association president nor the involuntarily transferred teacher will be guaranteed the same teaching assignment.

## ARTICLE 8: LEAVES

A leave of absence is an authorization for a unit member to be absent from duty generally for a specific period of time and for an approved purpose.

Upon expiration of a leave of absence, unit members shall be returned to the same school from which the leave was taken. Such unit members will not be guaranteed the same teaching assignment. Similar to active unit members, unit members returning from leave are subject to layoff and surplus from their original school site. Thereafter, returning unit members shall be subject to Article 9, Transfer.

A condition of each leave of absence is that the credential or permit held at the time the leave was granted, properly authorizing the service, must be maintained in full force by the unit member.

Part-time regular unit members shall be entitled to leaves of absence from their part-time assignments.

Any unit member placed on paid administrative leave of absence shall continue to receive compensation for approved extra service pay assignments for a period not to exceed six months.

### 8.14 Jury Leave

The District agrees to grant to members of the bargaining unit regularly called for jury duty in the manner provided by law, leave of absence without loss of pay for time the unit member is required to perform jury duty during the unit member's regularly assigned working hours. Unit members, so called for jury duty, must notify the District of service date(s) upon receiving said notice from officers of the court. The District shall pay the unit member the difference, if any, between the unit member's regular rate of pay and the amount received for jury duty. Unit members who elect to contribute their fees to the county in which serving jury duty, must submit a copy of the receipt to payroll indicating that they donated their fee to the county. Monies granted by the court for meals, travel and parking will not be considered in computing the difference. Unit members are required to return to work during any day or portion thereof in which jury duty services are not required.

A unit member who receives a jury duty notice during the school year and requests a postponement of jury duty until the end of the school year in June and before the commencement of the next school year in August will receive the substitute daily rate for each day the unit member is required to physically report to a courthouse or serve on jury duty during the summer months. This summer postponement provision applies to laid off unit members on the re-employment list and employees who retired at the end of the previous school year. It is understood that there is no jury leave during summer school. In order to receive the regular daily substitute pay, the unit member shall file the required documentation with the District. The District may require verification of jury duty days

prior to or subsequent to providing jury duty compensation on a form provided by the District or the court.

## ARTICLE 9: TRANSFER PROCEDURES

### 9.10: Right of First Return

Voluntary and involuntary transferees as a result of surplus pursuant to Article 9.5 shall have the right to return, in the event of a vacancy, to the school from which s/he was transferred within one and one quarter (1-1/4) years. This right includes vacancies which are less than full-time. Unit members who wish to return will be required to initiate a request to return when the vacancy is posted. All Extra Services Pay positions (as outlined in Appendix C) held immediately prior to the transfer shall be returned to the unit member upon return to the school from which he/she was transferred if the unit member returns within one quarter of the transfer and the position(s) remains unfilled.

9.12 Notification of Transfer and/or Reassignment

Whenever practicable, the District shall:

- 9.12.1 Minimize involuntary transfers and/or reassignments during times other than in the spring of a school year, to be effective at the commencement of the next school year.
- 9.12.2 Notify unit members of reassignment or transfer ~~no later than June 1 of each year~~ ten days prior to the end of the academic school year.

9.13 Layoff and Tie-Breaking Criteria

Upon request, the District will meet and negotiate with the Association regarding any impact that a layoff pursuant to the Education Code may have upon mandatory subjects of meeting and negotiation. Specifically excluded from this requirement shall be the decision itself to layoff and any of the procedural or substantive requirements set forth in the Education and Government Codes.

9.13.1 Beginning in the 2017-2018 school year, the following criteria will be applied in the priority order indicated to determine which certificated employees meet the particular needs of the District in the event that all certificated employees with the same seniority date are not terminated. These criteria meet the particular needs of the District at the present time:

- ~~a) Persons with clear single subject credential / Level 2 Special Education Credential~~
- ~~b) Persons with preliminary single subject credential / Level 1 Special Education Credential~~
- ~~c) Persons with multiple subjects clear credential AND single subject authorization~~
- ~~d) Persons with multiple subjects preliminary credential AND single subject authorization~~
- ~~e) Persons with single subject internship credential~~
- ~~f) Persons with clear multiple subjects credential~~
- ~~g) Persons with preliminary multiple subjects credential~~
- ~~h) Persons with certification authorizing instruction to EL students~~
- ~~i) Persons with specialized training who are highly qualified in math, science, or special education according to NCLB requirements~~
- ~~j) Persons with three or more years temporary status prior to probationary year~~
- ~~k) Persons with two years temporary status prior to probationary year~~
- ~~l) Persons with one year temporary status prior to probationary year~~



- ~~m) Persons who are currently assigned to one of the following specialized assignments listed as follows, not listed in priority order:
  - Activities Director (JH or SH)
  - Athletic/Intramural Sports Director
  - Department Chair~~
- ~~n) Persons with two or more single subject credentials~~
- ~~o) Persons serving in three or more areas with extra service pay~~
- ~~p) Persons serving in two areas with extra service pay~~
- ~~q) Persons serving in one area with extra service pay~~
- ~~r) Experience as defined by initial salary placement schedule~~
- ~~s) Persons who are National Board Certified Teachers (NBCT)~~
- ~~t) Persons with a Doctoral Degree~~
- ~~u) Persons with a Master's Degree~~
- ~~v) Persons with additional service to the district in a certificated non-teaching position~~
- ~~w) Persons with additional service to the district in a non-certificated paid position~~
- ~~x) Persons currently serving at a Program Improvement and/or at a Quality Education Investment Act School~~

1. Rank by Years of Temporary Service

- a. Persons with three or more years temporary status prior to probationary year
- b. Persons with two years temporary status prior to probationary year
- c. Persons with one year temporary status prior to probationary year

2. Rank by Credential/Authorization

- a. Persons with clear single-subject credential / Level 2 Special Education Credential.
- b. Persons with preliminary single-subject credential / Level 1 Special Education Credential
- c. Persons with two (2) or more single subject credentials

3. Rank by Special Authorization/Services

- a. Persons with BCLAD certification authorizing instruction to EL students
- b. Persons with other certifications authorizing instruction to EL students
- c. Persons who are currently assigned to one of the following specialized assignments listed as follows, not listed in priority order:
  - Activities Director (JH or SH)
  - Athletic/Intramural Sports Director
  - Department Chair (JH or SH)

4. Rank by Service in Areas with Extra Service Pay (ESP)
  - a. Persons serving in additional areas with Extra Service Pay (total points; one point per ESP; as per Appendix C)
  
5. Rank by Advanced Certification/Degree
  - a. Persons who are National Board Certified Teachers (NBCT)
  - b. Persons with a Doctoral Degree
  - c. Persons with a Master's Degree
  
6. Rank by Prior Service to the District
  - a. Persons with additional service to the District in a certificated, non-teaching position
  - b. Persons with additional service to the District in a non-certificated, paid position

It is agreed that in the event the District is still unable to select employees to be terminated using the above criteria, then a lottery shall be used to determine employment rights as between employees with the same initial service who are equally competent.

## ARTICLE 10: HOURS OF EMPLOYMENT

### 10.1 Work Year

The work year for certificated employees shall be 185 days. The Student/Teacher Calendar for each year shall be incorporated herein as Appendix A.

#### 10.1.1 Professional Learning Days

Three (3) days are devoted to professional learning activities. Unit members at each site shall be actively involved in planning the professional learning activities throughout the school year. The District and ASTA agree that professional learning days provide a valuable opportunity for school communities to collaboratively and collectively build capacity around educational issues needed for all staff to deliver a quality educational program for all students.

Unit members who do not attend a professional learning day may not use personal necessity referenced in 8.8.4. Unit members will also be required to participate in a make-up session that is of the same nature and quality to recoup the lost learning opportunity.

ARTICLE 11: CLASS SIZE

11.9 Student Load

By the 2015-16 school year, the following maximum student load ~~maximums~~ will be established:

The maximum student load for bargaining unit members teaching in the traditional comprehensive junior high schools and Oxford Academy, exclusive of Physical Education, athletics, and performing arts, shall be 222 students.

The maximum student load for bargaining unit members teaching in the traditional comprehensive senior high schools and eLearning, exclusive of Physical Education, athletics, and performing arts, shall be 195 students.

The maximum student load only includes students enrolled in the course and excludes students assigned to provide the teacher assistance, including but not limited to, teacher assistant, lab assistant, and peer tutor.

## ARTICLE 12: EVALUATION PROCEDURES

### 12.2 Tiered Evaluation

The District and the Association recognize that the evaluation process varies among the different members of the bargaining unit. Therefore, a three-tiered system shall be implemented to better utilize the time and efforts of the evaluator and the unit member. Accordingly, the evaluation process shall be comprised of the three following tiers:

Tier One – The Tier One Teacher is a unit member who has completed less than ten (10) years certificated service serving in a position established by Article 2.1.1 in the District, or less than eight (8) years in permanent status in the District, and has had satisfactory evaluations. The frequency of evaluation shall be as follows: (1) Non-permanent unit members shall be evaluated every year; and (2) Permanent unit members shall be evaluated every other year until they achieve Tier Two Teacher status as defined below.

~~Tier Two – The Tier Two Teacher has received satisfactory evaluations for the past two evaluation periods, is a permanent teacher and has completed 10 (ten) years or more certificated service serving in a position established by Article 2.1.1 in the District, is NCLB compliant (if applicable), and holds an appropriate credential. The Tier Two evaluation is an introspective instrument that requires evaluatees to reflect on their successes and share their expertise with other unit members. Completion of Tier 2 Agreement Form (Appendix E) shall be evidence of a bargaining unit member's eligibility for Tier Two.~~

Tier Two - A Tier Two Teacher is a permanent teacher who has ten years teaching experience in the Anaheim Union High School District, meets federal compliance requirements, and has received satisfactory evaluations for a minimum of the last two evaluations. Tier Two Teachers are evaluated every five years. The Tier Two evaluation is an introspective instrument that requires evaluatees to reflect on their successes and share their expertise with other Unit Members.

A Tier Two Teacher may select to be evaluated using the Project and Reflective Essay option or the Tier One Evaluation Process (formal observation).

Improving Teacher – The Improving Teacher has received an unsatisfactory evaluation in the previous year based on the Tier One or Tier Two evaluation process, has been referred to Peer Assistance Review (PAR), and has developed a remediation plan with the evaluator and the PAR consulting teacher. has a remediation plan in effect, and has been referred to PAR. An Improving Teacher shall have a minimum of three observations during the evaluation/remediation period conducted by their evaluator.

## 12.11 Evaluation Calendar

### 12.11.1 Formal Observation Calendar

All deadlines contained in the Evaluation Calendar shall be strictly adhered to by the evaluator and evaluatee and cannot to be altered or extended with the exception of what is noted in sections 12.6, 12.7 and 12.8.

Prior to the End of the 17th workday according to the Student/Teacher Calendar a Preliminary Evaluation Conference(s) shall be held wherein the evaluation system, processes, and forms (including the reflective questions and the Evaluation Worksheets) shall be explained to the unit members scheduled to be evaluated.

Observation is Scheduled (at least ten days prior to the selected date or less by mutual agreement). Observation shall not be rescheduled except in cases of unplanned, unforeseen, or unscheduled events or circumstances. In the event of a cancellation, the observation shall be rescheduled following the procedures above.

At Least Ten Work Days (or less by mutual agreement) Before the Classroom Observation -- The Pre-Observation Conference and observation date and time will be scheduled by mutual agreement of the evaluator and evaluatee. The reflective questions referenced in 12.7 and contained in Appendix E-6 will be presented at this time.

Post-Observation Conference shall occur within ten days of the observation to discuss the completed Observation Form.

Prior to ~~December 1~~ – the end of the first quarter - at least one formal observation shall be completed for all probationary unit members.

Prior to the end of the third quarter, at least one formal observation shall be completed for all permanent unit members. At least two formal observations shall be completed for all probationary employees.

Prior to the end of the third quarter all formal observations shall be completed. However, if a unit member has received a needs to improve or unsatisfactory on a formal observation additional observations may be scheduled during the fourth quarter.

Beginning the fourth quarter and not later than 30 calendar days prior to the end of the school year – A final evaluation shall be completed and provided to the evaluatee.

## ARTICLE 14: WAGES AND ITEMS RELATED TO WAGES

### 14.1 Salary - Teachers

Effective August ~~10-8, 2015~~ 2016, the ~~2014-15~~ 2015-16 Teachers' Salary Schedule shall increased ~~by 3.0%~~ become the ~~2015-16~~ 2016-17 Salary Schedule and is hereby incorporated into the Agreement as Appendix B.

~~Effective August 10-8, 2015-2016, each of the Longevity Steps (Steps 16-26) contained in the 2014-15-2015-16 Teachers' Salary Schedule shall be equalized so that the dollar difference between each step is \$4,507 and equal. This change shall be part of the 2015-16 Salary Schedule and is hereby incorporated into the Agreement as a part of Appendix B.~~

~~Additionally, for the 2015-16-2016-17 school year, the 3.0% increase 1% decrease in the Teachers' Salary Schedule shall also apply to the Longevity Steps (Steps 16-26) after the steps are equalized.~~

In the event another District employee unit receives an increase in salary ~~greater than 3.0%~~ for the ~~2015-16-2016-2017~~ school year, the District or ASTA may request, and the other party will agree, to re-open negotiations on salary for ~~2015-16-2016-2017~~.

### 14.2 Salary - Extra-Service Pay

14.2.1 Department Chairpersons, BTSA Support Providers, Peer Assistance and Review Consulting Teachers and Peer Assistance and Review Committee Members will be paid monthly with their contract pay. Some ~~D~~uties assigned are within the scope of the school day.

14.2.5 Special Education Department Chair ~~Beginning with the 2015-2016 school year,~~ The following special education programs will be represented by a department chairperson:

- o Resource Specialist Program (one per site)
- o Mild/Moderate and Moderate/Severe (one per site, combined)
- o Adaptive Physical Education (one per district)
- o Speech and Language Pathologists (one per district)
- o Adult Transitions (one per site if not included under a site department)
- o Visually Impaired (one per district)
- o Orthopedically Handicapped (one per district)

~~Beginning with the 2015-2016 school year,~~ Hope School will have three departments each represented by a department chairperson:

- o Moderate/Severe-Junior High School
- o Moderate/Severe-High School

- o Moderate/Severe-Adult



ARTICLE 15: HEALTH AND WELFARE

15.1 Contributions by the District

The District shall contribute the blended super composite rate towards the cost of medical insurance, and shall provide dental, life, vision care, and accidental death/dismemberment insurance benefits for active employees who are within the unit as indicated below:

15.1.1 Medical Insurance

PPO: Self-insured major medical with \$275 deductible per person, maximum of \$1,100 per family for unit members and eligible dependents utilizing the Blue Cross Prudent Buyer Plan, including a prescription card service, in the amount not to exceed the super composite rate established for ~~2016~~ 2017 of ~~\$1,293~~ \$1,348 per month or ~~\$15,520~~ \$16,179 per year per enrolled unit member, or

HMO: HMO insurance for unit members and eligible dependents utilizing Anthem Blue Cross, in the amount not to exceed the super composite rate established for ~~2016~~ 2017 of ~~\$1,163~~ \$1,234 per month or ~~\$13,961~~ \$14,814 per year per enrolled unit member.

The blended super composite rate shall be the weighted average of the PPO and HMO super composite rates above. Beginning with the ~~2016~~ 2017 calendar year, the District's contribution to the blended super composite rate shall not exceed ~~\$14,745~~ \$15,475.

2013 blended super composite rate calculation example.

1,238 employees are in the HMO. (46%)

1,433 employees are in the PPO. (54%)

46% of \$11,808 = \$5432. 54% of \$14,364 = \$7,757.

\$5432 + \$7757 = \$13,189 is 2013 blended super composite rate.

## ARTICLE 23: DURATION

This Agreement shall remain in full force and effect through the first teacher work day of the 2016-17 2018-2019 school year and shall continue in effect day-to-day until such time as a new or modified agreement is ratified by both parties.

For school year 2017-2018, Article 14, Wages and Items Related to Wages, and Article 15, Health and Welfare Benefits, shall be open for negotiations.

~~For school year 2014-15, Article 14, Wages and Items Related to Wages, Article 15, Health and Welfare Benefits, and Article 11 Class Size (solely as it relates to Special Education and Specialized Sites or Programs), shall be open for negotiations.~~

~~For school year 2015-16, Article 14, Wages and Items Related to Wages, Article 15, Health and Welfare Benefits, and Article 11 Class Size (solely as it relates to Special Education and Specialized Sites or Programs), shall be open for negotiations.~~

In addition to the articles referenced above, the Association and the District shall each have the option of opening one (1) other article of their choosing in 2017-2018. These articles shall be the only subjects of negotiations unless additional articles are opened by mutual consent.

~~In addition to the articles referenced above, the Association and the District shall each have the option of opening one (1) other article of their choosing in 2014-15 and one (1) other article of their choosing in 2015-16. These articles shall be the only subjects of negotiations unless additional articles are opened by mutual consent.~~

It is understood that other provisions of the Agreement shall remain in full force and effect for the years 2013-14, 2014-15 and 2015-16, 2016-17 and 2017-18 notwithstanding the results of the limited reopener of negotiations as outlined above.

**Appendix B: Teacher Salary Schedule**

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
2015/2016-2016-2017-TEACHERS' SALARY SCHEDULE**

**Step and Column Placement**

		<b>BA + 30</b>	<b>BA + 45 or MA</b>	<b>BA + 60 &amp; MA or Doctorate</b>
<b>STEPS</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
01	\$51,328	\$55,365	\$60,073	\$65,452
02	\$54,436	\$58,468	\$63,175	\$68,553
03	\$57,534	\$61,576	\$66,276	\$71,663
04	\$60,642	\$64,672	\$69,382	\$74,767
05	\$63,748	\$67,782	\$72,488	\$77,870
06	\$66,853	\$70,886	\$75,595	\$80,973
07	\$69,960	\$73,989	\$78,700	\$84,082
08	\$73,064	\$77,097	\$81,801	\$87,191
09	\$76,175	\$80,201	\$84,909	\$90,297
10	\$79,274	\$83,311	\$88,020	\$93,402
11	\$82,385	\$86,425	\$91,125	\$96,504

**Longevity Schedule for Years of Credentialed Teaching in AUHSD**

<b>LONGEVITY (Steps 16-26 are LONGEVITY STEPS FOR YEARS OF CREDENTIALLED TEACHING IN AUHSD) See Articles <u>14.3.2</u> and <u>14.3.5</u></b>				
16	\$87,027	\$91,067	\$95,767	\$101,146
21	\$91,669	\$95,709	\$100,409	\$105,788
26	\$96,311	\$100,351	\$105,051	\$110,430

Doctorate: \$2,266

National Board Certification \$2,266

Miscellaneous Rate of Pay: \$44.29 (effective 5/28/16)

Initial Salary Placement: See Article 14.3.2

<b><u>Years Experience</u></b>	<b><u>Placement</u></b>
1	2
2	3
3	4
4	5
5	6
6 or more	7

Board of Trustees  
June \_\_, 2017  
Effective: July 1, 2016

ANAHEIM UNION HIGH SCHOOL DISTRICT  
**EXTRA SERVICE PAY SCHEDULE**  
**2015-2016 2016-17**  
 SENIOR HIGH SCHOOL  
 TEACHERS

*Percentages below shall be equal to Column II, Step 1  
 of the 2015-2016 2016-17 Teachers Salary Schedule*

1. **ACTIVITIES** - To be paid in two equal semester payments, unless activity specifies it is an amount for one semester only.

<u>POSITION</u>	<u>PAY</u>	<u>PERCENTAGE</u>
Jazz Band	\$1534	2.77
Accompanist	\$1644	2.97
Varsity Songleader or Cheerleader	\$2486	4.49
Academic Decathlon (1 per school)	\$2486	4.49
Kiwanis Bowl (1 per school)	\$2486	4.49
Mock Trial (1 per school)	\$2486	4.49
FBLA	\$2486	4.49
Journalism	\$2818	5.09
Photo Advisor	\$2818	5.09
Yearbook	\$3178	5.74
Assistant Band Director	\$3178	5.74
Assistant Dance	\$3178	5.74
Speech	\$3350	6.05
Debate	\$3350	6.05
Vocal	\$3715	6.71
Speech Debate	\$3715	6.71
Dance	\$3715	6.71
Drama	\$3715	6.71
Varsity Song/Cheer (1 person)	\$4966	8.97
Band	\$5442	9.83
Drill Team	\$5442	9.83
Colorguard (1 person)	\$5442	9.83

**Percentages below shall be equal to Column II, Step 1  
of the 2015-2016 2016-17 Teachers Salary Schedule**

**2. ATHLETICS - To be paid at the end of the season in one payment.**

<u>SPORT</u>	<u>POSITION</u>	<u>PAY</u>	<u>PERCENTAGE</u>
Football	Head Varsity	\$5442	9.83
	Assistant Varsity	\$3571	6.45
	Junior Varsity	\$3350	6.05
	Sophomore	\$3350	6.05
	Freshman	\$3350	6.05
	Assistant Fr/Soph	\$3023	5.46
Cross Country	Head Varsity Men & Women	\$3571	6.45
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Volleyball	Head Varsity & JV	\$3715	6.71
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Tennis	Head Varsity & JV	\$3715	6.71
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Water Polo	Head Varsity & JV	\$3715	6.71
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Basketball	Head Varsity	\$4197	7.58
	Assistant or Lower Level	\$3350	6.05
Soccer	Head Varsity & JV	\$3715	6.71
	Assistant or Lower Level	\$3023	5.46
Wrestling	Head Varsity Men & Women	\$4623	8.35
	Head Varsity Men	\$4197	7.58
	Head Varsity Women	\$4197	7.58
	Assistant or Lower Level	\$3350	6.05
Softball	Head Varsity	\$4197	7.58
	Assistant or Lower Level	\$3350	6.05

**Percentages below shall be equal to Column II, Step 1  
of the 2015-2016 2016-17 Teachers Salary Schedule**

**ATHLETICS, continued**

<u>SPORT</u>	<u>POSITION</u>	<u>PAY</u>	<u>PERCENTAGE</u>
Baseball	Head Varsity	\$4197	7.58
	Assistant or Lower Level	\$3350	6.05
Badminton	Head Varsity & JV	\$3571	6.45
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Golf	Head Varsity	\$3023	5.46
Swimming	Head Varsity & JV	\$3715	6.71
	Head Varsity Men & Women	\$3715	6.71
	Head Varsity	\$3350	6.05
	Assistant or Lower Level	\$3023	5.46
Track	Head Varsity & JV	\$4623	8.35
	Head Varsity Men & Women	\$4623	8.35
	Head Varsity Men	\$4197	7.58
	Head Varsity Women	\$4197	7.58
	Assistant or Lower Level	\$3023	5.46
Trainers	District/Site Certified Athletic Trainer - Fall	\$4197	7.58
	District/Site Certified Athletic Trainer - Winter	\$4197	7.58
	District/Site Certified Athletic Trainer - Spring	\$4197	7.58
	Trainer - Fall	\$1893	3.42
	Trainer - Winter	\$1893	3.42
	Trainer - Spring	\$1893	3.42
	Assistant Trainer - Fall	\$1240	2.24
	Assistant Trainer - Winter	\$1240	2.24
	Assistant Trainer - Spring	\$1240	2.24

**3. CIF PLAYOFFS**

Pay per week as follows:

- 10% for team and individual sports coaches
- 10% for trainers in team sports

***Percentages below shall be equal to Column II, Step 1  
of the 2015-2016 2016-17 Teachers Salary Schedule***

- 5% for band, drill, song and cheer
- 3% for one (1) Girls and (1) Boys Athletic Director

Team Sports (10 or more participants - 2 coaches)

- Baseball
- Badminton
- Basketball
- Cross Country
- Football (allowed 4 coaches and 2 trainers)
- Golf
- Soccer
- Softball
- Swimming
- Tennis
- Volleyball
- Water Polo
- Wrestling

Individual Sports (Less than 10 participants - 1 coach)

- Badminton
- Cross Country
- Golf
- Swimming
- Tennis
- Track
- Wrestling

Extra Service Pay shall be paid at senior high school rates for 9<sup>th</sup> through 12<sup>th</sup> grade duties and at junior high school rates for 7<sup>th</sup> and 8<sup>th</sup> grade duties. If the activity/sport includes students from both the junior high and senior high level, Extra Service Pay shall be paid at the senior high school rate.

Unit members who egregiously fail to perform extra service pay assignment duties will not be paid extra service pay. Unit members who have abandoned the extra service pay assignment will be removed from the position.



ANAHEIM UNION HIGH SCHOOL DISTRICT  
**LEADERSHIP POSITIONS**  
~~2015-2016~~ 2016-17  
 SENIOR HIGH SCHOOL  
 TEACHERS

***Percentages below shall be equal to Column II, Step 1  
 of the 2015-2016 2016-17 Teachers Salary Schedule***

To be paid monthly with contract pay. Duties assigned are within the scope of the school day.

<b>EFFECTIVE JULY 1, 2014</b>		
<b>POSITION</b>	<b>PAY</b>	<b>PERCENTAGE</b>
Department Chair: 1 - 5 classes	\$2087	3.77
Department Chair: 6 - 20 classes	\$2990	5.40
Department Chair: 21 - 50 classes	\$3820	6.90
Department Chair: 51 - 70 classes	\$3981	7.19
Department Chair: 71-100 classes	\$4313	7.79
Department Chair: 101 classes or over	\$4645	8.39
Activities Director	\$7607	13.74
Assistant Activities Director	\$2580	4.66
District Athletic Director	\$7607	13.74
Athletic Director (Girls Program)	\$7607	13.74
Athletic Director (Boys Program)	\$7607	13.74

following positions are part of negotiations and are defined in Articles 12, 21 and 22 of the ASTA Agreement.

<b>POSITION</b>	<b>PAY</b>
PAR Joint Committee Member	\$4534
PAR Consulting Teacher	\$4534
BTSA Support Provider (stipend is per PT)	\$2270

ANAHEIM UNION HIGH SCHOOL DISTRICT  
**EXTRA SERVICE PAY SCHEDULE**  
**2015-2016 2016-17**  
 JUNIOR HIGH SCHOOL  
 TEACHERS

*Percentages below shall be equal to Column II, Step 1  
 of the 2015-2016 2016-17 Teachers Salary Schedule*

1. **ACTIVITIES** - To be paid in two equal semester payments, unless activity specifies it is an amount for one semester only.

<u>POSITION</u>	<u>PAY</u>	<u>PERCENTAGE</u>
Journalism	\$1251	2.26
Accompanist	\$1251	2.26
Jazz Band	\$1534	2.77
Pentathlon	\$1644	2.97
Pep Club or Dance	\$2226	4.02
Vocal Music	\$2226	4.02
Drama	\$2226	4.02
Yearbook	\$2226	4.02
Speech and Debate	\$2226	4.02
Band	\$2806	5.22

2. **ATHLETICS/ACTIVITIES** - To be paid at the end of the assignment.

<u>POSITION</u>	<u>PAY</u>	<u>PERCENTAGE</u>
Assistant Intramural Sports Coach	\$1838	3.32
Intramural Sports Coach	\$2486	4.49
After School Program Activities Facilitator	\$2486	4.49

ANAHEIM UNION HIGH SCHOOL DISTRICT  
**LEADERSHIP POSITIONS**  
**2015-2016 2016-17**  
 JUNIOR HIGH SCHOOL  
 TEACHERS

*Percentages below shall be equal to Column II, Step 1  
 of the 2015-2016 2016-17 Teachers Salary Schedule*

To be paid monthly with contract pay. Duties assigned are within the scope of the school day.

<b>EFFECTIVE JULY 1, 2014</b>		
<b>POSITION</b>	<b>PAY</b>	<b>PERCENTAGE*</b>
Department Chair: 1 - 5 classes	\$2087	3.77
Department Chair: 6 - 20 classes	\$2990	5.40
Department Chair: 21 - 50 classes	\$3820	6.90
Department Chair: 51 - 70 classes	\$3981	7.19
Department Chair: 71-100 classes	\$4313	7.79
Department Chair: 101 classes or over	\$4645	8.39
Activities Director	\$3715	6.71
District Intramural Sports Director	\$3715	6.71
Intramural Sports Director	\$3715	6.71

The following positions are part of negotiations and are defined in Articles 12, 21 and 22 of the ASTA Agreement.

<b>POSITION</b>	<b>PAY</b>
PAR Joint Committee Member	\$4534
PAR Consulting Teacher	\$4534
BTSA Support Provider (Stipend is per PT)	\$2270

## Appendix E: Evaluation Procedures

### 6. Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

The District and the Association agree that the evaluator may not observe all (or even a majority of) the descriptors of the six goals and objectives listed above in an observation session.

### TIER TWO TEACHER EVALUATION

A Tier Two Teacher is a tenured teacher who has ten years teaching experience in the Anaheim Union High School District, meets ~~NCLB~~ federal compliance requirements, and has received satisfactory evaluations for a minimum of the last two evaluations. Tier Two Teachers are evaluated every five years.

A Tier Two teacher may select to be evaluated using the Project and Reflective Essay option or the Tier One Evaluation Process (formal observation).

#### Option 1: Project and Essay

A Tier Two teacher may select to be evaluated using the Project and Reflective Essay option in lieu of using the formal observation process. The project shall be mutually agreed upon by evaluatee and evaluator and shall be aligned with the CSTP Goals and Objectives. Examples of such projects may include, but are not limited to, one of the following: (1) leading or participating in a professional development activity; (2) mentor/collaborate with another teacher; (3) an educational research paper/book report on an educational topic; (4) a study or project using data from the evaluatee's class(es); (5) a project within a staff leadership position that has relevance to the educational goals of the school; or (6) a case study focusing on the evaluatee's students.

The evaluatee will also submit a reflective, self-assessment essay that includes an explanation of how the project could be applied in the classroom. This essay should also contain a reflection on strengths and areas of growth as related to the teacher's own practice and shall be aligned to the CSTP Goals and Objectives.

**OR**

#### Option 2: Formal Observation

In lieu of the project and reflective essay option, a unit member may choose to be evaluated using the Tier One Evaluation via formal observation. The evaluator and evaluatee agree that the evaluation shall include the CSTP goals and objectives noted above. Both parties have discussed the meaning and scope of these goals and objectives at the Preliminary Evaluation Conference.

### • IMPROVING TEACHER EVALUATION

An Improving Teacher is a teacher who has received an unsatisfactory evaluation in the previous year based on the Tier One formal observation evaluation process.



**Appendix O: Student Discipline - Article 13.6**

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**

**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Student Discipline – Article 13.6**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to form a joint work group to recommend:

- Support systems that assist teachers in learning and effectively implementing Multiple Tiered Systems of Support (MTSS), Positive Behavioral Intervention Systems (PIS) and Restorative Practices.
- Contract language that incorporates MTSS, PBIS and Restorative Practices.

The joint work group shall also serve to provide input regarding the implementation of such practices and support systems. This work group shall be formed prior to October 1, 2017, and report its recommendations no later than June 1, 2018. The Assistant Superintendent of Human Resources and the Association President shall meet to determine the size and composition of the work group, to which the parties shall appoint their respective representatives. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: June \_\_, 2017

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Brad Jackson  
Assistant Superintendent  
Human Resources

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Dean Elder  
President  
ASTA

Appendix N

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**

**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Peer Assistance & Review – Article 22**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to form a joint work group to recommend:

- Updated procedures and practices to support teachers participating in the PAR process.
- Contract language that reflect the procedures and practices to be followed regarding the PAR process.

The joint work group shall also serve to provide input regarding the implementation of such practices. This work group shall be formed prior to October 1, 2017, and report its recommendations no later than June 1, 2018. The Assistant Superintendent of Human Resources and the Association President shall meet to determine the size and composition of the work group, to which the parties shall appoint their respective representatives. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: June \_\_\_\_\_, 2017

\_\_\_\_\_  
Brad Jackson  
Assistant Superintendent  
Human Resources

\_\_\_\_\_  
Dean Elder  
President  
ASTA

**Appendix R**

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**

**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Beginning Teachers Support and Assessment Program – Article 21**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to form a joint work group to review and recommend changes as the District moves from the Beginning Teachers Support and Assessment Program to the Induction Model.

The joint work group shall also serve to provide input regarding the implementation of such practices. This work group shall be formed prior to October 1, 2017, and report its recommendations no later than June 1, 2018. The Assistant Superintendent of Human Resources and the Association President shall meet to determine the size and composition of the work group, to which the parties shall appoint their respective representatives. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: June \_\_\_\_, 2017

\_\_\_\_\_  
Brad Jackson  
Assistant Superintendent  
Human Resources

\_\_\_\_\_  
Dean Elder  
President  
ASTA



**Appendix S**

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**

**ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)**

**Article 8: Leaves**

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to form a joint work group to for the following purposes:

- To review Article 8.20 Extended Illness Leave for compliance with recent legislative changes. Any findings or recommendations coming from the joint work group will be provided to the bargaining teams.
- To review Article 8.23 Catastrophic Leave, Board Policy 6602 and Education Code provisions for consistency. Any findings or recommendations coming from the joint work group will be provided to the bargaining teams.

This work group shall be formed prior to October 1, 2017, and provide any findings or recommendations no later than June 1, 2018. The Assistant Superintendent of Human Resources and the Association President shall meet to determine the size and composition of the work group, to which the parties shall appoint their respective representatives. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: June \_\_, 2017

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Brad Jackson  
Assistant Superintendent  
Human Resources

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Dean Elder  
President  
ASTA

**AGREEMENT**

**between the**

**ANAHEIM UNION HIGH SCHOOL  
DISTRICT**

**and the**

**ANAHEIM PERSONNEL AND GUIDANCE  
ASSOCIATION**

**for the period**

**August 8, 2016**

**through**

***the first Counselor work day of  
the 2019-20 school year***

Agreement for 2016-2019  
Board Approved: June 15, 2017

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## ARTICLE 1: AGREEMENT

### 1.1 Agreement

This Agreement is made and entered into this 15th day of June 2017 by and between the Board of Trustees of the Anaheim Union High School District, whose address is 501 Crescent Way, Anaheim, California, 92803, hereinafter referred to as the "District" or "Board" and the Anaheim Personnel and Guidance Association, hereinafter referred to as the "Association" whose address is 501 Crescent Way, Anaheim, California, P.O. Box 3520, Anaheim, California, 92803-3520.

### 1.2 Definitions

Whenever utilized in this Agreement:

"Working Day" shall mean any day in which the District Education Center is open for business.

"School Day" shall mean any day unit members covered herein are required to be on duty.

"Superintendent" shall mean the chief executive officer of the District or designee.

"Unit Member/Counselor" unless otherwise clearly indicated by the context, shall mean any person employed by the District in a position or classification which is included within the recognized or certified negotiating unit described in Article 1 - Recognition.

"Board" shall mean the Board of Trustees of the Anaheim Union High School District or its designees.

"Employee" shall mean any person employed by the District in any capacity, including unit members.

### 1.3 Entire Agreement

The District shall not be bound by any requirement which is not expressly and explicitly stated in this Agreement. Specifically, but not exclusively, the District is not bound by any past practices of the District or understandings with any employee organization or council, unless such past practices or understandings are specifically stated in this Agreement.

The Association agrees that the Agreement is intended to cover all matters relating to wages, hours and all other terms and conditions of employment and that during the term of the Agreement neither the District nor the Association will be required to meet and negotiate on any further matters affecting these or any other subjects not specifically set forth in this Agreement, even though such subject or matters may not have been within the knowledge or contemplation of either or both the District or the Association at the time they met and negotiated on and executed this Agreement, or even though such subjects or matters were proposed and later withdrawn.

## ARTICLE 2: RECOGNITION

For the term of this Agreement, the Board of Trustees of the Anaheim Union High School District recognizes the Anaheim Personnel and Guidance Association as the exclusive representative for the following unit:

Included: All regular contract certificated employees who are assigned with District policy 6301.35, Guidance Counselor.

Excluded: All management employees as defined and listed in Board policy; all classified employees; all supervisory and confidential employees; all casual or limited term personnel; all teachers; all nurses; all librarians; all categorically funded teachers; all hearing impaired resource employees; all occupational assessment employees; all itinerant vision resource employees; all substitutes; all temporary employees as defined in Education Code sections 44920 and 44918; all hourly certified personnel; and all summer school and home teachers.

The Association agrees that this represents the appropriate unit and it will not seek by any means, including but not limited to any PERB proceedings, to amend or change in any way the unit described herein. However, the Association shall have the right to seek unit clarification by PERB proceedings on any new titles not specified in the above unit description. Nothing agreed to herein will prevent adjustments to the unit to be made upon mutual agreement of the District and the Association.

Disputes concerning this Article are not subject to the grievance provisions of Article 8.



ARTICLE 3: MANAGEMENT RIGHTS AND RESPONSIBILITIES

3.1 Reserved Rights

All matters not specifically enumerated as within the scope of negotiations in Government Code 3543.2 are reserved to the District. It is agreed that such reserved rights include, but are not limited to, the exclusive right and power to determine, implement, supplement, change, modify, or discontinue, in whole or in part, temporarily or permanently, any of the following:

- 3.1.1 The legal, operational, geographical, or organizational structure of the District, including the chain of command, division of authority, organizational divisions and subdivisions, external and internal boundaries of all kinds, and advisory commissions and committees;
- 3.1.2 The financial structure of the District, including all sources and amounts of financial support, income, funding, taxes and debt, and all means and conditions necessary or incidental to the securing of same, including compliance with any qualifications or requirements, imposed by law or by funding sources as a condition of receiving funds; all investment policies and practices; all budgetary matters and procedures, including the budget calendar, the budget formation process, accounting methods, fiscal and budget control policies and procedures, and all budgetary allocations, reserves, and expenditures apart from those expressly allocated to fund the wage and benefit obligations of this Agreement;
- 3.1.3 The acquisition, disposition, number, location, types and utilization of all District properties, whether owned, leased, or otherwise controlled, including all facilities, grounds, parking areas, and other improvements, and the personnel, work, service, and activity functions assigned to such properties;
- 3.1.4 All services to be rendered to the public and to District personnel support of the services rendered to the public; the nature, methods, quality, quantity, frequency and standards of service, and the personnel, facilities, vendors, supplies, materials, vehicles, equipment and tools to be used in connection with such services; the lawful subcontracting of services to be rendered and functions to be performed, including educational, support, construction, maintenance and repair services;
- 3.1.5 The utilization of personnel not covered by this Agreement, including substitutes, temporaries, home teachers, provisional personnel, consultants, instructional aides, and supervisory or managerial personnel, to do work which is normally done by counselors covered hereby, in the event of work stoppage by counselors;

- 3.1.6 The educational policies, procedures, objectives, goals, and programs, including those relating to curriculum, course content, textbook selection, educational equipment and supplies, admissions, attendance, pupil transfers, grade level advancement, guidance, grading, testing, records, pupil health and safety, pupil conduct and discipline, transportation, food services, racial and ethnic balance, extra-curricular and co-curricular activities, and emergency situations, and the substantive and procedural rights and obligations of students, parents, teachers, other personnel and public with respect to such matters;
- 3.1.7 The selection, classification, direction, promotion, demotion, discipline, and termination of all personnel of the District; affirmative action and equal employment, policies and programs to improve the District's utilization of women and minorities; the assignment of employees to any location and also to any facilities; classrooms, functions, activities, academic subject matters, grade levels, departments, tasks or equipment; and the determination as to whether, when, and where there is a job opening;
- 3.1.8 The job classifications and the content and qualifications thereof;
- 3.1.9 The duties, work contents, and standards of performance for all employees; and whether any employee adequately performs such duties and meets such standards;
- 3.1.10 The dates, times, and hours of operation of District facilities, functions, and activities;
- 3.1.11 Safety and security measures for students, the public, properties, facilities, vehicles, materials, supplies, and equipment, including the various rules and duties for all personnel with respect to such matters;
- 3.1.12 The rules, regulations, and policies for all employees, students, and the public;
- 3.1.13 The retirement of employees for age or disability; and
- 3.1.14 The termination or layoff of employees, consistent with law, as the result of the exercise of any of the rights of the District not limited by the clear and explicit language of this Agreement.

3.2 Other Rights and Responsibilities

All other rights of management and responsibilities not expressly limited by the clear and explicit language of this Agreement are also expressly reserved to the District.

3.3 Intentions

It is not the intention of the parties, in setting forth the above-mentioned rights and responsibilities of management, to detract or diminish in any way the rights of the Association or of counselors as expressly set forth elsewhere in this Agreement. It is the

parties' intention that the clear and explicit provisions of the other articles of this Agreement constitute the only contractual limitation upon the District's rights.

3.4 Exercising Rights

The exercise of any right reserved to the District herein in a particular manner or the non-exercise of any such right shall not be deemed a waiver of the District's rights or preclude the District from exercising the right in a different manner.

3.5 Disputes

Any dispute arising out of or in any way connected with either the existence of or the exercise of any of the above-described rights of the District is not subject to the grievance provisions set forth in Article 8 unless the dispute is otherwise grievable under another article of this Agreement.

3.6 Professional Attire

It is recommended that all counselors be professionally dressed when on duty and/or representing the District at any event.

3.6.1 Certificated bargaining unit members may be advised by an administrator or supervisor not to wear T-shirts or shorts while on duty.

3.6.2 Authorized school T-shirts may be worn while on duty when designated by the administrator or supervisor.

The Association and District further agree to jointly monitor the implementation of these guidelines and investigate future modifications of the guidelines.

## ARTICLE 4: ASSOCIATION RIGHTS

### 4.1 Distribution and Posting of Materials

The Association shall have the right to post notices matters of Association concern using District electronic mail via computer terminals located in individual counselor's offices. These notices may be posted during any non-duty time. The Association shall have the right to use the District mail service and individual counselor mailboxes so far as such use complies with the law. Any literature to be distributed or posted must be dated and must identify the person or organization responsible for its origin. The Association will provide to the Superintendent and the site principal a complete copy of the material deposited in school mailboxes or posted on electronic mail.

### 4.2 Availability of Information

The District will make available to the Association a school board packet at least 72 hours in advance of a regularly scheduled Board meeting and 24 hours in advance of a special Board meeting.

### 4.3 New Hires

The Association will be provided with the names, addresses, and work sites of all new unit members within fifteen (15) days.

### 4.4 District Counseling Meetings

Except in extraordinary circumstances, the District will not schedule Districtwide counseling meetings after 3:00 p.m. If extra-service pay is involved, i.e., department heads, any reasonable time is acceptable.

### 4.5 Publication of Agreement

As soon as possible, the District shall provide copies of this Agreement to each member of the bargaining unit. The cost of the publication of any additional copies of this Agreement which are required by the Association shall be paid by the Association.

## ARTICLE 5: REASSIGNMENT

- 5.1 The parties recognize that it may be necessary to reassign unit members involuntarily because of enrollment adjustments, budgetary restrictions or curriculum needs. When such a reassignment becomes necessary at one or more schools, the Superintendent or designee will review such reassignment with all individuals involved and with the association president prior to a final decision.
- 5.2 In designating the unit member to be reassigned, the local administrator shall consider the following criteria: Reference 9.4.1.
- 5.3 A unit member who has been involuntarily removed from a counseling position and reassigned as a teacher because of enrollment adjustments, budgetary restrictions or curriculum needs will be given first consideration for reappointment to vacancies in counseling positions that occur within the District. Such special consideration will continue for a period of thirty-six (36) months.
- 5.4 If a reassigned unit member twice refuses an opening, the special consideration clause, paragraph 5.4 above, of this section shall be considered to have ended.
- This section shall not be applicable to reduction in force instituted under Education Code 44955.
- 5.5 No later than May 15 of the school year preceding the school year in which the reassignment will take place, a unit member being considered for reassignment shall be given written notice stating that it has been recommended that the unit member be reassigned for the ensuing school year, and stating the reasons for such recommendation.
- 5.6 The unit member shall have five (5) working days from the receipt of the notice of reassignment to request a meeting in writing with the Superintendent to determine if there is cause for the reassignment.
- 5.7 In the event a meeting is requested, it shall be conducted in closed session.
- 5.8 The meeting shall be held by May 15 and a final written decision of the Superintendent shall be given to the unit member by the last calendared student day of the school year.
- 5.9 Upon approval of the unit member involved, a copy of the decision will be sent to the Executive Board of the Anaheim Personnel and Guidance Association.

## ARTICLE 6: WORK STOPPAGE

- 6.1 Apart from and in addition to existing legal restrictions upon work stoppages, the Association hereby agrees that neither it nor its officers, officials, agents, or representatives, shall incite, encourage or participate in any strike, walkout, slowdown, or other work stoppage of any nature whatsoever against the District during the life of this Agreement for any cause or dispute whatsoever or wheresoever located, including but not limited to disputes which are subject to the grievance provisions of Article 8, disputes which are specifically not subject to the grievance provisions of Article 8, disputes concerning matters not mentioned in this Agreement, disputes contending that the District has committed unfair employment practices, disputes with other labor organizations, persons or employers, or jurisdictional disputes. In the event of any strike, walkout, slowdown or work stoppage or threat thereof, the Association and their respective officers, agents, representatives and responsible officials will do everything reasonably within their power to end or avert the same. Violation hereof will subject violators to legal and equitable judicial relief.
- 6.2 The Association hereby agrees that neither it nor its officers, officials, agents, or representatives, shall incite, encourage or participate in any strike, walkout, slowdown or other work stoppage of any nature whatsoever against the District during the life of this Agreement.
- 6.3 Any counselor engaging in or assisting any strike, slowdown, work stoppage, or other interference with the District's normal operations in violation of this Article, or refusing to perform duly assigned services in violation of this Article, shall be subject to termination. The District reserves the right to selectively discipline employees hereunder.
- 6.4 Also, in the event that the Association, members, agents, representatives, counselors or persons acting in concert with them have violated the provisions of this Article over a grievance or a dispute which would otherwise properly be subject to resolution by submission to the grievance provisions of Article 8, the Association, and the counselors represented therein, shall be deemed to have waived the right to process the grievance and the grievance or dispute shall be deemed as having been finally settled, with prejudice, in accordance with the District's last stated position with respect thereto.

## ARTICLE 7: GRIEVANCE PROCEDURES

### 7.1 General Provisions

A grievance is defined as a statement by a counselor that the District has violated an express term of this Agreement and that by reason of such violation his/her rights have been adversely affected. All other matters and disputes of any nature are beyond the scope of these procedures. Also excluded from these procedures are those matters so indicated elsewhere in this Agreement.

The respondent in all cases shall be the District itself rather than any individual. The filing or pendency of a grievance shall not delay or interfere with implementation of any District action during the processing thereof. Formal level hearings, if any, may be conducted in compliance with Rule 22 of the rules for voluntary arbitration of the American Arbitration Association if deemed advisable by the Superintendent.

Upon request by a counselor, the Association shall be entitled to represent such person in matters involving discipline or discharge of the counselor, and to accompany such person to review the counselor's personnel file.

### 7.2 Level I

Before filing a written grievance, the grievant shall make a reasonable attempt to resolve the complaint by means of a conference with his/her immediate administrator.

### 7.3 Level II

Within fifteen (15) school days after the occurrence of the act or omission giving rise to the grievance, the grievant must present such grievance in writing to the appropriate administrator. If neither the grievant nor the Association had actual or constructive knowledge of the occurrence of the grievable act or omission, and could not with the exercise of reasonable diligence have known about it, then the fifteen (15) day time limit shall begin to run on the date upon which either the grievant or Association knew, or could with reasonable diligence, have known of the occurrence.

The written statement shall be a clear, concise statement of the grievance, including the specific provisions of this Agreement alleged to have been violated, the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought.

Within five (5) days of the filing of the grievance, the appropriate administrator shall hold a meeting with the grievant or with the grievant and his/her representative. The administrator shall communicate a decision to the employee in writing within five (5) school days after the grievance meeting, and such action will terminate Level II.

7.4 Level III

In the event the grievant is not satisfied with the decision at Level II, the grievant may appeal the decision in writing to the Superintendent or designee. Such appeal must be made within five (5) school days of the termination of Level II.

The appeal shall include a copy of the original grievance, the decision rendered at Level II and a clear, concise statement of the reasons for the appeal. Level II hearings shall be held within ten (10) school days of the receipt of the appeal from Level II.

The Superintendent or designee shall communicate a decision in writing five (5) school days after the date of the Level III hearing, and such a decision will terminate Level III.

7.5 Level IV

If the Level III decision does not settle the grievance, the grievant may, within five (5) school days after the Level III decision is rendered, present to the Board of Trustees, through the Superintendent, a request for a hearing. Within fifteen (15) school days following the request for a hearing, the Board of Trustees, or a committee composed of a minimum of two (2) trustees, shall conduct a hearing of the grievance. The Board may also, if it deems it appropriate, permit oral arguments by representatives of the parties, but only in the presence of one another. The decision of the Board of Trustees will be communicated in writing to all parties.

7.6 Arbitration

7.6.1 Submission to Arbitration

If the Association is not satisfied with the decision at Level IV, the grievance may be submitted, by the Association, to Arbitration, provided that notification of submission to Arbitration is given to the Superintendent within ten (10) days of the Association's receipt of the Level IV decision.

7.6.2 Selection of Arbitrator

The Association and the District shall agree upon an Arbitrator. If no agreement is reached within 10 days, the parties shall request the American Arbitrator Association to administer the selection of the Arbitrator in accordance with its rules.

7.6.3 Hearing: Arbitrator's Decision

The Arbitrator selected in accordance with Paragraph 7.6.2 above shall conduct a hearing. The Arbitrator shall hear the issues presented and shall tender a decision promptly.



#### 7.6.4 Fees and Expenses

The fees and expenses of the Arbitrator and the hearing shall be borne equally by the parties. All other expenses shall be borne by the party incurring them, except that the grievant, the grievance representative and a reasonable number of necessary witnesses shall be released from their assignments without loss in compensation or cost to the association.

#### 7.6.5 Statement of Issues

The Arbitrator shall be limited to deciding the issues submitted. If the parties cannot agree upon a statement of issues, the Arbitrator shall determine the issues. In cases of procedural disputes, the Arbitrator shall be empowered to rule on such disputes.

#### 7.6.6 Rules of Procedure

Upon agreement of the parties, the Arbitrator may proceed under expedited rules of the American Arbitration Association and notice of such agreement shall accompany any request for a list of Arbitrators.

The decision of the Arbitrator shall be binding on the Association, the District and the grievant.

#### 7.7 Failure to Meet Time Limits

If a grievance is not processed by the grievant and Association in accordance with the time limits set forth in this Article, it shall be considered settled on the basis of the decision last made by the District. If the District fails to respond to the grievance in a timely manner at any level, the running of its time limit shall be deemed a denial of the grievance and termination of the level involved, and the grievance may proceed to the next step.

Time limits hereunder may be lengthened or shortened in any particular case only by mutual written agreement. The parties will attempt in good faith to adjust time limit problems which occur above Level II as a result of the summer recess.

#### 7.8 Association Representation

The grievant shall be entitled, upon request, to representation by the Association at all grievance meetings beyond the formal level. In situations where the Association has not been invited to represent the grievant, the District shall not agree to a final resolution of the grievance until the Association has received a copy of the grievance and the proposed resolution and has been given the opportunity to state its view on the matter.

7.9 Confidentiality

In order to encourage a professional and harmonious disposition of unit members' complaints, it is good that from the time a grievance is filed until it is completed, neither the grievant nor the Association nor the District shall make public either the grievance or evidence regarding the grievance.

7.10 No Reprisals

There shall be no reprisal against a unit member for filing a grievance or assisting a grievant in the above procedure.

7.11 Grievance Files

The District's records dealing with the filing and processing of a grievance shall be maintained separately from the grievant's personnel file.

## ARTICLE 8: LEAVES OF ABSENCE

### 8.1 General Provisions

A leave of absence is an authorization for a unit member to be absent from duty, generally for a specific period of time and for an approved purpose.

A leave protects the unit member by holding a place for such member in the District until the leave expires, usually with the right to return to the District in a position of the same status and rank at the conclusion of the leave, providing the position would have otherwise remained. There is, however, no assurance that when a leave of absence necessitates a long-term replacement, a semester or longer or a short-term leave that has been extended beyond a semester, that the return assignment will be in the school or administrative site where such member was assigned when the leave was authorized.

A condition of each leave of absence is that the credential or permit held at the time the leave was granted, properly authorizing the service, must be maintained in full force by the counselor.

Part-time regular employees shall be entitled to leaves of absence to that portion of the leave as the number of hours per day of scheduled duty relates to the number of hours for a full-time employee in a comparable position.

### 8.2 Revocation of Leave

A leave of absence may be revoked at the sole discretion of the Director, Human Resources, upon evidence that the cause for granting it was misrepresented or has ceased to exist.

A unit member may request to return from leave prior to the agreed upon expiration of the leave. The District will consider the request and approve the revocation of the leave if a vacancy is available but there is no right to return to the unit member's school or administrative site.

### 8.3 Failure to Return to Assignment

Any counselor who is absent from work without leave, or who fails to return to work as scheduled after the expiration of an authorized leave of absence, shall be deemed to have abandoned employment with the District, and such conduct shall constitute an automatic resignation.

### 8.4 Application For Leave

8.4.1 Leaves Other Than Sabbatical: A unit member who is eligible for an unpaid leave of absence must make application for such leave on the District form provided. Requests for such leaves to begin in July must be filed in the Human Resources Office prior to the preceding February 15. Requests for leaves to begin in January

must be received on or before the preceding November 15. At the discretion of the Director, Human Resources, the aforementioned deadline may be waived.

#### 8.5 Notification of Return or Request for Extension

The following procedures shall be adhered to relative to return from leaves of absence and/or requests for extension of leave:

8.5.1 District Notification: On or before February 1, October 15 for the first semester leaves, of the semester nearest and preceding the expiration of the leave of absence, the District shall notify the unit member who is on a leave of absence that his/her position is being held pending notification of request for extension of leave or notification of intention to return from leave. Such notification shall be sent by U.S. mail to the unit member's last known address.

8.5.2 Unit Member Response: On or before March 1, November 15 for the first semester leaves, the unit member shall respond to the District notification by indicating either a request for an extension of leave or the unit member's intention to return from leave.

Unit members must inform the district in writing of their intention to return from leave or to extend the leave and provide all required documentation.

In the event that the unit member fails to respond to the District notification, it is understood that the District may proceed to fill the unit member's position. Failure to respond or return from leave will be considered job abandonment per Article 8.3. In addition unit members on an unauthorized leave will be immediately be placed on unpaid status.

#### 8.6 Salary Advancement During Leave

A unit member granted a leave of absence, other than sabbatical leave, military leave, or Peace Corps leave, shall not be advanced on the salary schedule unless s/he has completed the school year according to law. A unit member granted a sabbatical, military, or Peace Corps leave shall be eligible for advancement on the salary schedule.

#### 8.7 Personal Leaves of Absence Without Pay

The Board of Trustees, at their sole discretion, may grant up to one (1) year's leave of absence without pay to unit members for the following reasons:

8.7.1 Health

8.7.2 Maternity, Paternity and Adoption

8.7.3 Activities which contribute to professional development in education, which may include formal study, travel or exchange teaching.

8.7.4 Child care

8.7.5 Compelling family matters / personal necessity

Leaves shall have the prior approval of the principal. All such unpaid leaves may, upon request, be extended for one (1) additional complete semester or school year. With the exception of leaves of absence granted by state or federal law, leaves shall be limited to a maximum of two (2) years within a five (5) year period of time. Requests for leaves of absence under this provision shall not be arbitrarily or capriciously denied.

With the exception of maternity leave, sick leave, bereavement, industrial accident/illness, leaves of absence shall be limited to permanent unit members.

8.8 Tragedy Personal Necessity Leave

A long term ninety (90) day personal necessity leave of absence may be provided to a unit member who experiences a serious tragedy within his/her immediate family. For purposes of this section, "immediate family" shall be defined to include parent, spouse or dependent child. A unit member's compensation during such leave shall be the equivalent of the unit member's regular salary and fringe benefits minus the amount necessary to pay an employee to replace the unit member while on leave.

8.9 Maternity Leaves

Upon request, pregnant unit members shall be granted maternity leave. Said leave shall be unpaid unless unit members have accumulated sick leave (under 8.11) which may be utilized. Maternity leave will be provided in accordance with existing law.

8.10 Industrial Accident and Industrial Illness Leave

8.10.1 Leaves resulting from an industrial accident or industrial illness shall be granted in accordance with the provisions of Education Code sections 44043 and 44984 and this rule.

8.10.2 A unit member who is absent from duty because of an illness or injury defined as an industrial accident or industrial illness under provisions of the Workers' Compensation Insurance Law, shall be granted paid industrial accident leave for each such accident or illness while receiving temporary disability benefits from Workers' Compensation provided that:

8.10.2.1 The employee has probationary or permanent status.

8.10.2.2 The Superintendent or his/ her designated representative has determined that the illness or injury was directly related to the performance of his/her duties while in the employment of the Anaheim Union High School District.

- 8.10.3 A unit member absent from duty because of illness or injury resulting from an accident or condition incurred on duty, which qualifies under Workers' Compensation Insurance, shall be granted an industrial accident and industrial illness leave for each such accident provided that neither the number of days allowed in one (1) school year for more than one (1) such leave does not exceed a total of sixty (60) consecutive working days.
- 8.10.4 Industrial accident and industrial illness leave shall be granted from the first day of disability but shall not extend beyond the last day for which temporary disability indemnity is received. Only absences which are supported by a physician's certificate and have been verified to be the result of a duty connected illness or injury can be paid under the industrial accident and industrial illness leave policy. Any absence that cannot be so verified shall be charged against the unit member's leave.
- 8.10.5 Should the unit member's absence, due to an industrial injury or industrial illness, extend beyond sixty (60) consecutive working days, the unit member shall be permitted to use accumulated sick leave until temporary disability payment ceases, until s/he returns to duty, or until illness credits have been used, whichever is sooner.
- 8.10.6 During any period a unit member is receiving his/her regular salary from the District, s/he is required to endorse over to the District all temporary disability payments received in accordance with Section 44983 of the Education Code. Charges to the unit member's leave balances shall be as follows:
- 8.10.6.1 Industrial accident and industrial illness leave shall be reduced by one (1) day for each day of authorized absence regardless of temporary disability payments paid.
  - 8.10.6.2 Sick leave and/or vacation leave shall be reduced only by that amount necessary to provide a full day's wage or salary when added to temporary disability benefits. Any unit member who is absent because of work connected illness shall not be entitled to receive wages or salary from the District which, when added to temporary disability benefits, will exceed his/her full salary during the period of his/her absence. (See Section 44043 of the Education Code.)
- 8.10.7 A unit member while receiving industrial accident and industrial illness leave benefits must remain within the State of California unless the Board of Trustees authorizes travel outside the State.
- 8.10.8 While a unit member is on any paid leave resulting from an industrial accident or industrial illness, the unit member's salary paid by the District shall not, when added to a normal temporary disability allowance award without penalties granted the unit member under State Workers' Compensation Insurance Laws, exceed the unit member's regular salary.

Final allowance for permanent industrial disability settlements shall not be subject to remittance to the District under this rule.

#### 8.11 Personal Necessity Leave of Absence

Unit members may use up to ten (10) days accumulated sick leave without stating a reason for personal necessity, provided the number of personal necessity days does not exceed the number of days of unused sick leave.

Permissible personal necessity use:

- 8.11.1 Personal necessity may be used without prior approval for the reasons listed below. However, the unit member shall make every reasonable effort to comply with District procedures designed to secure substitutes and s/he shall notify the immediate supervisor prior to the absence.
  - 8.11.1.1 Accident or serious illness involving his/her personal property, or person or property of his/ her immediate family.
  - 8.11.1.2 Court appearance as a litigant or as a witness under order.
  - 8.11.1.3 Religious observances.
  - 8.11.1.4 Wedding and graduations for immediate family members. Immediate family for this section shall mean parent, sibling, spouse, or child.
  - 8.11.1.5 Becoming a parent by adoption, surrogate or paternity.
  - 8.11.1.6 Personal necessity may be used for circumstances that meet all of the following criteria: Are of a serious nature, and which the unit member cannot be expected to disregard, and which necessitate the immediate attention of the unit member, and which cannot be accommodated during off-duty hours.
- 8.11.2 Such leave shall not be used for seeking or engaging in other employment, for vacation, or other recreational activities or for other activities which do not fit the criteria listed above.
- 8.11.3 Personal necessity leave shall not be used in whole, or in part, for any strike, work stoppage, work slowdown or concerted activity of any kind.
- 8.11.4 A unit member shall be allowed to use two (2) days of personal necessity leave which will not be charged against his/her accumulated sick leave.

## 8.12 Sabbatical Leave

A sabbatical leave of absence may be granted to any unit member only to the extent that the same will benefit the schools and pupils thereof, for not less than one (1) semester nor more than one (1) school year under the following conditions:

- 8.12.1 The applicant must have served at least seven (7) consecutive years in the District preceding the granting of the leave, and no more than one such leave of absence shall be granted to a unit member in each seven (7) years of employment. Other leave of absences, while not counted as a "year of service" do not constitute a break in consecutive years of service.
- 8.12.2 A leave may be granted for the following reasons:
  - 8.12.2.1 Formal Study - Complete a minimum of eight (8) semester hours each semester in an accredited institution of higher learning. Courses must relate to present or future service in the District.
  - 8.12.2.2 Travel - Engage in foreign or domestic travel during each semester.
  - 8.12.2.3 Study and Travel - A one (1) year leave may be divided between study and travel in accordance with above regulations.
  - 8.12.2.4 Independent Study - Provided that the applicant presents a "plan of work" for independent study and a report relative to the accomplishment of such "plan of work" at the conclusion, sabbaticals may be granted for independent study.
- 8.12.3 Compensation while on sabbatical leave shall be fifty percent (50%) of the salary the unit member would have received had s/he remained in active service. At the expiration of the leave, the unit member shall be assigned to the same school or District office location in which service was being rendered at the time of making application for leave, subject to Article 9.
- 8.12.4 A "Sabbatical Leave Group," composed of unit members of the District, shall be appointed by the Superintendent. At least fifty percent (50%) of the members of this group shall be selected by the Superintendent from a list of unit members submitted to the Superintendent by the Association. The purpose of this group shall be to administer the sabbatical leave article and to submit to the Superintendent a prioritized list of unit members being recommended for sabbatical leave. It is understood that actions of this committee are subject to the approval of the Superintendent.
- 8.12.5 The number of sabbatical leaves granted for any school year shall be at the sole discretion of the Board of Trustees. If the Board determines to grant sabbatical leaves it shall grant no fewer than one such leave if requested by unit member(s).
- 8.12.6 The unit member must provide a surety bond.



8.12.7 The unit member shall agree to serve twice the period of the leave following return to the District.

8.12.8 Should sabbatical leaves be offered, the following timeline will be in effect:

Notices will be sent to all unit members by mid-October.

Proposals will be due at the District no later than the first working day in December.

The Committee will meet to select unit members for sabbatical leave, for the following school year, by the last working day in December.

The Board will be asked to approve selected sabbatical leave requests at a regularly scheduled meeting during the month of January.

Approved applicants will be notified of the Board's action by the first working day in February.

### 8.13 Sick Leave

A unit member who is absent due to personal illness and/or injury, including a disability caused or contributed to by pregnancy, shall be allowed full pay for the number of days absent provided that the number of days absent does not exceed the employee's total accumulated days of sick leave.

Members of the bargaining unit employed five (5) days a week shall be entitled to eleven (11) days leave of absence for illness or injury for a year of service. Members of the bargaining unit employed less than five (5) days a week for a year of service shall be entitled to that proportion of eleven (11) days leave of absence for illness or injury as the number of days of employment per week bears to five (5). Unused sick leave shall be accumulated from year to year.

Counselors shall use the Sub Caller to report absences (see Appendix D for instructions).

To be eligible for sick leave absence with pay, the unit member shall be in a paid status and scheduled for work on the day(s) of absence.

If a unit member resigns, retires, or is terminated and has used more sick leave than was earned, the amount used but not earned shall be deducted from the final warrant of the unit member.

Members of the bargaining unit must notify the District of the absence as soon as the necessity to be absent becomes known to the unit member but in no instance later than 6:30 a.m. of the day of the absence.

A unit member returning from absence must contact the school or site by 2:00 p.m. of the day preceding the day of intended return. If s/he is unable to make a determination before 2:00 p.m., the District must be notified not later than 6:30 a.m. the following day. In the event that the District has not been notified of the unit member's intention to return, and accordingly has employed a substitute counselor for the day, the District may require the returning unit member to be charged with one (1) additional day of absence.

The Board may require satisfactory proof of the nature, extent and duration of the illness if it believes a unit member to be abusing the use of sick leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

#### 8.14 Short Term Personal Leave Without Pay

An excused absence without pay for a unit member may be approved for five (5) days by the principal or certificated supervisor. Upon recommendation of the principal or administrative supervisor, the superintendent or designee, may authorize an excused absence without pay for unit members up to ten (10) days.

#### 8.15 Court Appearance

A unit member shall be granted up to three (3) days of absence with full pay because of necessary appearance in court (other than as a litigant) or in response to a subpoena duly served provided such subpoena is filed with the Board of Trustees or its delegated authority immediately upon its having been received by the unit member.

#### 8.16 Jury Duty

The District agrees to grant to members of the bargaining unit called for jury duty in the manner provided by law, leave of absence without loss of pay for time the unit member is required to perform jury duty during the unit member's regularly assigned working hours. Unit members, so called for jury duty, must notify the District of service date(s) upon receiving said notice from officers of the Court. The District shall pay the unit member the difference, if any, between the unit member's regular rate of pay and the amount received for jury duty. Unit members who elect to contribute their fees to the county in which serving jury duty, must submit a copy of the receipt to payroll indicating that they donated their fee to the county. Unit members are required to return to work during any day or portion thereof in which jury duty services are not required. The District may require verification of jury duty days prior to or subsequent to proving jury duty compensation on a form provided by the District or the Court.

#### 8.17 Bereavement

The District agrees to grant necessary leaves of absence with pay at the unit member's regular rate not to exceed three (3) days, or five (5) if 300 miles or more or out-of-state travel is required, on account of the death of any member of the immediate family of a member of the bargaining unit.

"Member of the immediate family" means the father, mother, father-in-law, mother-in-law, son, daughter, son-in-law, daughter-in-law, husband, wife, grandmother, grandfather, grandchildren, sister, brother, sister-in-law, brother-in-law, niece, nephew, aunt, uncle of the unit member, and like relatives of spouse, or any person living in the immediate household of the unit member.

Bereavement leave shall be limited to a three (3) or five (5) day period following the date of the death in the immediate family. If such leave of three (3) or five (5) days is not scheduled immediately and consecutively following the death, the unit member will notify his/her immediate supervisor prior to scheduling an alternative plan for bereavement leave. In exceptional circumstances, the Superintendent may grant up to two (2) additional days leave.

Unit members exercising this leave provision shall notify their immediate supervisor as soon as possible and indicate the expected duration of the absence.

Unit members shall be required to complete the standard form provided by the payroll department to verify the reason for the absence. The District may require satisfactory proof of the nature, extent, and duration of the bereavement leave if it believes a unit member is abusing the use of bereavement leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

#### 8.18 Health/Welfare Benefits While on Leave

A unit member on Board approved leave of absence without pay, may participate in the District's health and dental insurance benefit program at the unit member's own expense provided all costs are paid in advance quarterly. Such coverage shall terminate upon the first day of the month immediately preceding the date that an employee attains age sixty-five (65), or becomes eligible.

#### 8.19 Partial Day Absences

A unit member who is absent for one-half (1/2) day or less shall have deducted one-half (1/2) day from the accumulated sick leave. If the absence exceeds one-half (1/2) day, a full day shall be deducted.

#### 8.20 Extended Illness Leave

Upon exhaustion of all accumulated sick leave credit, a unit member who continues to be absent for purposes of this policy, shall receive fifty percent (50%) of salary or the difference between the unit member's salary and the salary of the substitute, whichever is greater, for a period not to exceed five (5) school months per illness or accident. If the school year terminates before the five month period is exhausted, the employee may take the balance of the five month period in a subsequent school year. In order to qualify for differential pay, unit members shall first utilize all accumulated sick leave credit. Extended illness must be on the basis of a recognized medical doctor's statement.

8.21 Family Care and Medical Leave

All unit members are eligible for leave under this provision. Leave shall be granted upon request of a unit member because of the unit member's serious health condition, the serious health condition of a member of the unit member's family, the birth of a child of the unit member, or the placement of a child with a unit member in connection with adoption or foster care of the child by the unit member. As used in this section, "family" includes all persons listed in 8.17 of this Agreement, and "serious health" is any illness injury, impairment, or physical or mental condition. Leave under this section may be as long as twelve weeks or as short as one work day. Such leave shall entitle the unit member to all economic benefits of employment except for salary on the same basis as if the unit member were not on leave. Leave under this section shall run concurrently with other leaves available under the provisions of this Agreement.

8.22 Notification of Sick Leave Accrual

The District shall provide a written notice of sick leave accrual to each bargaining unit member during the month of September.

8.23 Catastrophic Leave

Unit members are permitted to irrevocably donate accrued sick leave credits for an employee who experiences a catastrophic personal illness or accident. Donations made under this catastrophic leave program shall be strictly voluntary.

Definitions

8.23.1 Catastrophic illness/accident means illness or non-work related injuries due to an accident that is expected to incapacitate the employee for an extended period of time involving or resulting in substantial, often ruinous, medical expense and creating a financial hardship for the employee because he or she has exhausted all of his or her sick leave and other paid time off with the exception of extended illness leave.

8.23.2 Eligible leave credits mean sick leave days accrued to the donating unit member.

8.23.3 The Sick Leave Bank represents donated eligible leave credits.

8.23.4 The Open Enrollment period is established as the month of October, each year.

8.23.5 The Board means the District Board of Trustees, Superintendent, or designee.

8.23.6 The Sick Leave Bank Committee shall oversee the operation of the Sick Leave Bank. The Committee shall consist of one voting member from each of the following groups: Anaheim Personnel and Guidance Association (APGA), California School Employees Association (CSEA), American Federation of State, County and Municipal Employees (AFSCME) and the Anaheim Leadership Team Association (ALTA). There will be two voting members from

the Anaheim Secondary Teachers Association (ASTA). Also included will be one voting representative from District Administration, designated by the Superintendent.

#### General Provisions

- 8.23.7 Participation in the Catastrophic Leave Program shall be voluntary, but permitted, for all qualified permanent employees.
- 8.23.8 To establish enrollment, a permanent employee must initially donate one (1) sick leave day. Employees must then donate one (1) sick leave day per year during the Open Enrollment period to maintain eligibility.
- 8.23.9 From implementation of this program through October 1998, any permanent employee who is absent due to a catastrophic illness and has exhausted all eligible leave credits may participate in the Catastrophic Leave Program without a donation.
- 8.23.10 This Program will not be operational until the total sick leave days reaches 100.
- 8.23.11 The Sick Leave Bank is available to all participating permanent employees for use during their work year. Twelve month employees may apply to use the Sick Leave Bank year around. All other employees are eligible according to their regular work year.
- 8.23.12 Employees who elect not to enroll in the Catastrophic Leave Program upon first becoming eligible, have a waiting period of sixty (60) duty days after they enroll before becoming eligible to withdraw from the Bank.
- 8.23.13 The Sick Leave Bank cannot be used concurrently with the extended illness leave benefit.
- 8.23.14 The maximum amount of time for which donated sick leave credits may be used is 25 days for any one catastrophic illness. The lifetime benefit from this policy may not exceed a total of 50 days.
- 8.23.15 This Catastrophic Leave Program may not be used if the employee applies for or has purchased any other benefit or disability insurance program or income protection program either public or private unless the total benefit is less than 100% of the employee's basic salary. Employees having any additional income benefit must apply for that benefit before they are considered eligible for the Catastrophic Leave Program.
- 8.23.16 The receipt of a donated sick leave credit through the Catastrophic Leave Program as designed here, when combined with other District income, or income protection plan, shall not provide the recipient with a greater monthly District income/fringe benefit contribution than he/she received immediately prior to the receipt of catastrophic sick leave.

- 8.23.17 An employee who receives donated sick leave credits shall use any leave credits, including vacation, that he or she continues to accrue on a monthly basis prior to receiving/using additional donated sick leave credits from the Sick Leave Bank.
- 8.23.18 Requests for Sick Leave Bank credits must be made in increments of five (5) days.
- 8.23.19 If more than one applicant is being considered at the same time and there are not enough days in the Bank to fill each request, the available days will be divided equally or proportionately, as is consistent with the requests, between and among the applicants. In this instance, additional donations of eligible leave credits may be accepted.
- 8.23.20 Member employees may make additional donations to a specific employee who has a catastrophic illness. These donations may be made at any time during the year. Any unused donations beyond those authorized by the committee will be returned to the Bank.
- 8.23.21 Any fraudulent or inappropriate use of donated days will result in the return of all donated days to the Bank. The employee will be held responsible for returning any resulting overpayment of wages.
- 8.23.22 Any unused donation will be returned to the Bank, including donations to specific employees as stated in 8.23.20.
- 8.23.23 The employee must waive any and all claims against the Board, District and its officers and employees, arising from the administration of the Sick Leave Bank Program.
- 8.23.24 The Sick Leave Bank Committee will issue a report to all employees of the status of the Bank each semester.

#### Donating to the Sick Leave Bank

- 8.23.25 Any permanent employee on paid duty status shall be eligible to participate with a minimum annual deposit of one (1) sick leave day.
- 8.23.26 All transfers of eligible leave credits are irrevocable.
- 8.23.27 Employees may donate up to three (3) full days of eligible leave credits per school year. Employees must have at least ten (10) days of accrued sick leave remaining after donating to the Sick Leave Bank. Any request for an exception to this provision must be submitted in writing and approved by the Superintendent.
- 8.23.28 Donations to the Bank are general donations and cannot be donated to a specific employee with the exception of 8.23.20.

- 8.23.29 When and if the donated sick leave credits reach a total of 2,000 actual days, the committee may suspend donations for one (1) year for all current members. New members, however, may donate.

Withdrawing Leave Credits from the Sick Leave Bank

Eligible leave credits may be requested, in writing, from the Sick Leave Bank for a catastrophic illness or accident if all of the following requirements are met.

- 8.23.30 The employee must be a member of the Sick Leave Bank before requesting sick leave credits.
- 8.23.31 The employee who is suffering from a catastrophic illness or accident provides verification of catastrophic illness as required by the Superintendent.
- 8.23.32 The verification of catastrophic illness must come in the form of a written medical statement from the attending physician indicating the incapacitating nature and probable duration of the illness or accident.
- 8.23.33 The Superintendent may require verification of the need for sick leave days beyond the evidence of a doctor's certification and shall have the authority to accept evidence from other sources.
- 8.23.34 The Sick Leave Bank Committee determines that the employee is unable to work due to the employee's catastrophic illness or accident.
- 8.23.35 The employee has exhausted all accrued paid leave credits with the exception of extended illness leave.
- 8.23.36 At the start of the Sick Leave Bank withdrawal, voluntary deductions from the employee's paycheck will be discontinued (except for District computer loan payments and health and life insurance payments).

Not Covered

- 8.23.37 Conditions, illnesses, or accidents resulting from commission of a felony, elective cosmetic surgery, or stress. Also not included are illnesses or accidents which may be covered under the Workers' Compensation Program.

## ARTICLE 9: TRANSFER PROCEDURES

### 9.1 Definitions

#### 9.1.1 Transfer

A transfer is defined as the relocation of unit members from one school to another school, from one District administrative department to another administrative department, or between a school and a District administrative department. Transfers fall into two categories: (1) Voluntary transfers that are initiated at the request of the unit members, and (2) involuntary or administrative transfers that are initiated by the District.

#### 9.1.2 Seniority

For the purposes of the transfer Article, the term “seniority” shall mean the unit members total continuous service to the District in a certificated counseling position, beginning with the first (1<sup>st</sup>) day of paid service as a probationary counselor. The Board shall maintain an up-to-date seniority list, which for purposes of this Article shall be the “order of employment list” required by Education Code Section 44845. This list shall be sent to the association by November 1 of each school year.

### 9.2 Posting of Openings

9.2.1 An opening is defined as a position at a school or administrative department location which the District has determined is to be filled by a regular probationary or permanent unit member rather than by a substitute or temporary employee.

9.2.2 The District shall post at each school location a notice of each opening as it occurs during the regular school year or summer session. Each notice shall state a deadline for applications which shall be not less than seven (7) school days after posting. In the event an opening for the current school year becomes available within two (2) weeks prior to the start of the school year or thereafter, the deadline for application shall not be less than three (3) days. The opening shall not be filled prior to such deadline. Postings shall be sent to all members of the Association.

9.2.3 An opening, for posting purposes, is not created when a permanent or probationary employee is on a paid or unpaid leave of absence or a one semester opening exists.

9.2.4 Any unit member may apply for such openings by submitting the Interschool Transfer Request form to the principal of the school where the vacancy exists within the time limit specified above in Article 9.2.2.

9.2.5 Posting errors shall not be submitted to grievance. The error shall be corrected prior to filling the openings.



9.3 Voluntary Transfer for Posted Openings

- 9.3.1 Requests for voluntary transfers for posted openings may be made by submitting an interschool transfer request to Human Resources. The Superintendent or designated representative will give consideration of the transfer request but may deny it if, in his/her opinion, such transfer is not in the best interest of the District.
- 9.3.2 The filing of a request for transfer is without prejudice. It does not jeopardize the applicant's present assignment. The request may be withdrawn any time prior to confirmation that the transfer has been effected.
- 9.3.3 When an opening is posted, a unit member may request a transfer by submitting an interschool transfer request to Human Resources. The principal or administrative department supervisor will consider the transfer request prior to filling the opening. A unit member may submit as many requests for transfer as desired.
- 9.3.4 A unit member who requests transfer to an available position and is denied, may be provided a written statement, if so requested by the employee.

9.4 Involuntary Transfer

- 9.4.1 The parties recognize that it may be necessary to transfer unit members involuntarily because of enrollment adjustments, budgetary restrictions or curriculum needs. The Anaheim Personnel and Guidance Association (Association) and the Anaheim Union High School District (District) agree as follows when designating the unit member to be reassigned:

The following process and tie-breaking criteria will be applied in the event a counselor needs to be reassigned to another location due to a surplus situation.

If a reassignment of one (1) or more counselors is necessary at a site, the following process will occur:

1. Unit members at the affected site(s) shall be provided a list of vacancies by the District and given the opportunity to volunteer for reassignment.
2. If there are no volunteers, tie-breaking criteria will be used to determine who will be reassigned.
3. Should two or more counselors volunteer to be reassigned; the tie-breaking criteria listed below will apply to determine who has the first opportunity to be reassigned.
4. Unit members will be provided an opportunity to list their top three site preferences. This applies to volunteers and non-volunteers. A specific site cannot be guaranteed.
5. Once a counselor decides to voluntarily be reassigned, the counselor cannot change this decision.

In the event that no counselor volunteers for reassignment or there is a tie to determine who will be surplusd at a site and moved to another location, the following criteria in priority order will be used:

1. Current service as a Lead Counselor. (If the principal at a school site designates “co-lead counselors”, he/she will designate one of them as the “primary” lead counselor for Layoff and Reassignment Tiebreaking purposes only. The principal shall notify Human Resources and the APGA Board within 5 working days of the designation.)
2. Seniority as counselor at the current site as determined by the most recent date assigned to the current site by the District.
3. Seniority as a counselor in the District, as outlined in 9.1.2.
4. Length of previous paid full-time counseling experience with clear PPS credential prior to AUHSD employment.
5. Length of additional paid full-time prior service to the District in a certificated position.
6. Length of additional paid full-time prior service in a certificated position outside of the district.
7. Length of additional paid full-time prior service to the District in a non-certificated position.
8. Length of additional paid full-time prior service in a non-certificated position in education or a counseling setting outside of the district.
9. If the criterion above does not break a tie, a lottery will be used to determine who will be reassigned.

The Association President will be notified of all site openings prior to the District notification of reassignment

9.4.2 The Association President will be notified of all involuntary transfers.

9.4.3 Upon written request, an opportunity will be provided for the unit member to meet with the administrator recommending the transfer and be advised of the reasons for such recommended transfer.

9.4.4 No unit member shall be transferred arbitrarily or capriciously.

#### 9.5 Superintendent's Transfer

In situations not provided for herein, the Superintendent's power to assign includes the power to transfer professional personnel within the District when the Superintendent concludes that such a transfer is in the best interest of the District.

#### 9.6 Layoff and Tie Breaking Criteria

In the event that there is a tie between two or more counselors with the same seniority date as a counselor, the following criteria will be used in the priority order indicated below to determine who will be laid off:

1. Seniority as counselor in District.
2. Current service as a Lead Counselor. (If the principal at a school site designates “co-lead counselors”, he/she will designate one of them as the “primary” lead counselor for Layoff and Reassignment Tiebreaking purposes only. The principal shall notify Human Resources and the APGA Board within 5 working days of the designation.)
3. Length of previous paid full-time counseling experience with clear PPS credential prior to AUHSD employment.
4. Length of additional paid full-time prior service to the District in a certificated position.
5. Length of additional paid full-time prior service in a certificated position outside of the district.
6. Length of additional paid full-time prior service to the District in a non-certificated position.
7. Length of additional paid full-time prior service in a non-certificated position in education or a counseling setting outside of the district.
8. If the criterion above does not break a tie, a lottery will be used to determine who will be laid off.

## ARTICLE 10: WORKING HOURS

### 10.1 Hours - General

The District recognizes that the varying nature of a counselor's day-to-day professional responsibilities does not lend itself solely to an instructional day of rigidly established length. The minimum school-based assignment hours are as follows:

Counselors should be available in their office every day for students and parents before school and after school for the duration of the school year. Exception may be made by mutual agreement between the unit member and site administration based on the specific needs of the school.

Unit members must be on duty at least thirty (30) minutes before the beginning of the first class session and remain on duty for a reasonable length of time after the close of the student's regular school day. These minimum school-based assignment hours may be modified by the immediate administrator to suit varying educational and operating needs after reasonable prior consultation with the unit member. These modifications may not be of a permanent and/or continuing nature.

Each unit member shall receive a daily duty-free lunch break of not less than thirty (30) minutes, as scheduled by the immediate administrator except when there are unscheduled fire drills or other such emergencies as determined by the principal of each school. Lunch supervision shall be limited to no more than one student lunch period per day.

Minimum school-based assignment hours shall be applicable to every scheduled school day, including minimum pupil days, inservice days and the like. These minimum school-based assignment hours may be modified by mutual agreement between the immediate administrator and counselor.

In addition to assigned counseling duties, as described in the counselor's job description, counselors shall perform their duties, many of which will occur outside of the minimum school-based assignment hours. Other such duties may include supervising pupils within and outside class hours; supervising and providing leadership of pupil organizations and activities as assigned; cooperating in parent, community and open house activities; serving on committees providing advice and service to the District; and participating in approved development programs.

In assigning the duties as set forth in the preceding paragraph, site administrators shall make a reasonable effort to see that the hours of work involved are equitably distributed among the staff with volunteers sought prior to mandating an assignment, and that reasonable advance notice of scheduling is provided. In assigning the above duties and hours, administrators shall act in a reasonable manner, and not in an arbitrary, capricious, or vindictive manner.

In the event of a work stoppage, no counselor shall be required to substitute for any teacher.

10.2 Assigned Days of Work

The total number of assigned annual days of work for regular full time counselors is 198. These days will be served consecutively whenever practicable as determined by the principal/designee after consulting with the unit member. Any extra days of assignment will be paid on a per diem basis.

The start and end dates for the 2015-16, 2016-17, and 2017-18 work years will be as follows (these dates are subject to change if the teacher work year is revised):

<b>YEAR</b>	<b>START DATE</b>	<b>END DATE</b>
2015-2016	July 22, 2015	May 27, 2016
2016-2017	July 20, 2016	May 26, 2017
2017-2018	July 19, 2017	May 25, 2018

In general, counselors will start their work year 13 days prior to the teacher start date and will end their work year on the last teacher work day. Site principals and counselors will have flexibility to make adjustments as necessary.

10.3 Counselor Meetings

Whenever practicable, as determined by the District, mandated counselor meetings shall be held during normal school hours.

10.4 Counselor Professional Development

Two (2) days will be provided by management for specific training for counselors. These days will be during the regular 198 day contract period. The professional development training will relate directly to day-to-day counselor services at the school site. Counselors' attendance at these two (2) professional development days is not optional and will be supported by site administration. Exceptions can be made in case of a school site emergency which requires the counselor(s) to be present (e.g. to provide support in case of a death of a student or staff member or for other emergency situations affecting a school site). Unit members who do not attend a professional learning day may not use personal necessity referenced in 8.11.4. Unit members will also be required to participate in a make-up session that is of the same nature and quality to recoup the lost learning opportunity.

10.5 Beginning of Semester Professional Development Work Schedule

Counselors may be excused from the staff professional development meeting(s), which are held prior to the start of each semester. Principals and school counselors will confer within two weeks prior to the start of each semester to discuss counselor participation at any part of these meetings that involves school wide staff participation.

ARTICLE 11: PUPIL-TO-COUNSELOR RATIO

The Board of Trustees shall determine and regulate the ratio of pupils to counselors in relation to the total responsibilities, powers, and rights imposed upon, vested in, and reserved to, respectively, the Board by law.

- 11.1 The Board will continue its efforts to maintain staffing patterns that will avoid State penalties.
- 11.2 The Board shall promote counselor caseloads which are within the best interests of the students concerned.
- 11.3 The Board of Trustees agrees that it shall not arbitrarily or capriciously assign abnormally or unreasonably large counselor caseloads within the District.

Though the Board reserves the power to amend the pupil-to-counselor ratio for the ensuing school year at any time during the preceding school year as deemed appropriate, the Board is also cognizant of the effects of this ratio upon the jobs of counselors and the value of counsel with all employees, whether performing direct or indirect services to pupils, as well as factors enumerated herein above. Therefore, the District agrees to consult with all affected unit members prior to making changes in the pupil-to-counselor ratio, unless the need for change be deemed an emergency by the Board. If the Board determines that an emergency exists, it shall notify the Association in writing of its decision. The decision of the Board, following consultation, shall remain solely a decision of the Board.

## ARTICLE 12: EVALUATION PROCEDURES

### 12.1 General Provisions

The District retains sole responsibility for the evaluation and assessment of performance of each counselor, subject only to the following procedural requirements. Accordingly, no grievance arising under this Article shall challenge the substantive objectives, standards or criteria determined by the evaluator or District, nor shall it contest the judgment of the evaluator; any grievances shall be limited to a claim that the following procedures have been violated.

### 12.2 Procedures

The principal or designated administrative representative shall conduct the evaluation. Unscheduled evaluations may be made at any time during the school year at the discretion of the principal.

12.2.1 All non-permanent unit members will be evaluated annually and all permanent unit members at least every other year, using the Individual Counselor Performance Plan (Appendix G). Unit members with permanent status who have been employed at least ten (10) years with the District and whose previous evaluation rated the employee as meeting or exceeding standards, may be evaluated every five (5) years, if the unit member and evaluator consent to this schedule. Should the evaluator withdraw consent, the evaluator shall provide the employee a written notice within the first two weeks of the beginning of the school year. The final evaluation conference shall be conducted no later than May 31 for unit members and necessary forms forwarded to the Certificated Human Resources Office not later than June 15. The final evaluation should reflect in writing whether or not the unit member has been recommended for re-employment.

12.2.2 Prior to November 15 of each evaluation year, the evaluator and unit member shall hold a preliminary evaluation conference.

12.2.3 The purpose of the preliminary evaluation conference shall be to review the element and planned activity to be achieved in the following required areas of evaluation:

12.2.3.1 Standard 1: Engage, advocate for and support all students learning.

12.2.3.2 Standard 2: Plan, implement, and evaluate programs to promote academic, career, personal and social development of all students.

12.2.3.3 Standard 3: Utilize multiple sources of information to monitor and improve student behavior and achievement.

12.2.3.4 Standard 4: Collaborate and coordinate with school and community resources.

12.2.3.5 Standard 5: Promote and maintain a safe learning environment for all students.

12.2.3.6 Standard 6: Plan, implement and evaluate programs to promote academic, career, personal and social development of all students.

At the time of the conference, the evaluatee and evaluator shall have completed, in duplicate, a work copy stating the element and planned activity in the required areas of evaluation, using the Individual Counselor Performance Plan.

- 12.2.4 The evaluatee and evaluator shall attempt to agree to the specific elements and planned activities, based on District standards, upon which the evaluatee shall be evaluated. Failing an agreement, the evaluatee shall nevertheless be evaluated on the specific goals as determined by the evaluator.
- 12.2.5 In the event of disagreement, the word "disagreement" shall be stated after the element and planned activity on the Individual Counselor Performance Plan; however, disagreement on elements and planned activities shall not be subject to the grievance procedure.
- 12.2.6 Following the preliminary evaluation conference, the evaluatee will be given a typed copy of the Individual Counselor Performance Plan. The signatures of the evaluator and evaluatee shall appear on this form. The evaluatee's signature indicates that the evaluatee has read the document and has been provided the opportunity of attaching rebuttal comments within five (5) school days of the date of the typed copy of the Individual Counselor Performance Plan.
- 12.2.7 The evaluatee shall be observed early in the evaluation year by the evaluator. Within five (5) school days of the observation, the Individual Counselor Performance Plan shall be completed and a follow-up conference with the evaluatee shall be conducted to discuss the report. The time limit may be extended by mutual agreement. This conference shall also serve as a progress check on the elements and planned activities stated in the preliminary evaluation conference.
- 12.2.8 Report of Observation of first and second year certificated unit members will be made at least once during the first and second quarters of each school year.
- 12.2.9 Excellent performance shall be commended in writing on all evaluation forms.
- 12.2.10 The Individual Counselor Performance Plan shall be utilized for overall routine evaluation of unit members. All sections of these forms must be completed accurately. The certificated unit member shall have a conference with the appropriate administrator whenever the Individual Counselor Performance Plan is utilized. The evaluator/evaluatee is to sign the original and all copies of these reports. The original is retained by the school, one (1) copy is sent to the District Certificated Human Resources office and one (1) copy is retained by the evaluatee.



12.3 Conditions

- 12.3.1 The evaluator must maintain on file each completed evaluation form.
- 12.3.2 In the event of unforeseen contingencies, the evaluator and the evaluatee may modify elements and planned activities in the required areas of evaluation (1) Standard 1: Engage, advocate for and support all students learning., (2) Standard 2: Plan, implement, and evaluate programs to promote academic, career, personal and social development of all students., (3) Standard 3: Utilize multiple sources of information to monitor and improve student behavior and achievement., (4) Standard 4: Collaborate and coordinate with school and community resources., (5) Standard 5: Promote and maintain a safe learning environment for all students, and (6) Standard 6: Plan, implement and evaluate programs to promote academic, career, personal and social development of all students. Such modifications must appear on the Individual Counselor Performance Plan with verifying date and signatures.
- 12.3.3 All monitoring or observation of the work of a unit member shall be conducted openly and with full knowledge of the unit member.
- 12.3.4 Matters which will be used to evaluate a unit member will be brought to the attention of the unit member in writing within a reasonable period of time following the dates the administration first becomes aware of such facts.
- 12.3.5 A unit member shall be entitled to have a representative of his/her choice present when s/he is subject to disciplinary action which results in a written reprimand. After a request for such representation is made, any conference will be held within a period of time not to exceed five (5) school days in order that such a representative may have an opportunity to be present. Nothing in these procedures exempts the unit member from the basic responsibilities as described in his/her job description.

12.4 Important Dates

Requirements

November 15	Evaluation system explained to all appropriate unit members and distribution of necessary forms.
	Preliminary evaluation conference to develop elements and planned activities.
End of First Quarter	Report of Observation completed for appropriate unit members.
End of Second Quarter	Report of Observation completed for appropriate unit members.
No Later than May 31	Final evaluation conference.
June 15	Necessary forms filed in Certificated Human Resources office.

## ARTICLE 13: SAFETY CONDITIONS

### 13.1 Safe Working Conditions

The District shall provide safe working conditions for all unit members within the fiscal capabilities of the District to provide continuous administrative monitoring of working conditions and correction of unsafe working conditions.

### 13.2 Responsibility

Both parties agree that the responsibility for safe working conditions is that of the Board, the responsibility for the maintenance of safe procedures and practices is that of the unit member.

### 13.3 Unsafe Conditions

Any assault or battery upon unit members or any threat of force or violence directed toward unit members at any time or place which is related to school activity or school attendance shall be reported by unit members to their immediate supervisor.

13.3.1 Administrators will monitor and report to the District unsafe working conditions. Unit members aware of unsafe conditions will report said conditions to the immediate supervisor on the appropriate form. The District will respond to the unit member with a copy of the work order.

13.3.2 Assault, battery or any threat of force or violence directed toward a unit member while in attendance at school or at related school activities shall be reported by the unit members to their immediate supervisor.

13.3.3 The District shall take appropriate action whenever a unit member, while in attendance at school or related school functions, is physically or verbally attacked by another person or persons. Such action will include reporting such incidents to the appropriate law enforcement agencies as provided in the Education Code. The affected unit member shall receive a response as to any and all action taken within a reasonable period of time after the report of the incident.

### 13.4 Physical Safety

Since physical safety of unit members is enhanced when school campuses are kept orderly and well disciplined, the District shall give all reasonable support and assistance to unit members as they attempt to maintain an atmosphere conducive to appropriate discipline on school grounds and in the classroom. Such support shall include:

13.4.1 Whenever a student exhibits serious behavioral problems which disrupt the educational process within the unit member's jurisdiction, the unit member may inform the principal who shall arrange for a conference with the unit member to discuss the problem and to decide upon appropriate steps for its resolution. If

necessary, the principal may arrange for an appropriate specialist to attend the meeting.

### 13.5 Reimbursement for Personal Loss and/or Damage

13.5.1 The Board of Trustees will authorize payment of the cost of replacing or repairing certain property of an employee when such items are damaged or stolen in the line of duty as a result of malicious acts and without fault of the unit member.

Covered items are:

13.5.1.1 Prescription eye glasses, hearing aids, watches, articles of clothing, or other items necessarily worn or carried by the employee,

13.5.1.2 Vehicles,

13.5.1.3 Other personal property of the employee, when approval for the use of the personal property in the line of duty was given in writing by the site administrator or designee before the property was brought to the work site, and when the value of the property was agreed upon in writing by the person or persons bringing the property and the site administrator, or designee appointed by him/her for this purpose, at the time the approval for its use was given.

13.5.2 The following items are excluded from coverage under this article:

13.5.2.1 Vehicle collision (including hit and run incidents).

13.5.2.2 Such personal items as tape recorders, radios, telephones, pagers, or compact disc players belonging to the unit member are not included unless approved by the District in item 13.5.1.3 above. This includes items in a vehicle, regardless of whether the item is fixed or removable from the vehicle.

13.5.2.3 Purses or wallets, or the contents thereof (credit cards, cash, etc.).

13.5.2.4 Cash, credit cards, or other cash equivalent items.

13.5.3 The maximum payment of any one claim is \$1,500 or the actual cost, whichever is less in the case of vehicles and \$1,000 or actual cost whichever is less for other property. Loss or damage shall be reported to the supervisor, and if appropriate, to the police as soon as the employee becomes aware of such loss or damage. Claim forms are available in the Business Office of the District and should be forwarded through the Principal or supervisor to the Business Office when completed.

13.5.4 To preclude double recovery, any losses or damages which are compensable, wholly or partially, under the unit member's private insurance policy, or policies, shall to such extent not be compensable under the terms of this policy.

13.6 Use of Force

Unit members may take necessary action in the performance of their duties to insure the safety of themselves and/or others when necessary for the defense of themselves and/or others.

ARTICLE 14: WAGES AND ITEMS RELATED TO WAGES

14.1 Salary - Counselors

Effective the first workday of the 2016-17 school year, the 2015-16 Counselors' Salary Schedule shall be increased by 0.0% to become the 2016-17 Salary Schedule and is hereby incorporated into the Agreement as Appendix B.

Effective July 22, 2015, each of the Longevity Steps (Steps 16-26) contained in the 2014-15 Counselors' Salary Schedule shall be equalized so that the dollar difference between each step is \$4,507 and equal. This change shall be part of the 2015-16 Salary Schedule and is hereby incorporated into the Agreement as a part of Appendix B.

Additionally, for the 2015-16 school year, the 3.0% increase in the Counselors' Salary Schedule shall also apply to the Longevity Steps (Steps 16-26) after the steps are equalized.

In the event another District employee unit receives an increase in salary greater than 0.0% for the 2016-17 school year, the District or APGA may request, and the other party will agree, to re-open negotiations on salary for 2016-17.

14.2 Salary - Extra-Service Pay

Extra-Service Pay specific to Counselors is hereby incorporated as Appendix C of this Agreement.

Extra Service Pay shall be expressed as a percent of Column II, Step 1 of the 2015-16 Counselors' Salary Schedule (Appendix B) and the amount will increase as the Counselors' Salary Schedule increases.

Leadership Positions will be paid monthly with contract pay. Duties assigned are within the scope of the school day.

14.3 Salary Schedule Placement Advancement and Structure

14.3.1 Salary Schedule

Counselors who hold or qualify for the Pupil Personnel Services Credential, General Pupil Personnel Services Credential, or Standard Designated Services Credential with specialization in Pupil Personnel will be placed on and advanced on the salary schedule as follows:

14.3.1.1 Column I: Bachelor's Degree plus 30 semester hours

14.3.1.2 Column II: Bachelor's Degree plus 45 semester hours or Master's Degree

14.3.1.3 Column III: Bachelor's Degree plus 60 semester hours including Master's Degree or Doctorate

#### 14.3.2 Initial Salary Placement

Whenever a candidate is recommended for election, tentative placement on the salary schedule is made by the Assistant Superintendent of Human Resources, based on the evidence of experience and training submitted in the application materials. Final placement on the salary schedule is made when completed official college transcripts (due November 1) and written evidence of experience have been received.

If a unit member fails to furnish such written evidence, the member's contract will be rewritten to reflect correct column and step placement and appropriate amounts sufficient to correct the salary error will be deducted from future salary warrant(s).

Effective July 1, 2007, a maximum of six (6) years of credit for approved teaching or counseling outside the District shall be allowed at the rate of one step for one year of service.

Credit for credentialed service outside the District shall be allowed at the rate of one step for one year of comparable service, but in no case shall placement be made above step 7. Credit for credentialed experience in an accredited private school will be allowed. All previous experience shall be verified by official statements from previous employers.

- 14.3.3 All degrees and credits earned must be from accredited colleges or universities. For purposes of this section, accredited institutions shall be listed in the American Association Collegiate Registrar Admissions (AACRA), Council on Post Secondary Accreditation (COPA), or Association of American Education.
- 14.3.4 For initial placement, all semester hours must be upper division or graduate level and earned after the Bachelor's Degree.
- 14.3.5 Vertical Movement

All qualified unit members shall advance one (1) vertical step on the salary schedule for each year of service, except those whose placement is at the maximum step.

Regular full-time unit members, who in any one school year, are in paid status for at least seventy-five percent (75%) of the work days designated for the affected position, shall be deemed to have earned a year of experience credit.

Part-time unit members, who in any two consecutive school years, are in paid status for at least seventy-five percent (75%) of the work days designated for the affected position, shall be deemed to have earned a year of experience credit.

- 14.3.5.1 Any unit member with fifteen (15) complete years of credentialed service in the District shall be placed on Step 16 of the salary schedule.
- 14.3.5.2 Any unit member with twenty (20) complete years of credentialed service in the District shall be placed on Step 21 of the salary schedule.
- 14.3.5.3 Any unit member with twenty-five (25) complete years of credentialed service in the District shall be placed on Step 26 of the salary schedule.

14.3.6 Horizontal Movement

A notice of intent to change columns on the salary schedule shall be filed in the Certificated Personnel Office no later than March 15 of any school year. Contracts will be rewritten only after the unit member submits to the Certificated Personnel Office, prior to November 1, written proof of semester units completed or degree earned. Failure to meet either of these deadlines will preclude a column change that year.

Course credit for salary placement and movement shall be given only for lower division, upper division or graduate course work taken at four-year colleges, universities or graduate schools which are accredited by a regional accrediting commission.

- 14.3.6.1 After employment and placement on the salary schedule under adopted policy, the following guidelines will be used in crediting courses for salary schedule column advancement.

- 14.3.6.1.1 Lower division, upper division or graduate courses that meet any of the five criteria listed below may be credited with prior approval of the principal and the Director, Human Resources. In order to be eligible to use lower division course credit for salary schedule advancement, a "Request for Lower Division Credit" must be submitted through the Director, Human Resources, at least three weeks prior to the start of class. The Director, Human Resources, will respond to the applicant within two weeks.

- 14.3.6.2 Criteria for courses accepted for salary advancement:

- 14.3.6.2.1 A subject directly related to the current or proposed assignment.
- 14.3.6.2.2 A subject directly related to a unit member's teaching major or minor.

14.3.6.2.3 A subject directly related to an advanced degree in professional education or in a subject area.

14.3.6.2.4 A subject required by a California credential evaluation or renewal.

14.3.6.2.5 Courses required for obtaining an additional teaching assignment major or minor.

14.3.6.3 Evidence of satisfactory completion of course must be submitted to the Assistant Superintendent of Human Resources, prior to November 1.

14.3.6.4 The burden of proof of training, experience, possession of credentials and other required documents shall lie with the unit member, both for initial placement and for subsequent reclassification. Any error in classification which is due to action or inaction on the part of the unit member shall be corrected as soon as the error is verified, but salary adjustments shall be retroactive during the current school year only.

#### 14.3.7 Other Salary Schedule Credit

Full salary schedule credit shall be granted for overseas teaching and Peace Corps teaching. Full salary schedule credit up to six years shall be granted to all counselors newly employed in the District for credentialed teaching or counseling experience gained prior to employment in the Anaheim Union High School District.

The Superintendent may recommend salary schedule credit for experience gained which is related to counseling.

#### 14.3.8 Doctoral Degree Stipend

An additional annual stipend of \$2266 will be paid for an earned doctoral degree from an accredited university. For purposes of this section, accredited institutions shall be listed in the American Association Collegiate Registrar Admissions (AACRA), Council on Post Secondary Accreditation (COPA), or Association of American Education.

#### 14.4 Extra Duty

Unit members who serve in supervisory assignments at athletic events, dances, plays, and other after-school and evening school sponsored events do so for the benefit of students, the curriculum and job effectiveness. When made possible by generation of funds by school-sponsored events, school based personnel may be compensated in accordance with salary schedules established at each school.



#### 14.5 Travel Expenses

Any unit member traveling to an authorized convention, meeting, conference, or visitation within 100 miles of the District, shall use a District vehicle when available. When no District vehicle is available, the unit member shall be reimbursed at the IRS allowable rate per mile. When the conference, convention, or meeting is over 100 miles and the unit member elects to drive his/her personal car in lieu of using commercial transportation, the unit member will be reimbursed at the amount paid for lowest fare charged for commercial air transportation.

Unit members required to drive their personal automobiles in the course of their work shall be reimbursed for such use at the IRS rate with prior approval of their supervisor.

#### 14.6 Part-Time Employment

It is the policy of the Board of Trustees of the Anaheim Union High School District to provide unit members of this District with the opportunity to phase in their retirement by reducing their workload from full-time to part-time duties while maintaining full retirement benefits pursuant to Education Code Section 22724. This reduced workload shall be authorized upon request of any full-time certificated unit member subject to the following conditions:

- 14.6.1 The unit member must have reached the age of fifty-five (55) years prior to reduction in workload.
- 14.6.2 The unit member must have at least ten (10) years of full-time employment in this District in a position requiring certification, of which the immediately preceding five (5) years were full-time employment; and currently earning a salary equivalent to Column I, Step 7, or more.
- 14.6.3 The minimum part-time employment shall be one-half (1/2) of the number of days of service required by the unit member's contract of employment during the final year of service in a full-time position. The term "one-half" means full-time for one-half the days required for the individual's position classification.
- 14.6.4 Only unit members who do not hold positions with salaries above that of the school principals are eligible for this reduced workload-retirement benefits program.
- 14.6.5 The option of part-time employment and full retirement benefits must be exercised on an annual basis.
- 14.6.6 The unit member who elects a reduced workload in accordance with the conditions of this section shall be paid a salary which is the pro rata share of the salary that would be earned if the request for part-time employment had not been made, and shall retain all other rights and benefits of full employment, provided the unit member elects to contribute to the Teachers' Retirement Fund the amount that would have been contributed if employment was on a full-time basis. If the

unit member elects to contribute the full-time employment share to the Teachers' Retirement Fund, the District shall also do the same to assure full-time employment retirement allowance.

14.6.7 The District reserves the right to deny granting a reduced workload to any unit member if doing so would create a staffing problem.

14.6.8 No unit member shall be entitled to receive retirement credit for more than five (5) years service under this section.

14.7 Hourly Rate of Pay

Unit members selected by the District to perform certificated hourly paid duties shall receive an hourly rate of pay equal to the previous Summer's miscellaneous rate of pay. The new hourly rate of pay shall become effective the first day after the end of the regular year.

ARTICLE 15: HEALTH AND WELFARE

15.1 Contributions by the District

The District shall contribute the blended super composite rate towards the cost of medical insurance, and shall provide dental, life, vision care, and accidental death/dismemberment insurance benefits for active employees who are within the unit as indicated below:

15.1.1 Medical Insurance

PPO: Self-insured major medical with \$275 deductible per person, maximum of \$1,100 per family for unit members and eligible dependents utilizing the Blue Cross Prudent Buyer Plan, including a prescription card service, in the amount not to exceed the super composite rate established for 2017 of \$1,348 per month or \$16,179 per year per enrolled unit member, or

HMO: HMO insurance for unit members and eligible dependents utilizing Anthem Blue Cross, in the amount not to exceed the super composite rate established for 2017 of \$1,234 per month or \$14,814 per year per enrolled unit member.

The blended super composite rate shall be the weighted average of the PPO and HMO super composite rates above. Beginning with the 2017 calendar year, the District's contribution to the blended super composite rate shall not exceed \$15,475.

2013 blended super composite rate calculation example.

1,238 employees are in the HMO. (46%)  
1,433 employees are in the PPO. (54%)  
46% of \$11,808 = \$5432. 54% of \$14,364 = \$7,757.  
\$5432 + \$7757 = \$13,189 is 2013 blended super composite rate.

15.1.2 Life and Accidental Death/Dismemberment Insurance

Life and accidental death/dismemberment insurance for unit member and life insurance protection for unit member's spouse and eligible dependents

15.1.3 Dental Insurance

Delta Dental PPO dental insurance for unit members and eligible dependents, or

Delta Care PMI dental insurance for unit members and eligible dependents.

15.1.4 Vision Care Insurance

Vision care with special contact lens provision for unit members and eligible dependents.

- 15.1.5 Ancillary benefit plan designs (Life, Dental, Vision) shall be determined by the District Insurance Committee.
- 15.1.6 If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum district contribution, the District or APGA may request, and the other party will agree, to re-open negotiations on health and welfare for 2016.

## 15.2 Insurance Committee

The parties agree that the overriding purpose of the Insurance Committee (“Committee”) is to fulfill the commitment contained herein and in previous memorandum of understanding regarding cost containment of health and welfare premiums. The District and the Association agree to a renewed focus on health and welfare cost containment through participation on the Committee. Accordingly, the parties agree as follows:

- 15.2.1 The District will provide regular members of the Insurance Committee release time to attend insurance committee meetings.
- 15.2.2 The parties will work aggressively through the Committee to generate specific changes in health and welfare coverage, if needed, that maximize the district’s contributions for medical, dental, vision, and life insurance. On-going cost evaluations will be generated and provided to the Committee as requested. Each year the super composite rate for the following year will be available to the Committee on or before September 1. Upon review of these rates the Committee will make suggestions for cost containment.
- 15.2.3 The Committee’s final recommendations for implementation of the above-referenced cost containment provisions and actual super composite rates shall be submitted to the Association no later than September 30. The Association and the District negotiation teams will work to reach an agreement on such cost containment provisions and upon agreement, recommendations shall be submitted for ratification. If such agreement is not reached prior to November 1 of each year the district is authorized to initiate payroll deductions beginning with the January 31 paycheck for the difference between the blended super composite rate noted in 15.1 and the current year’s blended super composite rate provided by the contract administrator.

## 15.3 Right to Contract

The Association shall have the right to contact the Health and Welfare contract administrator directly for any information it wishes relative to the plan, but a copy of such request and a copy of any answer received from the contract administrator shall be sent to the District.

15.4 Self-Insurance Plan

The District will maintain a self-insurance plan, using an outside contract administrator.

15.5 Retirees

The Board of Trustees shall provide the 1979-80 fringe benefit amounts toward the major medical and dental portion of the fringe benefit compensation package to all unit members who were regular contract certificated personnel in the employment of the District prior to September 6, 1979 and who retire(d) on or after September 6, 1979 from the District with fifteen (15) or more years of service to the District and who are not otherwise covered by any similar programs provided through Social Security or teacher retirement plans.

Retirees referred to in the above paragraph who wish to continue participation in the program will be required to make monthly payments, in advance to the Business Office the difference between the current year costs and the 1979-80 costs.

All unit members ages 60-65 who are regular contract certificated personnel in the employment of the District and who retire(d) from the District with fifteen (15) or more years of service to the District and who are not otherwise covered by any similar programs provided through Social Security or teacher retirement plans shall be provided with the major medical and dental portion of the District's fringe benefit compensation package for the retiree only. Unit members who retire with fifteen (15) or more years of service to the District, and who have not attained the age of 60, who wish to participate in the major medical and dental portion of the fringe benefit compensation package may do so by depositing the monthly amount of the premium with the District Business Office. The amount of yearly premium will be established each year by the Business Office.

Members retiring after 1969 shall receive benefits no greater than those accorded current, active bargaining unit members. To remain eligible for the district-paid benefit coverage from ages 60-65, the retiree must deposit the monthly amount of the premium with the District Business Office from the date of retirement until age 60.

15.6 IRS Section 125 - Flexible Benefit Plan

The District shall provide an Internal Revenue Service Section 125 Plan for unit members. Such plan will include but not be limited to eligible medical and disability income insurance and dependent care expenses. The plan administrator for the IRS Section 125 Plan shall be mutually agreed upon by the Association and the District. Participation by bargaining unit members in the Plan shall be voluntary.

## ARTICLE 16: JOB SHARING

- 16.1 Job sharing shall refer to two (2) unit members on regular contracts sharing one (1) counseling assignment.
- 16.2 Procedures
- 16.2.1 Requests or applications for a job-sharing assignment for the following school year shall be filed with the District and the site principal no later than March 1.
- 16.2.2 A request or application for job-sharing must include a proposal specifying how the employees will fulfill the responsibilities and duties of the position. Such proposal must be sent to Human Resources and the site principal.
- 16.2.3 The Assistant Superintendent of Human Resources shall approve or deny requests or applications and notify, in writing, the applicants of his/her decision by May 1.
- 16.2.4 Upon approval of a job share, the Assistant Superintendent of Human Resources shall draw up an agreement outlining the specific expectations, work days/hours, salary and benefits information for each of the job share participants.
- 16.2.5 Shared contracts shall be entered into for a period of one year. These contracts may be renewed annually with the approval of the Assistant Superintendent of Human Resources and the site principal.
- 16.2.6 In the event the job share agreement is not meeting the needs of the school and the students, the District and site principal may revoke the job share agreement at any time after providing a two week notice to the job share participants. It is expected that the Assistant Superintendent of Human Resources or site principal provide an opportunity to rectify concerns prior to revoking the agreement.
- 16.3 Notwithstanding other provisions of this Agreement, job-sharing unit member's wages, statutory benefits (if applicable) and paid leaves shall be prorated relative to the actual time worked. In no event shall the total amount of the health and welfare benefits for the job-sharers exceed the amount the District would have paid if the position had not been shared. This agreement does not supersede any previous written agreement made between job-sharing unit members and the District pertaining to the distribution of health and welfare benefits.
- 16.4 Salary Schedule Advancement

In order to advance on the counselor salary schedule the individual or individuals in the job share must work a minimum of 75% of the 198 counselor work days, which is a total of 148 or more days within two consecutive school years. If a work year is adjusted due to furlough days, the unit member must work a minimum of 75% of the work days within the two consecutive years.

16.5. Return to Full-Time Assignment

- 16.5.1 If a unit member on a regular contract is in a job-sharing assignment and elects to return after the first year to full-time counseling, or if the District revokes the job-sharing agreement, the unit member will be returned to his/her original school if a position is available for which the unit member is qualified.
- 16.5.2 If a unit member on a regular contract is in a job-sharing assignment for more than one (1) year and elects to return to full-time counseling, or if the District revokes the job-sharing agreement, the unit member will be assigned to the first available full-time counseling position for which the unit member is qualified.
- 16.5.3 If a job sharing unit member decides to end his/her job share agreement and return to a full-time position, or if the District revokes the job-sharing agreement, the other unit member must return full-time or resign his/her position.

- 16.6 Prior to any layoff and/or reduction in force, the District shall advertise to all unit members, for a thirty (30) day period, that the opportunity exists to participate in job sharing.

This article is not subject to the grievance language in the contract nor shall it be deemed as precedent setting or develop a District practice.

## ARTICLE 17: DISCIPLINE

### 17.1 Personnel Files

A unit member shall have the right to examine and respond to all of the material in his/her personnel file which has accrued after his/her employment. A representative of the unit member may, at the unit member's request, accompany the unit member in the review, or with the unit member's consent, may conduct the review. Each unit member's personnel file shall contain only the following:

- 17.1.1 Pre-employment information
- 17.1.2 Copies of annual contracts and supplemental contracts
- 17.1.3 Transcripts
- 17.1.4 Certification material
- 17.1.5 Letters of commendation
- 17.1.6 Copies of official personnel action
- 17.1.7 Written evaluations
- 17.1.8 Other materials, as agreed between the unit members and the Director, Human Resources.

Materials placed in the unit member's file shall be photocopied within forty-eight (48) hours of placement and submitted to the unit member who shall sign a receipt signifying that s/he has received the material. Such receipt does not indicate agreement. The unit member may make a written response to the material which shall also be placed in his/her file, and attached to the material being responded to. Materials which relate to an incident involving a unit member must be submitted for placement in his/her personnel file within a reasonable period of time following the date of the complaint, any material shall be removed from the file if a unit member's claim that it is inaccurate is sustained through the grievance procedure.

### 17.2 Process

Normally, the District shall utilize a "Progressive Discipline" procedure which utilizes the following steps:

- 17.2.1 Verbal warning(s)
- 17.2.2 Written warning
- 17.2.3 Written reprimand(s)



17.2.4 In the administration of this procedure, the parties agree that some actions of unit members may be so severe as to require stringent action without strict adherence to the steps outlined above. It is further agreed, however, that no unit member shall be reprimanded, reduced in compensation, or suspended with or without pay as set forth herein without just cause. This second, 17.2.4, shall not apply to extra service pay positions.

17.3 Notice of Progressive Discipline

In the administration of the overall discipline program of the District, any written notice will clearly state if the discipline represents a:

17.3.1 Written warning, or

17.3.2 Written Reprimand.

17.4 Right to Representation

A unit member shall be entitled to have a representative present when s/he is subject to any disciplinary action. After a request for such representation is made, a conference will be held within a period of time not to exceed five (5) working days in order that a representative of the unit member's choice, when possible, may have an opportunity to be present.

17.5 Removal of Unit Member From Extra Service Pay

It is understood by the parties that the District may remove unit members from extra service pay positions (Appendix C or ASTA Appendix C-2 through C-4)) subject to due process. For purposes of this section, due process means:

17.5.1 Verbal warning(s)

17.5.2 Written warning

17.5.3 Reprimand

17.5.4 Removal

The District may also remove a unit member from extra-pay and leadership positions (Appendix C or ASTA Appendix C-2 through C-4) due to deficiencies in performance. The unit member will be given written notice of the deficiencies prior to removal. If no improvement is made within a reasonable amount of time, the unit member will be given notice by May 15 or at the conclusion of the season of sport effective for the following school year or season. It is understood that any written materials or documents related to the removal of a unit member from an extra service pay position shall not be placed in the unit member's personnel file. This does not prohibit the documentation of serious offenses involving moral turpitude to be included in the personnel file.

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ARTICLE 18: SEPARABILITY AND SAVINGS

If any provision of this Agreement or any application thereof to any counselor is held by the highest court in the State or by a federal court to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.

If any such decision or change in law occurs, the parties hereto shall, within ten (10) working days, commence meeting and negotiating with respect to the means of compliance therewith.

ARTICLE 19: MISCELLANEOUS PROVISIONS

In the event of a conflict between the terms of this Agreement and any procedures, or individual contracts of employment, the terms of this Agreement shall prevail.

ARTICLE 20: DURATION

This Agreement shall remain in full force and effect through the first work day of the 2019 school year and shall continue in effect day-to-day until such time as a new or modified agreement is ratified by both parties.

For school year 2017-18, Article 14, Wages and Items Related to Wages, Article 15, Health and Welfare Benefits, Article 11-Pupil to Counselor Ratio, and all MOUs, shall be open for negotiations.

For school year 2018-19, Article 14, Wages and Items Related to Wages, Article 15, Health and Welfare Benefits, Article 11-Pupil to Counselor Ratio, and all MOUs, shall be open for negotiations.

In addition to the articles referenced above, the Association and the District shall each have the option of opening one (1) other article of their choosing in 2017-18 and on (1) other article of their choosing in 2018-19. These articles shall be the only subjects of negotiations unless additional articles are opened by mutual consent.

It is understood that other provisions of the Agreement shall remain in full force and effect for the years 2016-17, 2017-18 and 2018-19, notwithstanding the results of the limited reopener of negotiations as outlined above.

***Agreement for 2013-2016 / Board Approved December 12, 2013***

ANAHEIM UNION HIGH  
SCHOOL DISTRICT

ANAHEIM PERSONNEL AND GUIDANCE  
ASSOCIATION



Russell Lee-Sung  
Assistant Superintendent  
Human Resources



Brian Bannon  
Co-President  
APGA



Kyle Hendricksen  
Co-President  
APGA

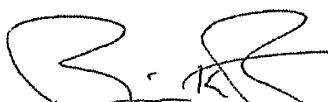
***Reopener Agreement for 2014-2015 / Board Approved November 17, 2014***

ANAHEIM UNION HIGH  
SCHOOL DISTRICT

ANAHEIM PERSONNEL AND GUIDANCE  
ASSOCIATION



Russell Lee-Sung  
Assistant Superintendent  
Human Resources



Brian Bannon  
Co-President  
APGA



Kyle Hendricksen  
Co-President  
APGA

*Reopener Agreement for 2015-2016 / Board Approved April 14, 2016*

ANAHEIM UNION HIGH  
SCHOOL DISTRICT

ANAHEIM PERSONNEL AND GUIDANCE  
ASSOCIATION

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Brad Jackson  
Assistant Superintendent  
Human Resources

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Lacie Mounger  
Co-President  
APGA

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Kyle Hendricksen  
Co-President  
APGA

# Anaheim Union High School District 2015-2016

## Student/Teacher Calendar

July 2015					November 2015					March 2016				
		1	2	3*	2	3	4	5	6		1	2	3	4
6	7	8	9	10	9	10	11*	12	13	7	8	9	10	11<
13	14	15	16	17	16	17	18	19	20	14	15	16	17	18*
20	21	22	23	24	23	24	25	26*	27*	21	22	23	24	25
27	28	29	30	31	30					28	29	30	31	
August 2015					December 2015					April 2016				
3	4	5	6	7		1	2	3	4					1
10 <sup>++</sup>	11 <sup>+</sup>	12 <sup>*</sup>	13	14	7	8	9	10	11	4	5	6	7	8
17	18	19	20	21	14	15	16	17	18<	11	12	13	14	15
24	25	26	27	28	21	22	23	24*	25*	18	19	20	21	22
31					28	29	30	31*		25	26	27	28	29
September 2015					January 2016					May 2016				
	1	2	3	4					1*	2	3	4	5	6
7*	8	9	10	11	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18*	19	20	21	22	23	24	25	26<	27+
28	29	30			25	26	27	28	29 <sup>++</sup>	30*	31			
October 2015					February 2016					June 2016				
			1	2	1	2	3	4	5			<u>1</u>	<u>2</u>	<u>3</u>
5	6	7	8	9<	8*	9	10	11	12	<u>6</u>	7	8	9	10
12 <sup>++</sup>	13	14	15	16	15*	16	17	18	19	13	14	15	16	17
19	20	21	22	23	22	23	24	25	26	20	21	22	23	24
26	27	28	29	30	29					27	28	29	30	



School Begins



Non-Student/Non-Teacher Day  
Holidays

+ Teacher Day; No Students

++ Staff Development Day; No students

< End of the Quarter or Semester  
And Minimum Day for Students

— Underlined Days (May 31-June 6) are subject to  
change to regular school days if it becomes  
necessary to bring the total school days up to State  
minimum.

Quarter	Days	Dates					
1	42	Aug	12	--	Oct	9	
2	43	Oct	13	--	Dec	18	
3	46	Jan	4	--	Mar	11	
4	49	Mar	21	--	May	26	

180 Student Days  
185 Teacher Days

Progress Reports Due at  
10:00 a.m. at the site on:  
September 18  
November 13  
February 5  
April 22

Grades Due at  
10:00 a.m. at the site on:  
October 14  
January 6  
March 23  
May 27

Board Approved: June 26, 2014

# Anaheim Union High School District 2016-2017

## Student/Teacher Calendar

July 2016					November 2016					March 2017				
				1		1	2	3	4			1	2	3
4*	5	6	7	8	7	8	9	10	11*	6	7	8	9	10<
11	12	13	14	15	14	15	16	17	18	13	14	15	16	17*
18	19	20	22	22	21	22	23	24*	25*	20	21	22	23	24
25	26	27	28	29	28	29	30			27	28	29	30	31
August 2016					December 2016					April 2017				
1	2	3	4	5				1	2	3	4	5	6	7
8 <sup>++</sup>	9 <sup>+</sup>	10	11	12	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23<	24	25	26	27	28
29	30	31			26*	27*	28	29	30					
September 2016					January 2017					May 2017				
			1	2	2*	3*	4	5	6	1	2	3	4	5
5*	6	7	8	9	9	10	11	12	13	8	9	10	11	12
12	13	14	15	16	16*	17	18	19	20	15	16	17	18	19
19	20	21	22	23	23	24	25	26	27 <sup>++</sup>	22	23	24	25<	26 <sup>+</sup>
26	27	28	29	30	30	31				29*	30	31		
October 2016					February 2017					June 2017				
3	4	5	6	7<			1	2	3				<u>1</u>	<u>2</u>
10 <sup>++</sup>	11	12	13	14	6	7	8	9	10	<u>5</u>	6	7	8	9
17	18	19	20	21	13*	14	15	16	17	12	13	14	15	16
24	25	26	27	28	20*	21	22	23	24	19	20	21	22	23
31					27	28				26	27	28	29	30



School Begins



Non-Student/Non-Teacher Day  
Holidays

+ Teacher Day; No Students

++ Staff Development Day; No students

< End of the Quarter or Semester  
And Minimum Day for Students

— Underlined Days (May 30-June 5) are subject to  
change to regular school days if it becomes  
necessary to bring the total school days up to State  
minimum.

Quarter	Days	Dates			
1	42	Aug	10	--	Oct 7
2	48	Oct	11	--	Dec 23
3	41	Jan	9	--	Mar 10
4	49	Mar	20	--	May 25

180 Student Days  
185 Teacher Days

Progress Reports Due at  
10:00 a.m. at the site on:  
September 16  
November 10  
February 10  
April 21

Grades Due at  
10:00 a.m. at the site on:  
October 12  
January 11  
March 22  
May 26

Board Approved: June 26, 2014

# Anaheim Union High School District 2017-2018

## Student/Teacher Calendar

July 2017					November 2017					March 2018				
3	4*	5	6	7			1	2	3				1	2
10	11	12	13	14	6	7	8	9	10*	5	6	7	8	9<
17	18	19	20	21	13	14	15	16	17	12	13	14	15	16*
24	25	26	27	28	20	21	22	23*	24*	19	20	21	22	23
31					27	28	29	30		26	27	28	29	30
August 2017					December 2017					April 2018				
	1	2	3	4					1	2	3	4	5	6
7 <sup>++</sup>	8 <sup>+</sup>	9 <sup>☀</sup>	10	11	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22<	23	24	25	26	27
28	29	30	31		25*	26*	27	28	29	30				
September 2017					January 2018					May 2018				
				1	1*	2*	3	4	5		1	2	3	4
4*	5	6	7	8	8	9	10	11	12	7	8	9	10	11
11	12	13	14	15	15*	16	17	18	19	14	15	16	17	18
18	19	20	21	22	22	23	24	25	26 <sup>++</sup>	21	22	23	24<	25 <sup>+</sup>
25	26	27	28	29	29	30	31			28*	29	30	31	
October 2017					February 2018					June 2018				
2	3	4	5	6<				1	2					1
9 <sup>++</sup>	10	11	12	13	5	6	7	8	9	4	5	6	7	8
16	17	18	19	20	12*	13	14	15	16	11	12	13	14	15
23	24	25	26	27	19*	20	21	22	23	18	19	20	21	22
30	31				27	27	28			25	26	27	28	29



School Begins



Non-Student/Non-Teacher Day  
Holidays

+ Teacher Day; No Students

++ Staff Development Day; No students

< End of the Quarter or Semester  
And Minimum Day for Students

— Underlined Days (May 29-June 4) are subject to  
change to regular school days if it becomes  
necessary to bring the total school days up to State  
minimum.

Quarter	Days	Dates			
1	42	Aug	9	--	Oct 6
2	48	Oct	10	--	Dec 22
3	41	Jan	8	--	Mar 9
4	48	Mar	19	--	May 24

180 Student Days  
185 Teacher Days

Progress Reports Due at  
10:00 a.m. at the site on:  
September 15  
November 9  
February 9  
April 20

Grades Due at  
10:00 a.m. at the site on:  
October 11  
January 10  
March 21  
May 25

Board Approved: June 26, 2014



**ANAHEIM UNION HIGH SCHOOL DISTRICT  
2015/16 COUNSELOR SALARY SCHEDULE**

		<b>BA + 45 or MA</b>	<b>BA + 60 &amp; MA or Doctorate</b>
<b>STEPS</b>	<b>I</b>	<b>II</b>	<b>III</b>
1	\$59,253	\$64,286	\$70,049
2	\$62,571	\$67,611	\$73,365
3	\$65,897	\$70,927	\$76,691
4	\$69,213	\$74,251	\$80,017
5	\$72,541	\$77,573	\$83,338
6	\$75,863	\$80,901	\$86,655
7	\$79,184	\$84,222	\$89,985
8	\$82,510	\$87,541	\$93,310
9	\$85,834	\$90,871	\$96,635
10	\$89,159	\$94,195	\$99,963
11	\$92,488	\$97,523	\$103,278
<b>LONGEVITY (Years of Credentialed Service in AUHSD-See Article 14.3.5)</b>			
16	\$97,130	\$102,165	\$107,920
21	\$101,772	\$106,807	\$112,562
26	\$106,414	\$111,449	\$117,204

Doctorate: \$2,266

Miscellaneous Rate of Pay: \$44.29 (Effective 2015-16)

Initial Salary Placement: Initial placement for years of experience is based on the following:

1. A maximum of six (6) years of experience as a credentialed public school employee (excluding emergency permits and internship credentials), having worked a minimum of 75% of each work year.
2. A maximum of six (6) years of experience as a credentialed private school employee (excluding emergency permits and internship credentials), in a WASC accredited private school, having worked a minimum of 75% of each work year.

<b>Years Experience</b>	<b>Placement</b>
1	2
2	3
3	4
4	5
5	6
6 or more	7

Board of Trustees  
Approved April 14, 2016  
Effective: July 1, 2015

ANAHEIM UNION HIGH SCHOOL DISTRICT  
2015-2016

EXTRA SERVICE PAY SCHEDULE

JUNIOR HIGH AND SENIOR HIGH SCHOOL  
COUNSELORS

- 1. HIGH RISK COUNSELING:** To be turned in on payroll sheets as duties are performed.

In the event a counselor agrees to perform high risk counseling duties, pursuant to Education Code 48431.6 or 48431.7, outside the regular workday, said counselor will receive the miscellaneous hourly rate of pay. The number of hours to be worked at the above rate will be determined in advance by the site administrator.

- 2. EL COORDINATOR STIPEND:** \$1,653 per year - paid at the end of each semester.

Refer to Appendix E-MOU-English Learner Coordinator Stipend. This agreement will begin with the 2013-2014 school year and continue until a new agreement is reached.

- 3. ACTIVITIES:** To be paid half at the end of each semester. Counselors assigned to extra service positions in Junior High and Senior High Schools shall be compensated as explained in 14.2 of this Agreement.

<u>Position</u>	<u>Percentage</u>
GATE Coordinator	4.11

- 4. LEADERSHIP POSITIONS:** Counselors assigned to leadership positions in Junior High and Senior High Schools shall be compensated monthly as explained in 14.2 of this Agreement. Duties assigned are within the scope of the school day.

<u>Position</u>	<u>Percentage</u>
Junior High School Department Chairs	5.06
Senior High School Department Chairs	7.37

Unit members who egregiously fail to perform extra service pay assignment duties will not be paid extra service pay. Unit members who have abandoned the extra service pay assignment will be removed from the position.



## Classified & Certificated Employee Quick Reference

### INTERNET ACCESS INSTRUCTIONS

**System Phone Number:** (714) 999-3516  
**Help Desk Phone Number:** (714) 999-3550  
**Write your Access ID here:** 64-0000- \_\_\_\_\_ or 64-000 \_\_\_\_\_ (no leading zeros)  
**Write your PIN here:** \_\_\_\_\_  
**Web Browser URL:** <https://anaheimuhsd.eschoolsolutions.com>

#### SIGN IN

Open your browser and access the SmartFindExpress Sign In page. Enter your Access ID and PIN.

#### PIN REMINDER

The "Trouble Signing In" link supports users who want to log into the system, but have forgotten their PIN. When this link is selected, the system displays the PIN Reminder Request page. The user's Access ID and the security code being displayed must be entered on this page. **Note:** *You must be registered with the system and have a valid email address in your profile to use this option.*

#### PROFILE

##### Information

- Review profile status and address information.

##### Update Email

- Enter or change email address. An email address is necessary to utilize the PIN reminder function.

##### Change Password

- Enter your current PIN followed by a new PIN twice and click Save.

#### SELECT ROLE

- For multi-role employees, click on the desired icon to access another profile. No need to log out of the system and back in again!

#### TO CREATE AN ABSENCE

Choose the *Create an Absence* link

**Important Note:** *Items in Bold are required to complete an Absence.*

- **Select the Location**
- **Select the Classification**
  - Choose from the drop-down menu
- **Select the Reason for this absence from the drop-down menu.**  
**NOTE:** *If you select a reason that requires administrator approval, the system displays a notification that the selected reason requires approval. You can continue with the job create with this reason or choose another reason. You can also provide an Approval Comment. SFE will proceed with arranging a substitute while awaiting administrator approval.*
- **Indicate if a substitute is required for this absence**
  - Choose Yes or No
- **Select Start and End Dates for your absence**
  - Enter the dates with forward slashes (MM/DD/YYYY) or use the calendar icon
- **Select Start and End Times for your absence. Default times are listed**
  - To change defaults, enter time in HH:MM am or pm format
  - Ensure that the correct time is entered. If the times for the substitute are different than the absence times, please enter the adjusted times
- **Multiple Day (Recurring) Absence.**
  - Your default work schedule is shown. Remove the checkmark(s) from the Work Days boxes that do not apply to this absence
  - Modify daily schedule and/or times for absence and substitute
- **FOR CERTIFICATED EMPLOYEES ONLY:** Request a particular substitute
  - Enter the substitute's access ID number or use the Search feature to find the substitute by name
    - Indicate if the requested substitute has accepted this job
      - Yes = substitute is prearranged and will not be called and offered the job
      - No = call will be placed and the substitute will be offered the job
    - Enter special instructions for the substitute to view
    - Add File Attachment(s) to the job record, if desired. Up to 3 files can be added. The attachments can be lesson plans, slides, images or other file types. Files cannot exceed the maximum per file size limit.
- **Select the Continue button**

**COMPLETE!** You **MUST** receive a Job Number for your absence to be recorded in the system and to receive a substitute.

TO REVIEW/ CANCEL ABSENCE OR MODIFY SPECIAL INSTRUCTIONS



## Classified & Certificated Employee Quick Reference INTERNET ACCESS INSTRUCTIONS

Choose the *Review Absences* link to review past, present and future absences or to cancel an absence.

Follow these steps

- Select the format for absence display: List or Calendar view.
- Search for Jobs: Enter specific date range (MM/DD/YYYY) or Calendar icon, or enter job number or leave blank to return all your absences
- Select the *Search* Button
- Select the *Job Number* link to view job details on future jobs

From the Job Details screen

- Special instructions can be updated on future jobs. Modify the special instructions and select the *Save* button
- To cancel your job, select the *Cancel Job* button
- If a substitute is assigned to your absence and you want the system to notify them of the job cancellation (by calling them), place a checkmark in the box prior to the question "Notify the Substitute of Cancellation?"
- Select *Return to List* button to return to the job listing

---

### SIGN OUT AND WEB BROWSER INFORMATION

At any time during the session, the *Sign Out* link can be selected to end the session and disconnect from SmartFindExpress. Selecting the browser's back button or going to another site on the Internet does not disconnect the session from SmartFindExpress.

To ensure security and privacy of information, use the *Sign Out* link to disconnect from SmartFindExpress, and close the web browser when you finish with your session.

You can click the Help link to access Help Guides and How-to videos.

**Important Note:** Do NOT use the browser's BACK button to navigate to screens. Navigation buttons are on the bottom of SmartFindExpress screens, such as the Return to List and Continue buttons.



*Classified & Certificated Employee Quick Reference*  
**TELEPHONE ACCESS INSTRUCTIONS**

**System Phone Number:** (714) 999-3516  
**Help Desk Phone Number:** (714) 999-3550  
**Write your Access ID here:** 64-0000- \_\_\_\_\_ or 64-000 \_\_\_\_\_ (no leading zeros)  
**Write your PIN here:** \_\_\_\_\_  
**Web Browser URL:** <https://anaheimuhsd.eschoolsolutions.com>

**THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES:**

	Today's Jobs	Future Jobs
Weekdays	Starts at 5:00 am	6:00 - 10:00 pm
Saturday	None	None
Sunday	None	6:00 - 10:00 pm
Holidays	None	6:00 - 10:00 pm

**REASONS FOR ABSENCE (listed in order of voice prompt):**

- |                          |                       |                          |                       |
|--------------------------|-----------------------|--------------------------|-----------------------|
| 1. PERSONAL ILLNESS      | 15. VACANCY           | 20. ADMINISTRATIVE LEAVE | 3. NON-DUTY DAY       |
| 10. PERSONAL WITHOUT PAY | 16. FAMILY LEAVE      | 21. LTS-VACANCY          | 4. PERSONAL NECESSITY |
| 11. SUBPOENA             | 17. GROWTH            | 22. LTS-PERSONAL LEAVE   | 7. WORKER'S COMP      |
| 12. MILITARY LEAVE       | 18. TRAGEDY LEAVE     | 23. LTS-MILITARY LEAVE   | 8. BEREAVEMENT        |
| 13. SABBATICAL           | 19. CHILD/PRNT/SPOUSE | 24. UNION BUSINES        | 9. JURY DUTY          |
| 14. *VACATION            | 2. EXCUSED            | 25. FURLOUGH DAY         |                       |

Before any features are available, you must register with the system and create a PIN. The Access ID and PIN are used for all interactions with the system.

**REGISTRATION**

- Enter your Access ID followed by the star (\*) key.
- Enter your Access ID again when it asks for your PIN followed by the star (\*) key.
- Record your name followed by the star (\*) key.
- Hear your work schedule. If this information is incorrect, complete the registration and then contact your Help Desk to correct.
- You will be asked to select a new PIN. Enter a PIN at least six (6) digits in length followed by the star (\*) key.

**TELEPHONE ACCESS INSTRUCTIONS**

- Enter your Access ID followed by the star (\*) key
- Enter your PIN followed by the star (\*) key

**MENU OPTIONS**

- 1 – Create an Absence
- 2 – Review, Cancel Absence or Modify Special Instructions
- 3 – Review Work Locations and Job Descriptions
- 4 – Change PIN, Re-record Name
- 9 – Exit and hang-up

**TO CREATE AN ABSENCE**

- Enter dates for the absence  
**PRESS 1** if the Absence is only for today  
**PRESS 2** if the Absence is only for tomorrow  
**PRESS 3** to Enter the dates and times for the absence
- If you pressed 3 to Enter Dates and time  
Enter Start Date  
**PRESS 1** to Accept the date offered  
**PRESS 2** to Enter start date (MMDD)



## Classified & Certificated Employee Quick Reference

### TELEPHONE ACCESS INSTRUCTIONS

3. Enter the reason from above followed by the star (\*) key or wait for a list of reasons

FOR <b>CERTIFICATED</b> EMPLOYEES:	FOR <b>CLASSIFIED</b> EMPLOYEES:
4. Record Special Instructions <b>PRESS 1</b> to Record special instructions. Press the star (*) key when done <b>PRESS 2</b> to Bypass this step	4. Complete Absence <b>PRESS 1</b> to Receive the job number <b>Record the Job Number. The Job Number is your confirmation.</b>
5. Is a Substitute Required? <b>PRESS 1</b> if a substitute is required <b>PRESS 2</b> if a substitute is not required	
6. If you <b>pressed 1</b> , a substitute is required	
7. If you <b>pressed 1</b> , a substitute is required <b>PRESS 1</b> to Request a particular substitute Enter the substitute access ID, followed by the star (*) key <b>PRESS 1</b> to Accept requested substitute <b>PRESS 1</b> if the Substitute should be called <b>PRESS 2</b> if the Substitute has already agreed to work and does not need to be called <b>PRESS 2</b> to Bypass requesting a substitute	
8. Complete Absence <b>PRESS 1</b> to Receive the job number <b>Record the Job Number. The Job Number is your confirmation.</b>	

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#### TO REVIEW/CANCEL ABSENCE OR MODIFY SPECIAL INSTRUCTIONS

Hear the job information  
**PRESS 1** to Hear absence information again  
**PRESS 2** to Modify special instructions  
**PRESS 3** to Cancel the absence

If you **pressed 3** to Cancel the job

**PRESS 1** to Confirm the cancellation request  
If a substitute is assigned to the absence  
**PRESS 1** for the System to call the assigned substitute  
**PRESS 2** to Not have the system call the substitute

Once you confirm a request to cancel the job, you **MUST** wait for the system to say "**Job Number has been cancelled.**"

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#### TO CHANGE PIN or RE-RECORD NAME

**PRESS 1** to Change your PIN  
**PRESS 2** to Change the recording of your name

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**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**Anaheim Personnel and Guidance Association (APGA)**

**English Learner Coordinator Stipend**

The Anaheim Personnel and Guidance Association (Association) and the Anaheim Union High School District (District) agree as follows:

An annual stipend will be paid to the English Learner (EL) Coordinator based on the number of EL students served at the site as determined by the CALPADS report in the fall of the current school year. The compensation will be determined using the following formula:

<b>Number of EL Students Served</b>	<b>Annual Stipend</b>
1-150	\$600 base stipend
Each additional student above 150	\$2.40 per student added to base stipend

The stipend will be paid in two equal semester payments.

The responsibilities and roles matrix for EL services will be provided to the EL Coordinators and all counselors by the Education Division each school year before or at the first EL Coordinator meeting.

If no counselor agrees to be the EL Coordinator, the principal will then meet with the site counseling team to discuss their shared roles and responsibilities in regards to EL students. The principal will follow up by meeting with the lead counselor to discuss and select one of the counselors to be the EL Coordinator and who will receive the stipend for that school year.

The duties and responsibilities of EL Coordinators will be provided to all counselors by Education Services at the beginning of each school year.

While this MOU is in effect, this agreement replaces Appendix C (Extra Service Pay Schedule) Item 2 (EL Stipend). All other contract language in Appendix C still applies.

This agreement will be effective for the 2015-2016 school year and replaces the previously negotiated MOU. The agreement will continue until a new agreement is reached.

This agreement is dated: March 22, 2016

\_\_\_\_\_  
Brad Jackson  
Assistant Superintendent  
Human Resources

\_\_\_\_\_  
Lacie Mounger  
Co-President  
APGA

\_\_\_\_\_  
Kyle Hendricksen  
Co-President  
APGA

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**Anaheim Personnel and Guidance Association (APGA)**

**Health and Welfare Program Change for 2016**

The Anaheim Union High School District (AUHSD) and Anaheim Personnel and Guidance Association (APGA) agree to the following changes in health and welfare that were recommended by the Insurance Committee on October 6, 2015. The change is effective on January 1, 2016:

PPO

- Co-pay for non-preferred formulary prescription drugs will change from \$40 to \$50.
- Prior Authorization (PA) will be required for certain non-preferred prescription drugs effective January 1, 2016, for new users under the Express Scripts Advantage PA and Limited PA programs. Current users of these drugs (prior to January 1, 2016) will not be subject to the PA program.

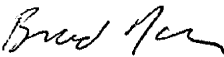
HMO

- Co-pay for non-preferred formulary prescription drugs will change from \$40 to \$50.

This MOU has no effect on any other portion of the District's benefit plan.

If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum district contribution, the District or APGA may request, and the other party will agree, to re-open negotiations on health and welfare for 2016.

This MOU is dated: December 10, 2015



Brad Jackson  
Interim Assistant Superintendent  
Human Resources



Lacie Mounger  
Co-President  
APGA



Kyle Hendricksen  
Co-President  
APGA



## ANAHEIM UNION HIGH SCHOOL DISTRICT

### Directions and Timeline Information For Counselor Evaluation

**DEPARTMENT PLANNING/SELF-ASSESSMENT:** The counseling departments at each school site are encouraged to meet yearly to plan departmental goals for the school year. This meeting can take place at the end of the previous school year, during the summer, or the beginning of the school year. The Department Planning/Self-Assessment form should be completed at this meeting, and a copy is given to all counselors in the department at the given school site.

#### **INITIAL CONFERENCE:**

- Prior to the initial conference, the counselor will review the goals/plan from the current Department Planning/Self-Assessment form as a basis to fill out the Counselor Evaluation form.
- The counselor will pick at least one element (e.g. identified as 1.1, 1.2, etc.) from each of the 6 standards for the administrator to evaluate.
- The implementation of each chosen element is to be described in the relevant "Planned Activity" section.
- The counselor will submit the proposed Individual Counselor Performance Plan to the administrator prior to November 1<sup>st</sup>.
- The administrator and counselor will review all standards and planned activities, make any necessary modifications, and sign in agreement prior to November 15<sup>th</sup>.
- A copy of the signed form is given to the counselor, and the original will be filed on campus.

The administrator may use the Classroom/Educational Setting Observation form when observing the counselor during the school year. It is recommended that a copy of the observation form will be given to the counselor within five (5) working days of the observation. A report of the observation must be completed prior to the end of the first quarter and prior to the end of the second quarter.

#### **FINAL RATING:**

- Administrator will use any observation forms/notes to complete the Individual Counselor Performance Plan form.
- Each standard will be rated by the administrator (1-5) based on the scale on the form.
- Comments must be made if a counselor is rated a 3 or 4; comments are encouraged for ratings 0, 1, or 2.
- The administrator will determine a final rating of all evaluation categories as: Meets, Partially Meets, Does Not Meet Standards, or Not Observed.
- The administrator will review the completed form with the counselor before May 31<sup>st</sup>.
- The final rating form will be signed by the administrator and counselor at this meeting.
- The counselor's signature will indicate that they have received a copy of the evaluation form, and will identify if there will be a rebuttal or waiver of rebuttal.
- Rebuttal comments, if necessary, must be submitted by the counselor to the administrator, within five (5) working days.

**Standard 1: Engage, advocate for and support all students learning.**

- 1.1 Ensure all students are engaged in a system of support designed for learning and academic success
- 1.2 Advocate for educational opportunity, equity and access for all students
- 1.3 Advocate for the learning and academic success of all students
- 1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies

**Standard 2: Plan, implement and evaluate programs to promote academic, career, personal and social development of all students.**

- 2.1 Demonstrate organization skills
- 2.2 Develop outcome-based programs
- 2.3 Assess program outcomes and analyze data
- 2.4 Demonstrate leadership in program development

**Standard 3: Utilize multiple sources of information to monitor and improve student behavior and achievement.**

- 3.1 Assess student's characteristics and utilize the information to plan for individual student growth and achievement
- 3.2 Interpret and use student's assessment data with students and parents/guardians in developing personal, academic, and career plans
- 3.3 Monitor student's personal, academic, career progress

**Standard 4: Collaborate and coordinate with school and community resources.**

- 4.1 Build and maintain student teams for student achievement
- 4.2 Provide consultation and education for teachers and parents
- 4.3 Develop working relationships within the school that include school staff members
- 4.4 Coordinate support from community agencies

**Standard 5: Promote and maintain a safe learning environment for all students.**

- 5.1 Promote a positive, safe, and supportive learning environment
- 5.2 Develop and implement programs that address the personal and social risk factors of students
- 5.3 Develop and implement programs that reduce the incidence of school site violence
- 5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school

**Standard 6: Plan, implement and evaluate programs to promote academic, career, personal and social development of all students.**

- 6.1 Establish professional goals and pursue opportunities to improve
- 6.2 Model effective practices and continuous progress in school counseling
- Adhere to professional codes of ethics, legal mandates, and district policies

ANAHEIM UNION HIGH SCHOOL DISTRICT  
**INDIVIDUAL COUNSELOR PERFORMANCE PLAN**

Employee's Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Probationary/Temporary (All Standards)  Permanent Prof. Expectation  Initial Conference Date: \_\_\_\_\_  Observation Date: \_\_\_\_\_

**Based on the California Standards for the School Counseling Profession**

4. Does not meet standards	3. Partially meets standards	2. Meets standards	1. Exemplifies/exceeds standards	0. Not Observed
----------------------------	------------------------------	--------------------	----------------------------------	-----------------

**NATIONAL COUNSELING MODEL**

<b>Standard 1: Engage, advocate for and support all students in learning.</b>							
ELEMENT #	PLANNED ACTIVITY	-					
ELEMENT #	PLANNED ACTIVITY						
COMMENTS							

<b>Standard 2: Plan, implement and evaluate programs to promote academic, career, personal, and social development of all students.</b>							
ELEMENT #	PLANNED ACTIVITY						
ELEMENT #	PLANNED ACTIVITY						
COMMENTS							

4. Does not meet standards	3. Partially meets standards	2. Meets standards	1. Exemplifies/exceeds standards	0. Not Observed
<b>NATIONAL COUNSELING MODEL</b>				
<b>Standard 3: Utilize multiple sources of information to monitor and improve student behavior and achievement.</b>				
ELEMENT #	PLANNED ACTIVITY			
ELEMENT #	PLANNED ACTIVITY			
COMMENTS				
<b>Standard 4: Collaborate and coordinate with school and community resources.</b>				
ELEMENT #	PLANNED ACTIVITY			
ELEMENT #	PLANNED ACTIVITY			
COMMENTS				

**APPENDIX G-4**

4. Does not meet standards	3. Partially meets standards	2. Meets standards	1. Exemplifies/exceeds standards	0. Not Observed
<b>NATIONAL COUNSELING MODEL</b>				
<b>Standard 5: Promote and maintain a safe learning environment for all students.</b>				
ELEMENT #	PLANNED ACTIVITY			0
ELEMENT #	PLANNED ACTIVITY			
COMMENTS				
<b>Standard 6: Develop as a professional school counselor.</b>				
ELEMENT #	PLANNED ACTIVITY			0
ELEMENT #	PLANNED ACTIVITY			
COMMENTS				

### Initial Conference:

The standards and planned activities were discussed and agreed upon at the initial conference on this signed date.

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

### Final Rating:

The final rating of evaluation categories assessed in this evaluation is:

- Meets Standards       Partially Meets Standards       Does Not Meet Standards

A copy of this document will be filed in your personnel file. You are entitled to review and comment upon this document and to have your own written comments attached. Any such written comments should be submitted to the personnel office within ten (10) working days of the following date.

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

I have received a copy of this evaluation report. Signing this form does not necessarily mean that I agree with the ratings. Rebuttal comments, if any, must be made in writing and RECEIVED BY EVALUATOR within five (5) working days of the date of this report.

- Rebuttal       Rebuttal Waived

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**  
**AND**  
**ANAHEIM PERSONNEL AND GUIDANCE ASSOCIATION (APGA)**  
  
**COUNSELOR EVALUATION COMMITTEE**

The Anaheim Personnel and Guidance Association (Association) and the Anaheim Union High School District (District) agree to form a committee to review Article 12-Evaluation Procedures and Appendix G regarding counselor evaluations. The joint committee will be comprised of counselors, and site and District administrators. The committee will make recommendations to the District and Association by April 15, 2016.

This agreement is dated: March 22, 2016

\_\_\_\_\_  
Brad Jackson  
Assistant Superintendent  
Human Resources

\_\_\_\_\_  
Lacie Mounger  
Co-President  
APGA

\_\_\_\_\_  
Kyle Hendricksen  
Co-President  
APGA

**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**  
**AND**  
**ANAHEIM PERSONNEL AND GUIDANCE ASSOCIATION (APGA)**

**PUPIL-TO-COUNSELOR RATIO**

The Anaheim Personnel and Guidance Association (APGA) and the District agree to meet to discuss concerns about Pupil-to-Counselor ratios and look at options to continue reducing these ratios in the 2015-2016 and subsequent school years. These meetings will occur prior to May 1 of each school year.

This agreement will remain in effect for the 2014-2015, 2015-2016, and 2016-2017 school years and will continue until a new agreement is reached.

This agreement is dated: March 22, 2016

\_\_\_\_\_  
Brad Jackson  
Assistant Superintendent  
Human Resources

\_\_\_\_\_  
Lacie Mounger  
Co-President  
APGA

\_\_\_\_\_  
Kyle Hendricksen  
Co-President  
APGA



**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**  
**AND**  
**ANAHEIM PERSONNEL AND GUIDANCE ASSOCIATION (APGA)**

**COUNSELOR JOB DESCRIPTION COMMITTEE**

The Anaheim Personnel and Guidance Association (Association) and the Anaheim Union High School District (District) agree to form a committee to review District policy 6301.35 Guidance Counselor and the job description for Outreach Counselor (Independent Learning Center counselor job description). The joint committee will be comprised of counselors, and site and District administrators. The committee will make recommendations to the District and Association by December 1, 2017.

This agreement is dated: June 15, 2017

---

Brad Jackson  
Assistant Superintendent  
Human Resources

---

Lacie Mounger  
Co-President  
APGA

---

Steve Gonzales  
Co-President  
APGA

***CHANGES TO  
AGREEMENT***

*between the*

***ANAHEIM UNION HIGH SCHOOL DISTRICT***

*and the*

***ANAHEIM PERSONNEL AND GUIDANCE  
ASSOCIATION***

*for the period*

***August 8, 2016***

*through*

***the first Counselor work day of  
the 2019-20 school year***

APGA Agreed Upon Changes 2016-17

ARTICLE 1: AGREEMENT

1.1 Agreement

This Agreement is made and entered into this 15th day of June 2017 by and between the Board of Trustees of the Anaheim Union High School District, whose address is 501 Crescent Way, Anaheim, California, 92803, hereinafter referred to as the "District" or "Board" and the Anaheim Personnel and Guidance Association, hereinafter referred to as the "Association" whose address is 501 Crescent Way, Anaheim, California, P.O. Box 3520, Anaheim, California, 92803-3520.

ARTICLE 10: WORKING HOURS

10.4 Counselor Professional Development

Two (2) days will be provided by management for specific training for counselors. These days will be during the regular 198 day contract period. The professional development training will relate directly to day-to-day counselor services at the school site. Counselors' attendance at these two (2) professional development days is not optional and will be supported by site administration. Exceptions can be made in case of a school site emergency which requires the counselor(s) to be present (e.g. to provide support in case of a death of a student or staff member or for other emergency situations affecting a school site). Unit members who do not attend a professional learning day may not use personal necessity referenced in 8.11.4. Unit members will also be required to participate in a make-up session that is of the same nature and quality to recoup the lost learning opportunity.

ARTICLE 14: WAGES AND ITEMS RELATED TO WAGES

14.1 Salary - Counselors

Effective the first workday of the 2016-17 school year, the 2015-16 Counselors' Salary Schedule shall be increased by 0.0% to become the 2016-17 Salary Schedule and is hereby incorporated into the Agreement as Appendix B.

Effective July 22, 2015, each of the Longevity Steps (Steps 16-26) contained in the 2014-15 Counselors' Salary Schedule shall be equalized so that the dollar difference between each step is \$4,507 and equal. This change shall be part of the 2015-16 Salary Schedule and is hereby incorporated into the Agreement as a part of Appendix B.

Additionally, for the 2015-16 school year, the 3.0% increase in the Counselors' Salary Schedule shall also apply to the Longevity Steps (Steps 16-26) after the steps are equalized.

In the event another District employee unit receives an increase in salary greater than 0.0% for the 2016-17 school year, the District or APGA may request, and the other party will agree, to re-open negotiations on salary for 2016-17.

14.7 Hourly Rate of Pay

Unit members selected by the District to perform certificated hourly paid duties shall receive an hourly rate of pay equal to the previous Summer's ~~Summer School Pay~~ miscellaneous rate of pay. The new hourly rate of pay shall become effective the first day after the end of the regular year.

ARTICLE 15: HEALTH AND WELFARE

15.1 Contributions by the District

The District shall contribute the blended super composite rate towards the cost of medical insurance, and shall provide dental, life, vision care, and accidental death/dismemberment insurance benefits for active employees who are within the unit as indicated below:

15.1.1 Medical Insurance

PPO: Self-insured major medical with \$275 deductible per person, maximum of \$1,100 per family for unit members and eligible dependents utilizing the Blue Cross Prudent Buyer Plan, including a prescription card service, in the amount not to exceed the super composite rate established for ~~2016~~ 2017 of ~~\$1,293~~ \$1,348 per month or ~~\$15,520~~ \$16,179 per year per enrolled unit member, or

HMO: HMO insurance for unit members and eligible dependents utilizing Anthem Blue Cross, in the amount not to exceed the super composite rate established for ~~2016~~ 2017 of ~~\$1,163~~ \$1,234 per month or ~~\$13,961~~ \$14,814 per year per enrolled unit member.

The blended super composite rate shall be the weighted average of the PPO and HMO super composite rates above. Beginning with the ~~2016~~ 2017 calendar year, the District's contribution to the blended super composite rate shall not exceed ~~\$14,745~~ \$15,475.

2013 blended super composite rate calculation example.

1,238 employees are in the HMO. (46%)

1,433 employees are in the PPO. (54%)

46% of \$11,808 = \$5432. 54% of \$14,364 = \$7,757.

\$5432 + \$7757 = \$13,189 is 2013 blended super composite rate.

ARTICLE 20: DURATION

This Agreement shall remain in full force and effect through the first work day of the ~~2016~~ 2019 school year and shall continue in effect day-to-day until such time as a new or modified agreement is ratified by both parties.

For school year ~~2014-15~~ 2017-18, Article 14, Wages and Items Related to Wages, Article 15, Health and Welfare Benefits, Article 11-Pupil to Counselor Ratio, and all MOUs, shall be open for negotiations.

For school year ~~2015-16~~ 2018-19, Article 14, Wages and Items Related to Wages, Article 15, Health and Welfare Benefits, Article 11-Pupil to Counselor Ratio, and all MOUs, shall be open for negotiations.

In addition to the articles referenced above, the Association and the District shall each have the option of opening one (1) other article of their choosing in ~~2014-15~~ 2017-18 and on (1) other article of their choosing in ~~2015-16~~ 2018-19. These articles shall be the only subjects of negotiations unless additional articles are opened by mutual consent.

It is understood that other provisions of the Agreement shall remain in full force and effect for the years ~~2013-14~~ 2016-17, ~~2014-15~~ 2017-18 and ~~2015-16~~ 2018-19, notwithstanding the results of the limited reopener of negotiations as outlined above.

**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**  
**AND**  
**ANAHEIM PERSONNEL AND GUIDANCE ASSOCIATION (APGA)**

**COUNSELOR JOB DESCRIPTION COMMITTEE**

The Anaheim Personnel and Guidance Association (Association) and the Anaheim Union High School District (District) agree to form a committee to review District policy 6301.35 Guidance Counselor and the job description for Outreach Counselor (Independent Learning Center counselor job description). The joint committee will be comprised of counselors, and site and District administrators. The committee will make recommendations to the District and Association by December 1, 2017.

This agreement is dated: June 15, 2017

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Brad Jackson  
Assistant Superintendent  
Human Resources

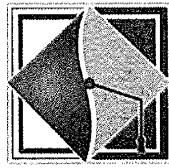
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Lacie Mounger  
Co-President  
APGA

---

Steve Gonzales  
Co-President  
APGA

**AGREEMENT BETWEEN**



**ANAHEIM UNION HIGH SCHOOL DISTRICT**

**AND**



**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**

**AND ITS**

**CHAPTER 74**

**CLASSIFIED SUPPORT SERVICES**

**For the Period**

**July 1, 2014**

**to**

**June 30, 2017**

**Approved by the Board of Trustees: December 11, 2014  
For 2014-15**

**Approved by the Board of Trustees: April 14, 2016  
For 2015-16**

**Approved by the Board of Trustees: June 15, 2017  
For 2016-17**



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- A 2014-2015 Salary Schedule
- B Effects of Layoffs for 2008-2009 (8/20/09)
- C Effects of Layoffs for 2010-2011 School Year (5/26/10)
- D Effects of Layoffs for 2011-2012 School Year (6/13/11)
- E Effects of Layoffs for 2012-2013 (6/28/12)
- F Bus Aide MOU (6/13/11)
- G Special Education Instructional Assistants MOU (renewed)
- H No Child Left Behind (NCLB) Implementation MOU (1/28/04)
- I Health and Welfare MOU for 2014 (11/7/13)
- J Early Retirement Incentive (12/11/14)
- K Bilingual Status MOU (12/11/14)
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- 1 School Secretary Assignments MOU (6/27/01)
- 2 Career Ladder MOU (2/18/03)
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- 20 Health and Welfare Cost Containment MOU (5/10/12)

**ARTICLE 1: RECOGNITION**

The Board recognizes Anaheim Chapter 74, California School Employees Association (CSEA), as the sole and exclusive representative of employees performing services in categories and groupings of positions and classification described as follows:

Included:

ACTIVE	INACTIVE
Accounting Technician	Account Clerk
Administrative Assistant	Administrative Secretary (currently Senior Administrative Assistant)
Administrative Assistant (Bilingual)	ASB Account Clerk (currently ASB Accounting Technician)
Art Designer	Brailist (currently Braille Transcriber)
ASB Accounting Technician	Career Center Technician
Assessment & Evaluation Technician	Computer Lab Assistant
Behavior Intervention Specialist	Computer Lab Technician
Benefits Technician	Computer Operator
Braille Transcriber	Data Entry Technician
Business Technician	District Receptionist
Buyer	District Testing Technician
Campus Safety Aide	English Learner Program Tech
Child Welfare and Attendance Liaison	General Office Clerk (currently Office Assistant)
Credentials Technician	Health Clerk (currently Health Services Technician I)
Food Service Accounting Specialist	Health Clerk/Hope
Food Service Technician	Health Services Technician III (currently LVN)
Health Services Technician I	Instructional Assistant
Health Services Technician II	Instructional Assistant-Severely Handicapped
Human Resources Technician	Instructional Assistant-Special Education
Information Systems Specialist I	Instructional Assistant-Special Education/Bilingual
Information Systems Specialist II	Intermediate Clerk
Information Systems Technician	Instructional Materials Technician
Instructional Assistant-Adult Transition	Paraeducator I
Instructional Assistant-Behavioral Support	Paraeducator II
Instructional Assistant-Mathematics	Payroll Clerk
Instructional Assistant-Medically Fragile/Orthopedically Impaired	Personnel Technician (currently Human Resources Technician)
Instructional Assistant-Special Abilities	Planning Technician
Instructional Assistant-Specialized (Deaf/Hard of Hearing or Visually Impaired)	Program Analyst
Instructional Assistant-Specialized Academic Instruction	Programmer
Instructional Assistant-Spec Academic Instruction (Bilingual)	Purchasing Clerk
Instructional Assistant-Student/Parent Liaison	School Community Liaison Bilingual
Instructional Assistant-Bilingual (Arabic)	Secretary
Instructional Assistant-Bilingual (Korean)	Secretary Clerk I
Instructional Assistant-Bilingual (Spanish)	Secretary Clerk II
Instructional Assistant-Bilingual (Vietnamese)	Secretary-Bilingual
Job Developer/Job Coach	Senior Computer Operator
Language Testing Assistant	Senior Payroll Clerk
Legal Administrative Assistant	Senior Purchasing Clerk
Licensed Vocational Nurse	Testing Statistical Technician
Network Analyst	Translator Clerk
Network Technician	
Office Assistant	
Office Assistant (Bilingual)	
Parent Involvement Specialist	
Payroll Technician	
Procurement Contract Specialist	
Programmer Analyst	
Publications Technician	

Risk Management Technician
School Community Liaison
School Library/Media Technician
Secretary-Attendance
Secretary-Attendance-Bilingual
Secretary-Program Support
Secretary-Program Support-Bilingual
Secretary-Registrar/Records
Secretary-Registrar/Records-Bilingual
Secretary-School Support
Secretary-School Support-Bilingual
Senior Accounting Technician
Senior Administrative Assistant-Program Support
Senior Administrative Assistant-Program Support (Bilingual)
Senior Administrative Assistant-School Support
Senior Administrative Assistant-School Support (Bilingual)
Senior Administrative Assistant-Procurement Specialist
Senior Budget Technician
Senior Payroll Tech
Sign Language Interpreter
Speech-Language Pathology Assistant
Systems Administrator
Translator
Webmaster
Workability Placement Assistant

**Excluded:**

**Management / Supervisory**

Accountant	Accounting Manager
Accounting Supervisor	Assistant Director of Maintenance and Operations
Budget Manager	Catering Manager
Controller	Director of Building Inspections
Director of Business Operations	Director of Construction
Director of Facilities and Planning	Director of Human Resources-Classified
Director of Information Systems	Director of Maintenance and Operations
Director of Nutrition Services	Director of Publications
Director of Purchasing and Central Services	Director of Transportation
Educational Technology Supervisor	Family & Student Support Specialist
Food Services Site Manager I	Food Services Site Manager II
Food Services Supervisor	Garage Supervisor
Maintenance Lead	Maintenance Supervisor
Operations Supervisor	Payroll Supervisor
Project Manager	Public Information Manager
Risk Manager	Site Custodial Supervisor I
Site Custodial Supervisor II	Warehouse Supervisor

**Confidential Positions**

Executive Assistant  
Human Resources Specialist  
Senior Executive Assistant

**AFSCME Positions**

Athletic Facilities Worker I	Athletic Facilities Worker II
Audio-Visual Technician	Auditorium Operations Technician
Bus Driver	Custodian
Driver Instructor	Electronics Technician
Equipment Operator	Equipment Repair Mechanic
Food Service Assistant I	Food Service Assistant II
Food Service Assistant III	Food Service Assistant III-Bilingual
Food Service Assistant IV-Food Preparation	Food Service Assistant IV-Food Production Office
Food Service Baker	Food Service Cook
Food Service Equipment Technician	Graphic Art Technician
Grounds Maintenance Worker	Heavy Equipment Operator
HVAC Technician	Instrument Repair Technician
Inventory Control Specialist	Irrigation Systems Technician
Maintenance Carpenter	Maintenance Electrician
Maintenance Floor/Plaster Worker	Maintenance Glazier
Maintenance Locksmith	Maintenance Painter
Maintenance Plumber	Maintenance Service Worker
Maintenance Welder/Fabricator	Mechanic
Microcomputer Technician	Network Technician
Offset Press Operator	Pool Maintenance Technician
School Site Technology Technician	Senior Custodian
Senior Equipment Operator	Senior Graphic Arts Technician
Senior Warehouse Worker-Central Warehouse	Senior Warehouse Worker-Nutrition Services
Shop Equipment Repair Technician	Technology Services Assistant
Transportation Dispatcher	Transportation Operations Specialist
Warehouse Worker-Central Warehouse	Warehouse Worker-Nutrition Services

**NON-CLASSIFIED**

AVID Tutor	Coaches
Custodian Assistant	Extra Service Specialists
JROTC Instructors	Social Worker Interns
Student Workers (All Programs)	Substitutes

The Association, in turn, recognizes the Board as the duly elected representative of the people and agrees to negotiate exclusively with the Board through the provisions of the Rodda Act. The Association further agrees that it, its members and agents shall not attempt to negotiate privately or individually with any Board member or manager.

The Association agrees that this represents the appropriate unit and that it will not seek by any means, including but not limited to any PERB proceedings to amend or change in any way the unit described herein. However, the Association shall have the right to seek unit clarification by PERB proceedings on any new titled not specified in the above unit description. Nothing, agreed to herein will prevent adjustments to the unit to be made by mutual agreement of the District and the Association.

Disputes concerning this Article are not subject to the grievance provisions subject to Article 4.

}

}

ARTICLE 2: HEALTH AND WELFARE

2.1 **Primary Benefits**

The Board shall contribute towards the cost of medical, dental, life, vision care, disability, and accidental death /dismemberment insurance benefits for active employees who are within the unit as indicated below:

2.1.1 Medical Insurance

PPO: Self-insured major medical with \$275 deductible per person, maximum of \$1,100 per family for unit members and eligible dependents utilizing the Blue Cross Prudent Buyer Plan, including prescription coverage, in the amount not to exceed the super composite rate established for 2017 of \$1,348 per month or \$16,179 per year per enrolled unit member.

HMO: HMO insurance for unit members and eligible dependents utilizing Anthem Blue Cross, in the amount not to exceed the super composite rate established for 2017 of \$1234 per month or \$14,814 per year per enrolled unit member.

The blended super composite rate shall be the weighted average of the PPO and HMO super composite rates above. Beginning with the 2017 calendar year, the District's contribution to the blended super composite rate shall not exceed \$15,475.

Example:

1,238 employees are in the HMO. (46%)

1,433 employees are in the PPO. (54%)

46% of \$11,808 = \$5432. 54% of \$14,364 = \$7,757.

\$5432 + \$7757 = \$13,189 is 2013 blended super composite rate.

2.1.2 Life and Accidental Death/Dismemberment Insurance

Life and accidental death/dismemberment insurance for employee and life insurance protection for employee's spouse and eligible children.

2.1.3 Dental Insurance

Dental insurance for employee and eligible dependents (no deductible) \$1,500/\$1,700 yearly maximum per person including 70 percent coverage for major dental procedures or Delta Care PMI dental insurance.

2.1.4 Vision Care Insurance



Vision health services with special contact lens provisions for employees and eligible dependents.

2.1.5 Alcohol, drug abuse and psychological care utilizing MHN/Holman Company for employees and eligible dependents.

2.1.6 Hearing aids and hearing examination for employees only as required by a physician.

2.1.7 Short-term income protection plan, sixty-six and two-thirds (66 2/3) percent benefit, with a maximum monthly benefit of \$5,000.00 per month, and a minimum amount of not less than \$25.00 per month up to two years with a sixty (60) day waiting period with American Fidelity Assurance as Administrator and Plan Provider.

**2.2 Surviving Dependent Coverage**

In the event an employee expires while in a paid status, currently covered surviving dependents shall be extended District health and dental benefits coverage at District expense for a period of four (4) additional calendar months following the month of the employee's death.

**2.3 Right to Contact**

The Association shall have the right to contact the health and welfare contract administrator directly for any information it wishes relative to the plan, but a copy of such request and a copy of any answer received from the contract administrator shall be sent to the District.

**2.4 Self-Insurance Plan**

The District will maintain a self-insurance plan. The contract administrator will be selected by the District after consultation with the District Insurance Committee.

2.5 All eligible employees who retire/terminate from the Anaheim Union High School District shall be eligible to participate in COBRA.

2.6 If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum district contribution, the District or CSEA may request, and the other party will agree, to re-open negotiations on health and welfare for 2015.

**2.7 Insurance Committee**

The Association may name three (3) regular members to the District Insurance Committee. Attendance at the meetings will not count against union business as described in 14.1. The Insurance Committee will review cost containment measures to reduce the cost of benefits and make recommendations on benefit modifications to the plan.

The Association and the District negotiation teams will work to reach an agreement on such cost containment provisions and upon agreement, recommendations shall be submitted for ratification.

If such agreement is not reached prior to November 1 of each year, the current benefits plan will carry over to the following plan year and the District is authorized to initiate payroll deductions beginning with the first paycheck in February for the difference between an average of the super composite rates of the PPO and HMO from current year and the average of the super composite rates for the new year.

The District and CSEA agree to negotiate on health and welfare beginning October 2 through October 31 in an effort to negotiate any plan changes or other cost containment measures.

## 2.8 Retiree Benefits

2.8.1 All employees ages 60-65 who are regular classified personnel in the employment of the District and who retire(d) from the District with fifteen (15) or more years of service and who are not otherwise covered by any similar programs provided through social security or other classified retirement plans shall be provided with major medical, including prescription coverage, and dental portions of the fringe benefits compensation package for the retiree only, at no cost to him/her.

Classified employees who retire with fifteen (15) or more years of service to the District, and who have not attained the age of 60, who wish to participate in the major medical, including prescription coverage, and dental portion of the fringe benefit compensation package may do so by depositing the monthly amount of the premium with the District Business Office. The amount of the premium will be based on the regular employee rate established each year by the District's Plan Administrator and the HMO provider.

To remain eligible for the District paid major medical and dental benefit coverage from ages 60-65, the retiree must deposit the monthly amount of the premium with the District Business Office from the date of retirement until age 60.

2.8.2 After meeting the requirements of 2.6.1 employees hired prior to 1979 who retire prior to the age of 60, the Board of Trustees shall provide the 1979-80 fringe benefit amounts toward the Major Medical and Dental portion of the fringe benefit compensation package to all regular classified employees.

2.8.3 Retirees referred to in the above paragraph who wish to continue participation in the program will be required to make monthly payments, in advance, to the Business Office the difference between the current year costs and the 1979-80 costs. Current differential: \$58. for PPO medical, \$46.30 for HMO medical, and \$10.40 for dental coverage for employees only.

- 2.8.4 On the 1<sup>st</sup> day of the month immediately preceding the date that a retiree attains age 65, or becomes eligible for Medicare whichever occurs first, retiree coverage shall terminate. At this time the retiree is eligible to purchase a Medicare supplement from the District if the retiree is eligible for Medicare.
- 2.8.5 Members retiring after 1979 shall receive Major Medical and Dental fringe benefits no greater than those offered current, active bargaining classified employees.
- 2.8.6 Eligible retirees age 65 and older will be provided, at their cost, a medical plan with prescription coverage comparable to the terms in Article 2.1.

**2.9 Eligibility**

All employees in the bargaining unit who work at least four (4) hours per day in a regular classified position shall be covered under the programs provided in Section 2.1 and 2.6 of this Article.

Employees on unpaid leave of absence who wish to participate in the program may do so by depositing their premium costs with the District Business Office.

**2.10 IRS Section 125 - Flexible Benefit Plan**

The District shall provide an Internal Revenue Service Section 125 Plan for unit members. Such plan will include but not be limited to eligible medical and disability income insurance and dependent care expenses. The plan administrator for the IRS Section 125 Plan shall be American Fidelity Assurance Company, mutually agreed upon by the Association and the District. Participation by bargaining unit members in the plan shall be voluntary.

**ARTICLE 3: ORGANIZATIONAL SECURITY**

**3.1 Right to Payroll Deduction**

The Association shall have the sole and exclusive right to payroll deduction of regular membership dues and agency shop service fee payers.

**3.2 Revocation of Membership**

A member may not revoke his/her membership or dues payment for the duration of the existing contract and can be revoked only at the end of the contract.

**3.3 Changes in Deductions**

The District shall not be obligated to put into effect any new or changed deductions until the pay period commencing thirty (30) days or more after such submission.

**3.4 New Unit Members**

Any new unit member shall within thirty (30) days from the date of commencement of assigned duties within the bargaining unit, become a member of the Association or pay to the Association a service fee. There shall be no charge to the Association for such mandatory agency fee deductions.

**3.5 Religious Objections**

Any unit member who is a member of a religious body whose traditional tenets or teachings include objection to joining or financially supporting employee organizations shall not be required to join or financially support the California School Employees Association (CSEA) except that such unit member shall pay, in lieu of a service fee, sums equal to such service fee to one of the following non-religious, non-labor organizations, charitable funds exempt from taxation under Section 501(c)(3) of Title 26 of the Internal Revenue Code:

- a. AUHSD Foundation
- b. United Way

3.5.1 Those who object to joining or financially supporting employee organizations, pursuant to Section 3.5 above, shall submit proof of in lieu payment on an annual basis to the Association and District as a condition of continued exemption from the provisions of Section 3.5 above. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. Such proof shall be presented on or before July 1 of each school year. A written statement of objection shall accompany the first year's proof of payment and is subject to verification by the Association.

3.5.2 Any unit member making payments as set forth in Sections 3.5 and 3.5.1 above, and who requests utilization of the grievance arbitration provisions of this agreement, shall be responsible

for paying the reasonable cost of using said grievance and arbitration procedures.

3.5.3 With respect to all sums deducted by the District pursuant to Sections 3.1, 3.4, 3.5 and 3.5.1 above, whether for membership dues or agency fee, the District agrees to promptly remit such monies to the Association, accompanied by an alphabetical list of unit members for whom membership fee deductions have been made, and an alphabetical list of unit members for whom service fee deductions have been made—both lists will indicate any changes in personnel from the list previously furnished.

3.5.4 The Association agrees to furnish any information needed by the District to fulfill the provisions of the Article.

### 3.6 **Hold Harmless**

The Association agrees to pay to the District all reasonable legal fees and legal costs incurred in defending against any court action and/or administrative action before the Public Employment Relations Board challenging the legality or constitutionality of the agency fee provisions of this Agreement or the implementation.

3.6.1 The Association shall have the exclusive right to decide and determine whether any such action or proceeding referred to in 3.6 above shall or shall not be compromised, resisted, defended, tried, or appealed.

### 3.7 **Agency Fee**

The parties to this Agreement acknowledge that CSEA has notified the employer to Implement the provisions of Government Code Section 3546 (a), requiring as a condition of employment, the deduction of CSEA dues or fair-share fee from the wages or salary of every bargaining unit member effective January 1, 2001. This agreement requires an employee as a condition of continued employment to either join the recognized or certified employee organization or to pay the organization a service fee in an amount equal to the standard initiation fee, periodic dues, and general assessments of the organization for the duration of this agreement.

**ARTICLE 4: GRIEVANCE PROCEDURES**

**Definition:** A grievance is defined as a statement by an employee and/or the Association that the District violated an express term of this Agreement and that by reason of such violation the employee's rights have been adversely affected. (Reference: South Bay USD V. PERB (1991))

**4.1 Rights of the Association**

4.1.1 Individual Rights - This grievance procedure is not intended to deny the right of any individual to seek a satisfactory resolution of his problem by himself.

4.1.2 If an employee is not represented by the Association or its representative, the District shall notify the Association whenever a grievance has been filed, and prior to an adjustment of the grievance shall notify the Association of the proposed adjustment and shall provide the Association with the opportunity to respond to the proposed adjustment. In any event, an adjustment made pursuant to this 4.1.2 shall not be used by the District as precedent for resolving future grievances or to establish a past practice.

**4.2 General Provisions**

4.2.1 The grievant shall have the right to be represented in all his/her discussions concerning the grievance by the Association.

4.2.2 Grievances which proceed beyond the informal step shall be in writing on a form to be approved by the Board of Trustees and shall contain a clear, concise statement of the grievance including the specific provisions of this Agreement alleged to have been violated, the circumstances involved, and decision rendered at the informal conferences and the specific remedy sought.

4.2.3 At each step of the formal grievance procedure, unless the parties have mutually agreed to alternate wording, the ultimate disposition shall be rendered by one of the following statements:

4.2.3.1 Grievance sustained.

4.2.3.2 Grievance denied.

4.2.3.3 Grievance sustained in part.

4.2.3.4 In addition to the above, all responses shall contain a statement of the rationale for the response.

4.2.4 An appeal by the grievant from the disposition of any step shall be accompanied by the following material:

4.2.4.1<sup>1</sup> The original grievance.

4.2.4.2 The disposition of the grievance at each step.

- 4.2.4.3 Any written materials introduced as evidence in lower levels.
- 4.2.5 During any grievance meetings, only the following participants shall be permitted to attend:
  - 4.2.5.1 The grievant(s).
  - 4.2.5.2 The grievant's representative (maximum of three).
  - 4.2.5.3 The respondent.
  - 4.2.5.4 The respondent's representative (maximum of two).
  - 4.2.5.5 Any witness deemed necessary by either party. At the request of either party, all witnesses for both parties shall be sequestered.
- 4.2.6 Failure to meet time limits. If a grievance is not processed by the grievant and the Association in accordance with the time limits set forth in this Article, it shall be considered settled on the basis of the decision last made by the District. If the District fails to respond to the grievance in a timely manner at any level, the running of its time limit shall be deemed a denial of the grievance and termination of the level involved, and the grievant may proceed to the next step. Time limits hereunder may be lengthened or shortened in any particular case only by mutual written agreement. The parties will attempt in good faith to adjust time limit problems which occur after Step 1 as a result of the summer recess, winter or spring break.
- 4.2.7 The grievant and grievance representative shall be entitled to be present and to participate in all grievance meetings and discussions.
- 4.2.8 The grievant and necessary witnesses shall be released from assigned responsibility without loss of compensation when participating in grievance meetings held during the school day.
- 4.2.9 Copies of grievance shall not be placed in the personnel file of the grievant.
- 4.2.10 The District representative is the chairperson of the meeting. The standard format for a grievance meeting shall be as follows:
  - 4.2.10.1 Presentation of grievant's case (including the calling of witnesses).
  - 4.2.10.2 Presentation of respondent's case (including the calling of witnesses).
  - 4.2.10.3 Grievant's rebuttal.
  - 4.2.10.4 Respondent's rebuttal.
  - 4.2.10.5 Informal discussion.

4.2.11 For purposes of computing the time limits set forth in this Article, a "day" is any day in which the central administration office is open for business.

4.2.12 The original written remedy sought by the grievant may be modified at any subsequent level, on mutual agreement by both parties.

#### 4.3 Grievance Procedures

4.3.1 Step 1 When an employee has a complaint, the complaint may be brought to the attention of the appropriate supervisor in an attempt to resolve the problem informally through discussion.

4.3.2 Step 2 The grievant may present the grievance in writing to the appropriate administrative representative of the Board. Such grievance must be presented within twenty (20) days of the occurrence which led to the grievance, or within twenty (20) days of the date the grievant could reasonably be expected to have knowledge of the occurrence. Within five (5) days of the filing of the grievance, a meeting shall be held with the grievant and his/her representative. The respondent shall render the Step 1 disposition within five (5) days after the Step 1 meeting.

4.3.3 Step 3 In the event the grievant is not satisfied with the decision at Step 1, the grievant may appeal the decision in writing to the Superintendent or his/her designee. Such appeal must be made within ten (10) days of the termination of Step 1.

The appeal shall include a copy of the original grievance, the decision rendered at Step 1, and a clear, concise statement of the reasons for the appeal. Step 2 hearings shall be held within ten (10) days of the receipt of the appeal from Step 1.

The Superintendent or designee shall communicate a decision within five (5) days after the date of the Step 2 hearing and such a decision will terminate Step 2.

#### 4.4 Arbitration

4.4.1 Submission to Arbitration

If the Association is not satisfied with the decision in Step 3, the grievance may be submitted by the Association to arbitration, provided that notification of the submission to arbitration is given to the Superintendent within fifteen (15) days of the Association's receipt of the Step 3 decision.

4.4.2 Selection of Arbitrator

The Association and the District shall attempt to agree upon an arbitrator. If no agreement is reached within ten (10) days, the parties shall request the Public Employees Relations Board (PERB) to submit to the Association and the District the names of seven (7) arbitrators, all of whom are located in Southern



California, and who are members of the National Academy of Arbitrators. Each party shall alternately strike a name until only one (1) name remains who shall be the arbitrator. The party who strikes the first name shall be determined by lot.

#### 4.4.3 Hearing: Arbitrator's Decision

The arbitrator selected in accordance with paragraph 4.4.2 above shall conduct a hearing promptly, and in accordance with the rules of the American Arbitration Association. The arbitrator shall hear the issues presented, and shall render a decision promptly, but in no event later than thirty (30) days from the deadline for filing post-hearing briefs, whichever occurs later.

#### 4.4.4 Fees and Expenses

The fees and expenses of the arbitrator and the hearing shall be borne equally by the parties. All other expenses, including witness fees, conferees, etc., shall be borne by the party incurring them, except that the grievant, the grievance representative, and a reasonable number of necessary witnesses shall be released from their assignments without loss in compensation or cost to the Association.

#### 4.4.5 Statement of Issues

The arbitrator shall be limited to deciding the issue(s) submitted to him/her. If the parties cannot agree upon a statement of the issues, the arbitrator shall determine the issue(s). In cases of procedural disputes regarding arbitrability, timelines, etc., the arbitrator shall be empowered to rule on such disputes.

#### 4.4.6 Limitations Upon Arbitrator

The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this Agreement, but shall determine only whether or not there has been a violation of the Agreement, in respect alleged in the grievance and the appropriate remedy. The decision of the arbitrator shall be based solely upon evidence and arguments presented by the respective parties in the presence of each other and upon arguments presented in briefs. This Agreement constitutes a collective bargaining agreement between the parties which shall be interpreted and applied to the parties by the arbitrator in the same manner as any other collective bargaining agreement under the laws of the State of California.

The function and purpose of the arbitrator is to determine disputed interpretations of terms actually found in the Agreement, or to determine disputed facts upon which the application of the Agreement depends. The arbitrator shall therefore not have authority to decide any issue not submitted or to interpret or apply the Agreement so as to change what can be fairly said to have been the intent of the parties as determined by generally accepted rules for contract construction. Past practice of the parties in interpreting or

applying terms of this Agreement may be relevant evidence, but shall not be used so as to justify, or result in, a modification (whether by addition or subtraction) of the written terms of this Agreement.

The arbitrator shall only have the power to render an award on grievances occurring while this Agreement is in effect.

The arbitrator may hear and determine only one (1) grievance at a time unless the parties expressly agree otherwise. Both parties will in good faith endeavor to handle cases which involve the same or similar facts and issues in an expeditious and convenient manner.

No decision rendered by the arbitrator shall be retroactive beyond the beginning of the last payroll period prior to the twenty (20) day period specified in Step 1 of the grievance procedure.

#### 4.4.7 Rules of Procedure

The arbitrator shall apply the rules of procedures normally followed by arbitrators in Southern California with respect to binding arbitration hearings, opinions and awards pertaining to classified public school employees. Upon agreement of the parties, the arbitration may proceed under expedited rules of the American Arbitration Association and notice of such agreement shall accompany any request for a list of arbitrators.

The decision of the arbitrator, within the limits herein prescribed by this Article, shall be binding on the Association, the District, and grievant.

#### 4.5 No Reprisals <sup>1</sup>

No reprisals of any kind will be taken against any participant in the grievance procedure by reason of such participation.

**ARTICLE 5: WORKING HOURS**

**5.1 Workweek**

The employee's regular workweek shall consist of five (5) consecutive days from Monday through Friday, inclusive. It is recognized, however, that the actual workweek is a seven (7) day period, Monday through Sunday, inclusive, and that the Board may assign employees to consecutive workdays other than Monday through Friday within this seven (7) day period. If the District determines that the needs of the District dictates a changing of a regular work week that is different from the initial fixed and ascertainable date of hire, the District shall first solicit volunteers to meet those needs. If no volunteers are forthcoming, the District may impose changes on a seniority based criteria with the least senior employee being affected first, followed by the next senior in successive order until the District's need is met.

**5.2 Work Year**

The length of each employee's work year shall be determined by the District. Any change in the established work year of any unit member shall be negotiated with the association.

Beginning with the 2015-16 school year, the work year for 9-month hourly employees will be increased by two days. The first workday will be two days prior to the first student day.

**5.3 Workday**

The employee's regular workday shall consist of eight (8) hours of work, except that the Board may assign employees to a greater or lesser period of regular daily work whenever the needs of the District so dictate. Any reduction in assigned time shall be accomplished in accordance with the District layoff procedures as stated in the CSEA contract Article 11.20, in effect at the time of the action. In the event of a layoff, the District will meet and negotiate over the effects of the layoff with the Association. (Reference: Newman-Crows Landing USD (1982) PERB 223)

**5.4 In-service Days**

After the first student attendance day in August, on days designated by administrators as teacher training, preparatory or in-service days, which are student nonattendance days, or days which are regular student days classified personnel shall receive regular pay whether or not they are required to report for duty that day. (Ed Code 45203) The District has the option to schedule in-service training or regularly assigned work.

**5.5 Lunch Periods**

Each employee shall be granted an unpaid duty free lunch period of at least one-half (1/2) hour, which shall be scheduled by the immediate supervisor at or about the midpoint of each shift.

## 5.6 Rest Periods

Each bargaining unit employee shall be provided one (1) fifteen (15) minute rest period for each four (4) consecutive hours worked, to be taken at times approved by the immediate supervisor. Rest periods are a part of the regular workday and shall be compensated at the regular rate of pay for the employee. Paid rest periods may be combined with unpaid lunch breaks through mutual agreement between employee and supervisor. Compensated rest periods shall be taken daily and cannot be carried over day to day.

## 5.7 Definitions

5.7.1 Overtime hours is any time worked in excess of eight (8) hours in any one (1) day and any time in excess of forty (40) hours in any work week.

5.7.2 Overtime rate is equal to one and one-half (1½) times the employee's regular rate of pay.

5.7.3 Additional Hours/Workdays/Work weeks is any time/days/weeks in excess of the employee's Board approved workday, workweek, or work year.

5.7.4 Additional/Dual assignment occurs when the employee is assigned and/or contracted to work more than one position in a different or like classification in a temporary or permanent assignment, at the same or different location and/or department.

## 5.8 Additional Hours and/or Assignments

Any employee assigned to work additional time and/or assignments that are of an on-going nature and/or exceeds twenty (20) consecutive days of working the additional hours/assignments, shall have their work hours/day/year permanently extended to encompass the additional hours/assignment, and the extended hours shall be Board approved and become his/her regular and permanent working hours/day/year.

If an assignment is going to be longer than 20 consecutive days and it is just temporary, then an agreement must be signed by employee and district, stating approximate length of time and that it is on a temporary basis. Time not to exceed one (1) year.

5.8.1 Any CSEA member who is employed 10 or fewer months, who possess the minimum qualifications for summer school and/or ESY senior administrative assistant, may apply. Applicants will be interviewed and a candidate will be selected for each school site hosting a full summer school and/or ESY program.

In the event summer school/ESY begins prior to the conclusion of the newly selected summer school secretary's regular school year work assignment, the overlapping days shall be forfeited, not to exceed three (3) days.

5.9 **Minimum Call-In Time**

Any employee called in to work on a day when the employee is not scheduled to work shall receive a minimum of two (2) hours pay at the appropriate rate of pay under this Agreement.

5.10 **Call Back Time**

Any employee called back to work after having left the work location upon completion of his/her regular assignment shall be compensated for at least two (2) hours of work at the overtime rate, equal to one and one-half (1½) times the employee's regular rate of pay, irrespective of the actual time less than that required to be worked.

5.11 **Reporting Work Hours**

Employees are required to adhere to assigned hours and reporting procedures established by the district, site or department and to report accurately. Failing to follow procedures, dishonesty or falsifying records will result in disciplinary action up to and including dismissal.

## ARTICLE 6: TRANSFER PROCEDURES

### 6.1 Definition

A transfer refers to any District action, either employee initiated or District initiated, which results in the movement of an employee from the position s/he holds immediately preceding such action to another position within the same or within a related job classification but at a different school or District administrative department.

### 6.2 Eligibility for Transfer

The Director of Human Resources - Classified shall determine whether classes are sufficiently related to permit transfer between them. He/she shall consider similarity of duties, minimum qualifications, examination content and occupational group.

### 6.3 Effects of Transfer

Transfer shall be made without change in salary rate, anniversary date, accumulated illness leave, and accumulated vacation credit.

### 6.4 Voluntary Transfer

A permanent employee desiring a voluntary transfer shall submit a request according to these procedures:

6.4.1 A vacancy list will be posted at each site by title, job site or department, hours, and posting date. Vacancies will be updated as necessary.

6.4.2 An employee may apply for a lateral transfer at any time.

6.4.3 When vacancies occur, all employees who are permanent in their classification who have a current "Request for Transfer" on file with the Human Resources Office - Classified and those in the first three ranks on the Promotional Eligibility List will be notified of the vacancy and given the opportunity to interview for the position in accordance with Personnel Commission rules. An appropriate transfer, as determined by the District, may be considered first.

6.4.4 A permanent employee(s) may be transferred at his/her request and for the good of the service from one position to another in the same class at the discretion of the District.

6.4.5 Transfer requests, while on file in the Human Resources Office - Classified, will be kept confidential. Employees may contact the Human Resources Office - Classified to obtain information concerning current openings.

6.4.6 Employees accepting a lateral transfer to the same class must remain in the position one school year before accepting another position in the same classification. All special circumstances will be negotiated between CSEA and the District.

- 6.4.7 The Human Resources Office - Classified shall notify those individuals interviewed of specific vacant position of the hiring supervisor's recommendation.
- 6.4.8 Transfer requests will be kept until the end of the fiscal year in which requested. New transfer requests must be initiated on July 1 or later for the new fiscal year.
- 6.4.9 Transfer Based on Workload  
District reserves the right to accept voluntary transfers based on workload.

**6.5 Involuntary Transfer**

Transfers of employees on a temporary or permanent basis may be initiated by the District management at any time such transfers is in the best interest of the District as defined by the Superintendent under the following conditions. An employee affected by such transfer shall be given notice as soon as practicable. The District shall notify CSEA in writing of any upcoming involuntary transfer. Any employee affected by such transfer has the right to CSEA representation at any conference with management to discuss the reasons for the transfer.

- 6.5.1 At the request of the employee or the Association, employees may be transferred from one job title in a classification to another job title in the same classification at the same or alternative site for the good of the service. Such requests will be in written format and shall specify the reason for the transfer, steps previously taken to remediate the situation, and benefit to be gained through the transfer.
- 6.5.2 Employees may be transferred from one site to another site based on workload as determined by the supervisor, site administrator, superintendent, or designee. Transfers will only be considered to balance staffing and not as a punitive measure.
- 6.5.3 Involuntary transfers shall not be implemented for arbitrary, capricious or discriminatory reasons. The "best interest of the District" clause set forth in section 6.5 shall conform to this standard.

**6.6 Disciplinary Action**

Employees involved in disciplinary action shall not be considered for transfer under Section 6.5.1 of this agreement.

**ARTICLE 7: EVALUATION PROCEDURES**

- 7.1 The employee's immediate supervisor shall make the evaluation and complete the evaluation form. Evaluations shall be based on observable performance and/or data and knowledge of the evaluator.
- 7.1.1 Probationary employees will be evaluated at the end of the third (3rd) and fifth (5th) months of service.
- 7.1.2 All other employees will have a formal evaluation at least every other year, no later than May 15.
- 7.1.3 Probationary or permanent employees may be evaluated more frequently, at the discretion of the immediate supervisor.
- 7.1.4 Excellent performance shall be commended in writing on all evaluation forms.
- 7.1.5 The immediate supervisor shall present the performance evaluation report to the employee and shall discuss it with him/her and confer concerning areas of work needing improvement. The evaluation form shall be signed by the employee to indicate receipt, and he/she shall be given a signed copy.
- The evaluatee's signature indicates that the evaluatee has read the document and has been provided the opportunity of attaching rebuttal comments. Such comments shall be presented for attachment to the evaluation within ten (10) working days of the date on the copy of the Classified Composite Performance Appraisal.
- 7.1.6 The evaluation shall be made in writing on a form to be provided by the Human Resources Office -Classified. All sections on this form will be completed accurately. This form shall be designated the "Composite Classified Performance Appraisal" form.
- 7.1.7 Any grievance under this Article shall be limited to a claim that the above procedures have been violated.

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**ARTICLE 8: SAFETY CONDITIONS**

The Board shall, within the limitation of its financial capabilities, provide bargaining employees with safe working conditions.

The District shall comply with the provisions of the California State Occupational Safety and Health Act regulations within the general industry and construction industry standards, where applicable.

- 8.1 The District shall provide employees with safe working conditions.
- 8.2 The District shall comply with the provisions of the California State Occupational Safety and Health Act regulations.
- 8.3 It shall be the responsibility of the employees to report unsafe working conditions to their immediate supervisor.
- 8.4 No employee shall be required to work under conditions dangerous to the employee's safety.
- 8.5 The District shall provide necessary first aid kits at all work locations. First aid kits shall be checked periodically and replenished when needed. First aid kits shall not be locked and shall be immediately available to employees. Emergency telephone numbers will be posted near all telephones.
- 8.6 For all employees, there shall be convenient coffee break rooms and rest rooms which are totally smoke free. This shall include such rooms for employees who travel from school to school.
- 8.7 In the case of bomb threat or other immediate threats to the health and safety of employees, employees shall not be asked or ordered to search for the bomb or otherwise perform services for which they are not trained. Whenever feasible, employees shall be informed of these threats.

ARTICLE 9: CONCERTED ACTIVITIES

- 9.1 The Association hereby agrees that neither it, nor its officers, officials, agents, or representatives shall incite, encourage or participate in any strike, walkout, slowdown, or other work stoppage against the District during the life of this Agreement. In the event of a strike, walkout, slowdown, or work stoppage in violation of this Agreement, the Association and its respective officers, agents, and representatives will do everything reasonable within their power to end or avert the same.
- 9.2 Any unit members engaging in or assisting any strike, slowdown, work stoppage, or other interference with the District's operations in violation of this Article shall be subject to disciplinary action up to and including termination.

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**ARTICLE 10: MANAGEMENT RIGHTS**

- 10.1 All matters not specifically enumerated as within the scope of negotiations in Government Code 3543.2 are reserved to the District unless otherwise modified by the terms and conditions of this Agreement. It is agreed that such reserved rights include, but are not limited to, the exclusive right and powers to determine, implement, supplement, change, modify or discontinue, in whole or in part, temporarily or permanently, any of the following:
- 10.1.1 The legal, operational, geographical, and organizational structure of the District including the chain of command, division of authority, organizational divisions and subdivisions, external and internal boundaries of all kinds, and advisory commissions and committees;
  - 10.1.2 The financial structure of the District including all sources and amounts of financial support, income funding, taxes and debt, and all means and conditions necessary or incidental to the securing of same, including compliance with any qualifications or requirements imposed by law or by funding sources as a condition of receiving funds; all investment policies and practices; all budgetary matters and procedures, including the budget calendar, the budget formation process, accounting methods, fiscal and budget control policies and procedures, and all budgetary allocations, reserves, and expenditures apart from those expressly allocated to fund the wage and benefit obligations of this Agreement;
  - 10.1.3 The acquisition, disposition, number, location, types and utilization of all District properties whether owned, leased, or otherwise controlled, including all facilities, grounds, parking areas and other improvements, and the personnel, work, service, and activity functions assigned to such properties;
  - 10.1.4 All services to be rendered to the public and to the District personnel in support of the services rendered to the public; the nature, methods, quality, quantity, frequency and standards of service, and the personnel, facilities, vendors, supplies, materials, vehicles, equipment and tools to be used in connection with such services; the lawful subcontracting of services to be rendered and functions to be performed, including educational support, construction, maintenance, and repair services;
  - 10.1.5 The utilization of personnel not covered by this Agreement including limited term substitutes, temporaries, hourly employees, provisional personnel, consultants, and supervisory or managerial personnel to do work which is normally done by personnel covered hereby, and the methods of selection and assignment of such personnel;
  - 10.1.6 The educational policies, procedures, objectives, goals, and programs, including those relating to curriculum, course content, textbook selection, educational equipment and supplies, admissions, attendance, pupil transfers, grade level advancement, guidance, grading, testing, records, pupil health

and safety, pupil conduct and discipline, transportation, food services, racial and ethnic balance, extra-curricular and co-curricular activities, and emergency situations, and the substantive and procedural rights and obligations of students, parents, teachers, other personnel and the public with respect to such matters;

- 10.1.7 The selection, classification, direction, promotion, demotion, discipline and termination of all personnel of the District; affirmative action and equal employment policies and programs to improve the District's utilization of women and minorities; the assignment of employees to any location and also to any facilities, classrooms, functions, departments, tasks, or equipment. The District will assign the employee to the school and the principal will assign the duties, and the determination as to whether, when, and where there is a job opening;
- 10.1.8 The job classifications and the content and qualifications thereof;
- 10.1.9 The duties and standards of performance for all employees; and whether any employee adequately performs such duties and meets such standards;
- 10.1.10 The dates, time and hours of operation of District facilities, functions, and activities;
- 10.1.11 Safety and security measures for students, the public, properties, facilities, vehicles, materials, supplies, and equipment, including the various rules and duties for all personnel with respect to such matters;
- 10.1.12 The rules, regulations and policies for all employees, students, and the public;
- 10.1.13 The termination or layoff of employees, consistent with law, as the result of the exercise of any of the rights of the District not limited by the clear and explicit language of this Agreement.

All rights of management herein enumerated are subject to the terms and conditions of this Agreement. All other rights of management not expressly limited by the terms and conditions of this Agreement are reserved to the District.

It is not the intention of the parties, in setting forth the above mentioned rights of management, to detract or diminish in any way the rights of the Association or of employees that are expressly set forth elsewhere in the Agreement. It is the parties' intention that the clear and explicit provisions of the other Articles of this Agreement constitute the only contractual limitation upon the District's rights.

The exercise of any rights reserved to the District herein in a particular manner or the non-exercise of any such right shall not be deemed a waiver of the District's right or preclude the District from exercising the right in a different manner.

Any dispute arising out of or in any way connected with either the existence of or the exercise of any of the above-described rights of the District is not subject to the grievance provisions set forth in Article 4 unless the dispute is otherwise grievable under another Article of the Agreement.

**ARTICLE 11: WAGES AND ITEMS RELATED TO WAGES**

**11.1 Salary**

There shall be a wage increase of zero percent (0%) to the entire classified (CSEA Bargaining Unit) salary schedule referenced herein as attachment A, inclusive of any and all stipends for all bargaining unit members.

Wage increases and stipends shall include all employees in a regular classified position as of July 1, 2016.

All wages referenced herein and above will be retroactive to July 1, 2016.

If any employee organization receives an across-the-board salary schedule increase that is higher than CSEA for the 2014-15, 2015-2016, and 2016-2017 school years, then CSEA may request, and the District will agree, to re-open negotiations on salary for that year.

In the event the District shows a potential negative balance in Unassigned/Unappropriated Ending Balance (Account 9790) in 2016-17 in the Second Interim Report Long Range projection, the District and CSEA agree to commence negotiations in Spring of 2017 for the 2016-17 fiscal year.

**11.2 Overtime Pay**

Employees shall be compensated at the rate of one and one-half (1½) times the employee's rate of pay for any time worked in excess of eight (8) hours in any one (1) day and any time in excess of forty (40) hours in any workweek. Overtime shall be specifically assigned and authorized in advance by the supervisor.

**11.3 Overtime Pay on Holidays**

Employees required to work on Board authorized holidays shall receive compensation, or compensatory time off, at one and one-half (1½) times the regular rate of pay in addition to the regular rate of pay for the holiday.

**11.4 Right of Refusal - Compensatory Time Off, Overtime**

11.4.1 A supervisor may grant compensatory time off at the same prorated ratio as overtime cash payment. The supervisor shall inform an employee of the intended method of payment (cash or compensatory time) at the time of directing overtime work.

11.4.2 An employee may refuse overtime work, except that when the needs of the District warrant, the supervisor may direct the employee to work overtime. The needs of the District shall be defined by the supervisor. The supervisor shall attempt to identify employees desiring to work overtime voluntarily and on seniority-based rotation most senior by date of hire in the district and in descending order. Should there be no volunteers, the district may impose overtime on a seniority

based assignment with the least senior member encumbered first and so on in ascending order.

#### 11.5 **Compensatory Overtime**

Compensatory time off for overtime in excess of eight (8) hours in one (1) day or forty (40) hours in one (1) week shall be taken within twelve (12) months of the payroll period in which it is earned as scheduled and approved by the immediate supervisor. If not permitted to be taken before the end of the twelve-month period, payment will be made to employee at the overtime rate.

#### 11.6 **Sixth/Seventh Day of Work Pay**

11.6.1 An employee having an average workday of four (4) hours or more shall be compensated for any work required to be performed on the sixth (6<sup>th</sup>) or seventh (7<sup>th</sup>) day following the commencement of the normal workweek at a rate equal to one and one-half (1½) times his/her regular rate of pay.

11.6.2 An employee having an average workday of less than four (4) hours per day shall be compensated for any work required to be performed on the seventh (7<sup>th</sup>) day following the commencement of the normal workweek at a rate equal to one and one-half (1½) times his/her regular rate of pay.

#### 11.7 **Pay Increases After Promotion**

An employee who receives a promotion to a class\* allocated to a higher salary range shall be placed on the first step of the salary range that reflects at least a four (4) percent increase. Additional advancement will occur on the first of the month, following completion of six (6) months of service, regardless of step placement, and at one (1) year intervals thereafter until the maximum is achieved.

\*Class: A group of positions sufficiently similar in duties and responsibilities that the same descriptive title may be used to designate each position allocated to the class; substantially the same requirement of education, experience, knowledge, and ability are demanded of incumbents; substantially the same tests of fitness may be used in choosing qualified appointees; and the same salary range may be applied with equity.

#### 11.8 **Longevity**

Employees will be eligible for long service recognition (longevity) in the Anaheim Union High School District under the following plan:

2% plus \$519.00 additional after ten (10) years of service with the Anaheim Union High School District.

4% plus \$1,543.00 additional after (15) years of service with the Anaheim Union High School District.

7% plus \$2,840.00 additional after twenty (20) years of service with the Anaheim Union High School District.

10% plus \$3,705 additional after twenty-five (25) years of service with the Anaheim Union High School District.

12% plus \$3,705 additional after thirty (30) years of service with the Anaheim Union High School District.

Percentages and Flat Rates Stand Alone. They are not added or compounded.

#### **11.9 Night Work Differential**

All positions, the regularly assigned time of which requires the unit member to work more than one-half ( $\frac{1}{2}$ ) times or more between the hours of 5:00 p.m. and 7:00 a.m., shall be paid \$135.00 per month higher than the salary grade for daytime employees.

#### **11.10 Working Out of Classification**

Classified employees shall not be required to perform duties which are not fixed and prescribed for the position by the governing boards in accordance with Section 45109, unless the duties reasonably relate to those fixed for the position by the Board, for any period of time which exceeds five (5) working days within a thirty (30) calendar day period except as authorized herein.

An employee may be required to perform duties inconsistent with those assigned to the position by the governing board for a period of more than five (5) working days provided that his/her salary is adjusted upward for the entire period he/she is required to work out of classification. If the employee is asked to perform work in a lower paying classification his/her current salary shall remain the same and shall not be adjusted upwards nor downwards. Such adjustments upward shall be consistent with the salary placement given an employee who received a promotion as indicated in Article 11.7.

No employee assigned duties under the above provision shall have their performance evaluation lowered or be reprimanded if they are unable to complete their regular work assignments as a result of being assigned the above referenced duties.

#### **11.11 Office Assistant**

For 2002-2003, the district shall assign one (1) permanent three (3) hour Office Assistant position to the school with the tenth (10<sup>th</sup>) highest mobility rate. The three (3) hour Office Assistants assigned for mobility are permanent positions within the district, but may be moved between sites as mobility needs change.

#### **11.12 Extra Service Pay (Replaces MOU 3/5/98)**

Classified employees who accept extra-service duty assignments will be paid on the existing certificated extra-service pay assignment schedule.



11.13 **Mileage**

Any employee who uses a private vehicle for school district business shall be reimbursed for mileage at the standard IRS business mileage rate. The use of private vehicles for school district business is subject to the approval of the immediate supervisor. Reimbursement for mileage is subject to the approval of the immediate supervisor.

11.14 **Bilingual Pay**

**Memorandum of Understanding Bilingual Status**

Principals and District department heads shall be aware of employees who have voluntarily tested for and passed competency requirements in a language other than English. If the employee is selected for a bilingual assignment, the employee shall be compensated an additional \$131.00 per month for conversing in a language other than English.

No employee assigned bilingual duties under the above provision shall have their performance evaluation lowered or be reprimanded if they are unable to complete their regular work assignments as a result of being assigned the above referenced bilingual duties. No employee will be assigned the duties of another employee because that employee has been assigned bilingual duties.

11.15 **Temporary Clerical Employees**

The district agrees to provide one (1) temporary clerical employee at each high school for one (1) day following the receipt of transcripts from Information Services, as per Memo of Understanding between CSEA and AUHSD dated 9/16/87.

11.16 **Limited Term or Provisional Employees**

Upon notification of absence of a regular employee in any classified position, the District shall make every attempt to provide a qualified employee as soon as possible.

11.16.1 Limited Term or Provisional employees temporarily employed in a classified position unless such employee is qualified and eligible pursuant to personnel commission rules and Education Code Section 45272.

11.17 **Classification Study**

The District and CSEA agree to conduct classification studies for all classified positions in the bargaining unit. Each year the classification study shall be conducted on a family of classifications from a grouping that would ensure that all classifications are studied within a five year continuous cycle.

The groups are as follows:

- Group 1:
- Accounting Technician
- ASB Account Technician
- Benefits Technician

Business Technician  
Buyer  
Payroll Technician  
Procurement Contract Specialist  
Senior Accounting Technician  
Senior Budget Technician  
Senior Payroll Technician

**Group 2:**

Credentials Technician  
Food Service Technician  
Human Resources Technician  
Risk Management Technician  
Senior Administrative Assistant-Program Support  
Senior Administrative Assistant-Program Support (Bilingual)  
Senior Administrative Assistant-School Support  
Senior Administrative Assistant-School Support (Bilingual)  
Senior Administrative Procurement Assistant

**Group 3:**

Administrative Assistant  
Administrative Assistant (Bilingual)  
Legal Administrative Assistant  
Office Assistant  
Office Assistant (Bilingual)  
Secretary-Attendance  
Secretary-Attendance (Bilingual)  
Secretary-Program Support  
Secretary-Program Support (Bilingual)  
Secretary-Registrar/Records  
Secretary-Registrar/Records (Bilingual)  
Secretary-School Support  
Secretary-School Support (Bilingual)  
Senior Administrative Assistant  
Senior Administrative Assistant-Bilingual

**Group 4:**

Information Systems Specialist I  
Information Systems Specialist II  
Information Systems Technician  
Network Analyst  
Network Technician  
Programmer Analyst  
Publication Technician  
Systems Administrator  
Web Master

**Group 5:**

Campus Safety Aide  
Health Services Technician I  
Health Services Technician II  
Licensed Vocational Nurse  
School Community Liaison  
School Library/Media Technician  
Sign Language Interpreter  
Speech-Language Pathology Assistant

Workability Placement Assistant

**Group 6:**

Assessment & Evaluation Technician  
Braille Transcriber  
Child Welfare and Attendance Liaison  
Instructional Assistant-Bilingual (Arabic)  
Instructional Assistant-Bilingual (Korean)  
Instructional Assistant-Bilingual (Spanish)  
Instructional Assistant-Bilingual (Vietnamese)  
Job Developer/Job Coach  
Language Testing Assistant  
Parent Involvement Specialist  
Translator

**Group 7:**

Behavior Intervention Specialist  
Instructional Assistant-Adult Transition  
Instructional Assistant-Mathematics  
Instructional Assistant-Medically Fragile/Orthopedically Disabled  
Instructional Assistant-Special Abilities  
Instructional Assistant-Specialized (Deaf/Hard of Hearing)  
Instructional Assistant-Specialized Academic Instruction  
Instructional Assistant-Specialized Academic Instruction (Bilingual)

The study shall begin July 1 each year and be concluded by June 30 each year for the appropriate grouping.

**11.18 Professional Growth Program**

11.18.1 The purpose of the Professional Growth Program is to provide educational and training opportunities for unit members to acquire and refine job related skills and abilities that will result in employees providing the highest quality service to the District within their current job classification and to enhance career opportunities within the District. The program will compensate unit members with education incentives for continued growth and development.

The Professional Growth Program is an educational incentive program opportunity for the classified employee that (1) enhances the employee's perspective of the functions of the Anaheim Union High School District, (2) fosters growth in the employee's occupational field, and (3) encourages achievement of educational degree goals.

Employees who enroll in the Professional Growth Program will receive education incentives for completion of the District Orientation and Health & Safety programs, a First Aid and Adult CPR Program, plus additional education units in increments that total 15 units. Such incentives are effective twice each year following verification of satisfactory completion of the requirements that are submitted not later than January 31 and/or June 30 of that year.

11.18.2 Eligibility

All permanent unit members shall be eligible to participate in the Program; however, an education incentive will not be awarded until the unit member has completed one (1) continuous year of service as a regular employee. This program excludes employees participating in other grant educational programs.

Professional Growth Program approval forms are obtained and returned to the Human Resources Office - Classified. Unit members shall complete and submit their approval forms prior to beginning their course of study.

11.18.3 Mentor Program

Mentors are an integral component of professional development. It is recommended that participants in the Professional Growth Program select a mentor early in their studies.

General Guidelines: Prospective mentors may submit their name and/or resume to the Professional Growth Committee for referral to participants requesting assistance in selecting a mentor.

Mentors are volunteers who may provide support, encouragement, guidance and educational/technical assistance in their areas of expertise.

11.18.4 Education Incentive Maximums and Additional Increments

This program consists of a maximum of six (6) steps. The steps must meet the following criteria:

Step 1: Must be a total of 15 units, including the 6.0 units from the District Orientation and Health & Safety courses, and the First Aid/Adult CPR courses.

Steps 2, 3, & 4: Must be additional blocks of 15 units for coursework in the related field. Official college transcripts are required for proof of completion of each of these stages.

Step 5: Must be completion of 15 units beyond an Associate of Arts (AA) Degree, providing the employee has declared a major and the courses of study are towards a Bachelor's Degree. Associate degree substitutions = 60 units with an additional 15 units of upper division coursework at a four-year institution. Official college transcripts are required for proof of completion of this stage.

Step 6: Must be achievement of a Bachelor's Degree in the employee's occupational field or other District-approved major field of study.

Official college transcripts are required for proof of completion of this stage.

Upon completion of Step 6, applicants for credentialed position shall be assured of a job interview.

11.18.5 Required Course Work

The following coursework is required for the first education incentive and before further education incentives can be earned:

11.18.5.1 District Orientation 2.0 units

11.18.5.2 District Health & Safety Training 2.0 units

11.18.5.3 First Aid/Adult CPR 2.0 units

11.18.5.4 Courses specifically relating to employee's occupational field (adult education and/or college/university coursework) 6.0 units

11.18.5.5 General Education courses (college/university coursework) 3.0 units

TOTAL 15.0 units

11.18.6 Coursework Approval

To be assured that coursework will be accepted for credit for education incentive increments, the employee must submit the form "Application for Approval of Coursework - Professional Growth" (available in Human Resources) and receive approval prior to beginning the course.

Credit is not allowed for any courses or workshops taken during regular working hours for steps 2 through 6.

It is the responsibility of unit members to request and file approval forms for Professional Growth credit and submit all documents required for course credit.

11.18.7 Additional Education Incentive Increments

After required coursework has been satisfactorily completed, additional steps of 15 units each shall (1) be in areas specifically related to the employee's classification (occupation); or (2) be in another district-approved major field of study. In either case, coursework must be taken at an accredited or recognized institution.

11.18.8 Submission of Proof of Course Completion

Verification of appropriate completed coursework must be submitted for approval not later than January 31 or June 30 of the calendar year for education incentives. Verification of

appropriate completed coursework submitted after those dates will not be considered for an education incentive until the next available deadline.

Acceptable verification includes:

Official college transcripts or signed reports of grades from the instructor (with grades of "C" or better) to be submitted to Anaheim Union High School District, Human Resources Office.

#### 11.18.9 Retroactivity

Units earned prior to approval of the professional growth program are not applicable.

The responsibility of training experience and required documents shall lie with the unit member. Any error in the calculation of eligible educational incentives under this program, which is due to action or inaction on the part of a unit member, shall be corrected as soon as the error is verified; but salary adjustments shall be retroactive during the current year only.

#### 11.18.10 Criteria for Evaluation

The Division of Human Resource shall review all proposed coursework submitted and make a determination as to whether that coursework meets the following criteria:

Is taken at an accredited or recognized institution, and whether the general education coursework is within the employee's occupational field and/or will assist the employee in meeting degree requirements. The intent of this provision is to allow coursework, which will be of direct benefit to the District and is either specifically related to the employee's current job classification or enhances job opportunities within the District.

#### 11.18.11 Credit Calculation

11.18.11.1 All professional growth credit shall be computed in semester hours. College credit in terms of quarter hours will be translated into semester hours by using the following formula: double quarter credit; divide by three (3).

11.18.11.2 Credit of .5 (half a unit) units for each one-day, approximately eight (8) hour (maximum 6 hours) workshop, with one (1) maximum of said units to be allowed within each fifteen (15) unit increment.

11.18.11.3 All college credits or degrees shall be earned at an institution that is accredited by the Western Association of Schools and Colleges, or regional affiliate thereof.

11.18.11.4 Official college transcript with a "C" or better submitted to the Human Resources Office. If letter grades are not given for a course, a sealed letter of satisfactory completion signed by the instructor is required.

11.18.12 The Professional Growth Committee

11.18.12.1 A Professional Growth Committee shall be established, composed of two (2) classified employee members, one (1) certificated member, and the Human Resource Classified Director, or designee. CSEA Chapter #74 shall appoint the classified members of the committee.

11.18.12.2 Duties of the Committee

- a. Establish and maintain a list of prospective volunteer mentors (see 11.18.3).
- b. Recommend additional or revised policy as necessary to the Superintendent and CSEA Chapter 74.
- c. Schedule meetings as needed but annually during the month of May to review the program effectiveness and make recommendations.
- d. Suggest topics of interest for District-wide in-service for unit members.

11.18.12.3 The District shall grant the committee members necessary release time from their regularly scheduled workdays to participate in committee activities.

11.18.12.4 The Professional Growth Review Committee shall advise the Director, Business Services, of the estimated number of employees achieving the award each year so that the appropriate amount can be budgeted.

11.18.13 Personnel Files

Official transcripts or an instructor's signature covering work offered to fulfill requirements for the professional growth steps must be completed and on file by January 31 or June 30 in the Human Resource Office.

Such employee files are necessary for the efficient management of the District shall be kept by the Human Resource Office. An employee may review his/her personnel file and may respond to the documents on file. All employee records are confidential.

11.18.14 Professional Growth Education Incentives for Bargaining Unit Employees

- 11.18.14.1 Upon satisfactory completion of Step 1, the unit member shall receive a one-time educational incentive of \$500.
- 11.18.14.2 Upon satisfactory completion of Step 2, the unit member shall receive a one-time educational incentive of \$750.
- 11.18.14.3 Upon satisfactory completion of Step 3, the unit member shall receive a one-time educational incentive of \$850.
- 11.18.14.4 Upon satisfactory completion of Step 4, the unit member shall receive a one-time educational incentive of \$900.
- 11.18.14.5 Upon satisfactory completion of Step 5, the unit member shall receive a one-time educational incentive of \$1,000.
- 11.18.14.6 Upon satisfactory completion of Step 6, the unit member shall receive a one-time educational incentive of \$2,000.

11.19 Replacement of Personal Property

The Board of Trustees will authorize payment of the cost of replacing or repairing property of an employee when such items are damaged or stolen in the line of duty as a result of malicious acts and without fault of the employee. Covered items are:

- 11.19.1 prescription eye glasses, hearing aids, watches, articles of clothing, or other items necessarily worn or carried by the employee
- 11.19.2 vehicles
- 11.19.3 other personal property of the employee, when approval for the use of the personal property in the line of duty was given in writing by the site administrator or designee before the property was brought to work site, and when the value of the property was agreed upon in writing by the person or persons bringing the property and the site administrator, or designee, at the time the approval for its use was given.

**The following items are excluded from coverage under this article:**

- 11.19.4 Vehicle collision (including hit and run incident(s)).
- 11.19.5 Such personal items as tape recorders, radios, telephones, pagers, or compact disc players belonging to the employee, unless approved by the District in item 11.19.3 above. This includes items in a vehicle, regardless of whether the item is fixed or removable from the vehicle.



- 11.19.6 Purses or wallets, or the contents thereof (credit cards, cash, etc.).
- 11.19.7 Cash, credit cards, or other cash equivalent items.

The maximum payment of any one claim is \$1,500 or actual cost whichever is less in the case of vehicles and \$1,000 or actual cost whichever is less for other property. Loss or damage shall be reported to the principal or supervisor and, if appropriate, to the police as soon as the employee becomes aware of such loss or damage. Claim forms are available in the Business Division and should be forwarded through the principal or supervisor to the Business Division when completed.

Any losses or damages which are compensable wholly or partially under the employee's private insurance policy or policies shall to such extent not be compensable under the terms of this policy.

#### **11.20 Procedure Regarding Layoff (Ref: Education code 45308, 45297, 45117)**

##### 11.20.1 Classification Seniority

Length of service (seniority as prescribed herein) shall be the only criterion used to effect layoffs. When classified employees are laid off for lack of work or lack of funds, layoff shall be made in inverse order of seniority in the class in which the layoff occurs. The employee who has been employed the shortest time in the class, plus higher classes, shall be considered to have the least seniority; and therefore, shall be laid off first. Reemployment shall be in the reverse order of layoff.

Seniority within classification is to be computed by the date the employee enters the classification, minus unpaid breaks in employment (excluding summer, spring and winter breaks). Seniority within classification continues to accrue in lower classes held after an employee promotes to a higher classification. District seniority (length of service) shall be calculated from employee's date of hire as a regular employee, minus unpaid breaks in service (excluding summer, spring and winter breaks).

The names of permanent and probationary employees thus laid off shall be placed on the reemployment list for the class from which they were laid off. Names on the re-employment list shall be in the relative order of seniority.

Classified employees laid off are eligible for re-employment for a period of thirty-nine (39) months and shall be re-employed in preference to new applicants.

If two or more employees subject to layoff, have equal class hire dates and seniority, the employee with the least district

seniority shall be laid off first. If district seniority is equal, the decision shall be made by lot.

11.20.2 Displacement Rights - Demotion in Lieu of Layoff and Bumping Rights

An employee in the classified service who is laid off from a class, and who has previous service in an equal or lower class, shall have the right to bump a less senior employee, regardless of hours and/or months, in that equal or lower class. Seniority for purposes of bumping shall include the total of the previous service in the equal or lower class, plus service in the class from which layoff occurs and in higher classes. In the event of a layoff, the following bumping priority will apply:

- An employee whose position is eliminated or reduced shall first be placed in a vacant position with an equal assignment in the same class when compared with the employee's current position.
- If the previous option is unavailable, the employee shall be placed in a vacant position that has additional assigned time in the same class when compared with the employee's current position.
- If the previous option is unavailable, the employee will be allowed to bump into a position providing an equal assignment in the same class when compared with the employee's current position, and which is occupied by a less senior employee.
- If the previous option is unavailable, the employee will be allowed to bump into a position providing additional assigned time in the same class when compared with the employee's current position, and which is held by the least senior employee of those less senior employees holding positions with more assigned time.
- If the previous option is unavailable, the employee will be allowed to bump into a position in the class with less assigned time that is closest to the employee's current assigned time, and which is held by a less senior employee in the class.
- If the employee is the least senior employee in the class, the employee shall have the option of bumping into an equal or lower class previously held as a permanent classified employee.

11.20.2.1 To be considered for bumping, which would result in the displacement of a less senior employee in the classification in which the employee subject to layoff has greater combined seniority in the lower and higher classifications, the employee shall be required to notify the Human Resources -

Classified Office in writing of such election not later than ten (10) working days after receiving the notice of layoff.

11.20.2.2 An employee who has accepted a demotion or bumping rights in lieu of layoff, has the right to be reemployed, in accordance with seniority in the former class, for an additional twenty-four (24) month period after the thirty-nine (39) month reemployment period.

11.20.3 Voluntary Reductions in Assigned Time

The District may elect, in lieu of layoff, to offer reductions in assigned time to classified employees within an affected classification. An employee who elects and receives a reduction in assigned time in lieu shall, nonetheless, be placed on the thirty-nine (39) month reemployment list, together with an additional twenty-four (24) month period, and shall be eligible to return to this former assigned time in order of seniority.

11.20.4 Return to Former Classification Following Voluntary Demotion or Voluntary Reduction in Hours

Employees taking voluntary demotions or voluntary reductions in assigned time in lieu of layoff shall be, at the employee's option, returned to a position in their former class or to positions with increased assigned time as vacancies become available, within the sixty-three (63) month limit per paragraph 11.20.3 above, except that they shall be ranked in accordance with their seniority on any valid reemployment list.

11.20.5 Retirement in Lieu of Layoff

11.20.5.1 Any employee subject to being laid off, or who was in fact laid off, may elect to accept a service retirement from the Public Employee's Retirement System in accordance with the Education Code.

11.20.5.2 The employee shall be placed on a thirty-nine (39) month reemployment list; however the employee shall not be eligible for reemployment during such other period of time as may be specified by pertinent Government Code Sections.

11.20.5.3 The District agrees that when an offer of reemployment is made to an eligible person retired under this Article, and the District receives within ten (10) working days a written acceptance offer, the position shall not be filled by any other person, and the retired person shall be allowed sufficient time to terminate his/her retired status.

- 11.20.5.4 An employee subject to this Section who retires and is eligible for reemployment and who declines an offer of reemployment equal to that from which laid off shall be deemed to be permanently retired.
- 11.20.5.5 Any employee electing to retire after being placed on a reemployment list shall be retired in lieu of layoff within the meaning of this Section.

11.20.6 Reemployment

- 11.20.6.1 A classified employee who is laid off shall be placed on a thirty-nine (39) month reemployment list and shall have the right to apply for other positions within the District while the employee's name remains on the reemployment list. The employee shall be required to maintain his/her current address on file with the Human Resources - Classified Office.
- 11.20.6.2 If, during an employee's eligibility period for reemployment, positions become vacant within a job classification of a laid off employee or employees, the District shall notify by first class mail addressed to the last known address on file in the Human Resources - Classified Office such employee or employees offering reemployment in order of seniority.
- 11.20.6.3 An employee who receives such notice of reemployment, the employee shall report to work within ten (10) working days following notification of reemployment.
- 11.20.6.4 An employee who receives such notice of reemployment, but who does not accept the offer of reemployment within five (5) working days shall be deemed to have rejected the offer of reemployment. After refusal or non-response to the second consecutive offer of reemployment, the employee's name shall be removed from the thirty-nine (39) month reemployment list including all rights thereto.
- 11.20.6.5 A classified employee reemployed within thirty-nine (39) months after being laid off shall be fully restored to his/her position with all the rights of permanent status and benefit level enjoyed prior to layoff. Seniority, benefits, or service credit shall not, however, accrue during the period of layoff.

11.20.7 Seniority Roster

The District shall maintain an updated seniority roster indicating employee's class seniority, and hire date seniority. Such rosters shall be available to CSEA for review.

11.20.8 Benefits to Employees Following Layoff

Employees laid off shall be afforded limited term or provisional employment in any class within the District for which he/she meets minimum qualifications in accordance with seniority as provided for in this Agreement.

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## ARTICLE 12: LEAVES

### 12.1 Bereavement Leave

The District agrees to grant necessary leaves of absence with pay at the employee's regular rate not to exceed three (3) days, or five (5) days if three hundred (300) miles or more or out-of-state travel is required, on account of the death of any member of the immediate family of a member of the bargaining unit. "Member of the immediate family" means the father, mother, father-in-law, mother-in-law, son, daughter, son-in-law, daughter-in-law, husband, wife, grandmother, grandfather, grandchildren, sister, brother, sister-in-law, brother-in-law, niece, nephew, aunt, uncle of the employee, stepchild, stepbrother, stepsister, stepmother, stepfather, domestic partner, foster child and like relatives of spouse, or any person living in the immediate household of the employee. Bereavement leave shall be limited to a three (3) or five (5) duty day period immediately following the date of death in the immediate family. If such leave of three (3) or five (5) days is not scheduled immediately and consecutively following death, the employee will notify his/her supervisor prior to scheduling an alternative plan for bereavement leave.

In exceptional circumstances, the superintendent may grant up to two (2) additional days leave.

Employees exercising this leave provision shall notify their immediate supervisor as soon as possible and indicate the expected duration of the absence.

"The bereavement leave provided in this section shall be applicable to each member of the "immediate family" independently. Bereavement leave shall not be required to be utilized on consecutive days.

Employees shall be required to complete the standard form provided by the payroll department to verify the reason for the absence.

The District may require satisfactory proof of the nature, extent, and duration of the bereavement leave if it believes a unit member to be abusing the use of bereavement leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

### 12.2 Jury Leave

The District agrees to grant to members of the bargaining unit called for jury duty in the manner provided by law, leave of absence without loss of pay for time the employee is required to perform jury duty during the employee's regularly assigned working hours. Employees, so called for jury duty, must notify the District of service date(s) upon receiving said notice from officers of the court. The District shall pay the employee the difference, if any, between the employee's regular rate of pay and the amount received for jury duty. Employees who elect to contribute their fees to the County in which serving their jury duty, must submit a copy of the receipt to payroll indicating that they donated their fee to the County. Monies granted by the court for meals, travel and parking will not be considered in computing the difference.

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Employees are required to return to work during any day or portion thereof in which jury duty services are not required. Employees who work the swing shift and serve on a jury during the day will be excused from the swing shift for the actual hours required to serve on jury duty or while waiting for jury duty selection. The District may require verification of jury duty days prior to or subsequent to providing jury duty compensation on a form provided by the District or the court.

### 12.3 Military Leave

Employees shall be required to request military leaves in writing and will supply the District with "orders" and status reports. Any employee who is granted a long- or short-term shall be entitled to receive his or her salary for the first 30 calendar days of active duty service during the absence, provided the employee has been in the service of the district for a period of not less than one year immediately prior to the date on which the absence begins. Pursuant to Military and Veterans Code sections 395 and 395.01.

### 12.4 Paid Sick Leave

- 12.4.1 Sick leave is the authorized absence of an employee because of illness or off the job injury or exposure to a contagious disease.
- 12.4.2 Members of the bargaining unit employed by the District five (5) days per week, eight (8) hours per day, with full pay for a fiscal year shall be entitled to twelve (12) days leave of absence for illness or injury, exclusive of days they are not required to render service. Day, as used in this Article, means the employee's regularly assigned workday, exclusive of overtime.
- 12.4.3 Members of the bargaining unit employed less than five (5) days per week and/or less than a full fiscal year are entitled to that proportion of twelve (12) days leave of absence for illness or injury as the number of months and/or number of days a week they are employed bears to twelve (12) months.
- 12.4.4 Pay for any hour(s) or day(s) of illness or injury need not be accrued prior to taking such leave by the employee and such leave may be taken at any time during the employee assigned work year. Probationary employees of the District shall not be eligible to take more than six (6) days, or the proportionate amount to which they may be eligible under sections 12.4.2 and 12.4.3, whichever is the lesser, until the first day of the calendar month after completion of six (6) months of active service with the District.
- 12.4.5 Pay for any day of sick leave shall be the same daily rate the employee would have received if s/he had worked that day.
- 12.4.6 Notification of Return to Work: In order to allow the District the opportunity to make arrangements for the return of an absent employee, the employee shall notify their immediate supervisor of their pending return as soon as possible, but not later than

3:00 p.m. of the work day preceding the employee's return. If an employee fails to notify their immediate supervisor and a substitute has been assigned to work the day the employee returns the employee may be sent home for that day without pay. Per PC Rule 16.2.8

- 12.4.7 An employee who is absent due to a personal illness and/or injury,<sup>1</sup> including a disability caused or contributed to by pregnancy, miscarriage, childbirth and recovery there from, shall be allowed full pay for the number of days absent provided that the number of days absent does not exceed the employee's total accumulated days of sick leave.
- 12.4.8 The Board and/or District (i.e., Board Members, Superintendent, Assistant Superintendents and Director of Human Resources both Classified and Certificated), may require satisfactory proof of the nature, extent and duration of the illness if it believes an employee to be abusing the use of sick leave. In the event that an investigation results in proof that abuse has taken place, the employee may be subject to loss of pay for the day(s) of the proven abuse or other appropriate action.

When there is a question as to the extent and duration of the disability, lasting more than five (5) days, or the employee's ability to return to work, the Board and/or District (i.e., Board Members, Superintendent, Assistant Superintendents and Director of Human Resources both Classified and Certificated), may require the employee to submit to an examination by a physician selected and paid by the Board. The employee will be given a copy of the physician's report to the Board and/or District (i.e., Board Members, Superintendent, Assistant Superintendents and Director of Human Resources both Classified and Certificated).

- 12.4.9 Members of the bargaining unit must notify his/her supervisor of the absence as soon as the necessity to be absent becomes known to the employee but not later than thirty (30) minutes after the start of the employee's workday.
- 12.4.10 An employee, while on unpaid leave of absence granted by the Board of Trustees, shall maintain any sick leave credits which were accumulated prior to such leave but shall not accumulate any additional sick leave credit during the period of such leave.
- 12.4.11 Extended Sick Leave

An employee who is absent because of illness or accident beyond his/her accumulated sick leave shall be paid at the rate of 50% of his/her daily rate of pay for those days beyond his/her accumulated sick leave. This additional paid sick leave, shall not exceed 100 working days in any one(1) fiscal year. It shall not be accumulative and shall be exclusive of any other paid leave, holidays, vacation or authorized compensatory time to which the employee may be entitled. If the absence is due to non-industrial accident or illness, the leave shall run



consecutively with sick leave. The extended sick leave described above shall be granted to all employees on July 1 of each year.

12.4.12 Failure to Report to Work - Job Abandonment

Employees absent from work for three (3) consecutive work days without authorization and/or failure to notify the district of a valid or acceptable reason is job abandonment and shall constitute dismissal from the district service.

12.5 Industrial Accident and Industrial Illness Leave

12.5.1 Leaves resulting from an industrial accident or industrial illness shall be granted in accordance with the provisions of Education Code sections 44043 and 45192 and this rule.

12.5.2 An employee who is absent from duty because of an illness or injury defined as an industrial accident or industrial illness, under provisions of the Workers' Compensation Insurance Law, shall be granted paid industrial leave for each such accident or illness while receiving temporary disability benefits from Workers' Compensation provided that:

2.5.2.1 S/he has probationary or permanent status.

2.5.2.2 The illness or injury is directly related to the performance of his/her duties while in the employ of the Anaheim Union High School District.

12.5.3 An employee absent from duty because of illness or injury resulting from an accident or condition incurred on duty, which qualified under Workers' Compensation Insurance, shall be granted an occupational leave for each such accident provided that neither the number of days for one leave nor the total number of days allowed in one school year for more than one such leave does not exceed a total of sixty (60) consecutive working days.

12.5.4 Occupational leave shall be granted from the first day of disability but shall not extend beyond the last day for which temporary disability indemnity is received. Only absences which are supported by a physician's certificate and have been verified to be the result of a duty connected illness or injury can be paid under the occupational leave policy. Any absence that cannot be so verified shall be charged against the employee's leave.

12.5.5 Should the employee's absence, due to an occupational injury or illness, extend beyond sixty (60) consecutive working days, the employee member shall be permitted to use accumulated sick leave until temporary disability payment ceases, until s/he returns to duty, or until illness credits have been used up, whichever is sooner.

12.5.6 During any period an employee is receiving his/her regular salary from the District, s/he is required to endorse over to the District all temporary disability payments received in

accordance with Sections 44043 and 45192 of the Education Code. Charges to the employee's leave balances shall be as follows:

12.5.6.1 Occupational leave shall be reduced by one (1) day of authorized absence regardless of temporary disability payments paid.

12.5.6.2 Sick leave and/or vacation leaves shall be reduced only by that amount necessary to provide a full day's wage or salary when added to temporary disability benefits. Any employee who is absent because of a work connected illness or accident shall not be entitled to receive wages or salary from the district, which when added to temporary disability benefits, will exceed his full salary during the period of his absence.

12.5.7 An employee, while receiving occupational benefits, must remain within the State of California unless the Board of Trustees authorizes travel outside the State.

12.5.8 While an employee is on any paid leave resulting from an industrial accident or industrial illness, the employee's salary paid by the District shall not, when added to a normal temporary disability allowance award without penalties granted the employee under State Workers' Compensation Insurance Laws, exceed the employee's regular salary.

Final allowance for permanent industrial disability settlements shall not be subject to remittance to the District under this rule.

## 12.6 Court Appearance

An employee shall be granted not to exceed three (3) days of absence with full pay because of necessary appearance in court or in response to a subpoena duly served provided such subpoena is filed with the Board of Trustees or its delegated authority immediately upon its having been received by the employee. This section shall not be applicable to employees who are litigants.

## 12.7 Personal Necessity Leave of Absence

12.7.1 Unit members may use up to ten (10) days of personal necessity (PN) leave per fiscal year. The first two (2) days shall not be deducted from the accumulated sick leave. A maximum of an additional eight (8) PN days may be used which will be deducted from accumulated sick leave, as long as the PN days do not exceed the number of days of unused sick leave.

12.7.2 Personal necessity may be used without prior approval for the reasons listed below. However, the unit member shall make every reasonable effort to comply with District procedures designed to secure substitutes, and s/he shall notify the immediate supervisor prior to the absence.

12.7.2.1 Accident or serious illness involving his/her personal property or property of his/her immediate family

12.7.2.2 Court appearance as a litigant or as a witness under order

12.7.2.3 Religious observance

12.7.2.4 Wedding and graduations for immediate family members. Immediate family for this section shall mean parent, sibling, spouse, or child

12.7.2.5 Personal necessity may be used for circumstances that meet all of the following criteria: Are of a serious nature, and which the unit member cannot be expected to disregard, and which necessitate the immediate attention of the unit member, and which cannot be accommodated during off-duty hours.

12.7.3 Such leave shall not be used for seeking or engaging in other employment, for vacation, or other recreational activities or for other activities which do not fit the criteria listed above.

12.7.4 Personal necessity leave shall not be used in whole, or in part, for any strike, work stoppage, or work slowdown or concerted activity of any kind.

12.7.5 The District may require satisfactory proof of the nature, extent, and duration of the personal necessity leave if it believes a unit member to be abusing the use of personal necessity leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

**12.8 Leave of Absence Without Pay**

12.8.1 Permanent employees may be granted leave of absence without pay provided such leaves are not detrimental to the best interests of the District, as determined and recommended by the Superintendent, and approved by the Board of Trustees. Requests for leaves of absence without pay shall be made on forms provided by the Personnel Director, and shall state specifically the reasons for the request, the date desired to begin the leave, and the probable date of return.

12.8.2 Revocation of Leave

A leave of absence may be revoked at the sole discretion of the Personnel Director upon evidence that the cause for granting it was misrepresented or has ceased to exist.

12.8.3 Employment While on Leave

An employee, while on leave of absence, may not accept other gainful employment with another employer, except ordered military or Peace Corps service, without express prior approval of the Board of Trustees. Upon approval of the Superintendent,

the leave may be extended at the sole discretion of the Superintendent.

#### 12.8.4 Benefits While on Leave

Employees on leave of absence without pay shall not accrue seniority, salary step advancement, sick leave or vacation privileges, except an employee absent on Peace Corps service shall include such time toward qualifying for advancement to the next higher step in the salary range. Upon return from a long-term leave of absence, an employee's anniversary date shall be adjusted. An employee absent on military leave shall be accorded all the rights and privileges granted by the Education Code and the Government and Veterans' Code.

#### 12.8.5 Types of Leaves

Such leave of absence with-out pay may be granted for any of the following reasons:

##### 12.8.5.1 Health

A permanent classified employee may be granted a leave of absence without pay for health purposes for a specified period of time.

##### 12.8.5.2 Short Term Personal Leave Without Pay

An excused absence without pay for an employee may be approved for one (1) day by the Principal or Classified Supervisor. Upon the recommendation of the Principal or Classified Supervisor, the Assistant Superintendent, Personnel, or designee may authorize an excused absence without pay for employees from two (2) to five (5) days. Notification that absence has been approved should be reported to the Classified Personnel Office at least twenty-four (24) hours prior to the absence.

##### 12.8.5.3 Pregnancy Leaves and Absences

Pregnant employees shall be granted pregnancy leave without pay, such leave to commence on a date to be determined by the employee and her physician.

##### 12.8.5.4 Family Medical Leave Act

The district shall grant unpaid leave as specified by the Family Medical Leave Act.

##### 12.8.5.5 Peace Corps

A permanent classified employee who has completed three (3) full years of service in the District may be granted a leave of absence for Peace Corps service. The leave will be granted for one (1) full school year with the provision that it will be extended for a second year if the employee continues in Peace Corps service.

When such a leave is granted, the employee will be transferred to an unassigned status wherever possible, and upon return will be entitled to a position in the classification he/she held upon leaving, but not necessarily the same position. Year-for-year salary credit will be granted.

#### 12.8.5.16 Educational Improvement

A leave without pay may be granted, at the discretion of the Board, to a permanent classified employee for a period not to exceed twelve (12) months in duration, to participate in education or specialized course of study if such participation is determined by the Classified Director of Personnel and the Superintendent to be in the best interests of the school district. Such leave shall require official documentation regarding the nature and scope of the proposed education and/or training project; and based upon these facts, a determination shall be made that the granting of the leave will increase the efficiency and usefulness of the knowledge, skills, and abilities of the employee upon return to service of the District.

A permanent employee granted a leave under this rule must sign an agreement on forms available in the office of the Classified Director of Personnel, stating particularly that the Board will be given written notice no less than thirty (30) days before the expiration of the date of the leave, of his/her intention to return to District service. Failure to give such notice will be considered as notice that the employee will not return and that his/her position is vacant.

#### 12.8.5.7 Tragedy Personal Necessity Leave

A long term personal necessity leave of absence, not to exceed ninety (90) days, may be provided to an employee who experiences a serious tragedy within his/her immediate family. For purposes of this section, "immediate family" shall be defined to include parent, sibling, spouse, dependent child, or any relative living in the immediate household of the unit member.

An employee's compensation during such leave shall be equivalent to the employee's regular salary and fringe benefits minus the amount necessary to pay a substitute whether or not a substitute is employed to replace the unit member while on leave.

#### 12.8.6 District Notification

The Classified Personnel Office will notify an employee who is on a leave of absence, twenty-five (25) days before the expiration of such leave, that his/her position is being held

pending notification of the employee's intent to return. Such notification shall be sent by U.S. mail to the employee's last known mailing address. In the event the employee fails to respond to the District notification fifteen (15) days before the expiration of the leave indicated the employee's intention to return from leave, it is understood that the District may proceed to fill the employee's position. If a leave is granted for fewer than twenty-five (25) days or in the event of emergency conditions, the above procedures may be waived by the Personnel Director.

12.8.7 Reinstatement From Leave

Upon the expiration of a leave of absence, an employee shall be reinstated in his/her former classification if such classification still exists, or a similar classification for a position which is vacant and for which the employee is qualified, and which does not constitute a promotion.

12.8.9 Failure to Return From Leave

Failure to report for duty after a leave of absence has expired or has been revoked or canceled shall constitute dismissal from District service, unless the employee so dismissed shall satisfactorily show that such failure was excusable as determined by the Superintendent, in which case the employee shall be reinstated.

12.8.10 Health/Welfare Benefits While on Leave

An employee on Board approved leave of absence without pay, may participate in the District's health and dental and life insurance benefit program at the employee's own expense, provided the carrier allows.

Prior to the effective date of the Board approved leave of absence, the employee shall submit a written request to the Business Office to continue or discontinue the health and dental and life insurance program. A decision to discontinue the program is irrevocable during the period of the leave.

The employee who elects to maintain the health and dental and life insurance benefit program shall submit a check or money order to the Business Office for the exact amount of premium on or before the 25th day of each preceding month. Failure to comply with this payment provision will result in loss of insurance benefits during the entire period of the leave of absence.

12.9 \*Paid Holidays

Independence Day  
Labor Day  
Veteran's Day  
Thanksgiving Day  
Day After Thanksgiving  
Day Before Christmas

Christmas Day  
Day Before New Year's Day (in lieu of Admission Day)  
New Year's Day  
Martin Luther King, Jr. Day  
Lincoln's Birthday  
Washington's Birthday  
Spring Friday  
Memorial Day

\*See current years calendar for actual day on which the paid holiday will fall.

#### 12.9.1 Eligibility

12.9.1.1 All employees will be entitled to payment for Board authorized holidays, provided they are in paid status during any portion of the day immediately preceding or succeeding the holiday.

12.9.1.2 Employees who are not assigned to duty during the Winter or Spring recess shall be paid for any Board authorized holidays during this period provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or following the Winter or Spring recess.

12.9.1.3 When a holiday falls on Sunday, the following Monday will be observed. When a holiday falls on Saturday, the preceding Friday will be observed.

#### 12.10 Catastrophic Leave (Board Policy 6602, 6602-R)

Employees are permitted to irrevocably donate accrued sick leave credits for an employee who experiences a catastrophic personal illness. Donations made under the Catastrophic Leave Program shall be strictly voluntary.

##### 12.10.1 Definitions:

12.10.1.1 Catastrophic illness means an illness that is expected to incapacitate the employee for an extended period of time involving or resulting in substantial, often ruinous, medical expense and creates a financial hardship for the employee because he/she has exhausted all of his/her sick leave and other paid time off with the exception of extended illness leave.

12.10.1.2 Eligible leave credits mean sick leave days accrued to the donating employee.

12.10.1.3 The Sick Leave Bank represents donated eligible leave credits.

12.10.1.4 The Open Enrollment Period is established as the month of September each year.

- 12.10.1.5 The Sick Leave Bank Committee shall oversee the operation of the Sick Leave Bank. The Committee shall consist of one voting member from each of the following groups: Anaheim Personnel and Guidance Association (APGA); California School Employees Association (CSEA); American Federation of State, County and Municipal Employees (AFSCME); Anaheim Leadership Team Association (ALTA). There will be two voting members from the Anaheim Secondary Teachers Association (ASTA). Also included will be one voting representative from the District Administration designated by the Superintendent.
- 12.10.2 The Board adopted the following rules and regulations for the administration of this policy, including, but not limited to the following:
- 12.10.2.1 Participation in the Catastrophic Leave Program shall be voluntary, but permitted for all permanent employees who are eligible for extended sick leave benefits.
- 12.10.2.2 To establish enrollment, a permanent employee must initially donate one sick leave day. Employees must then donate one sick leave day per year during the Open Enrollment Period to maintain eligibility.
- 12.10.2.3 The Sick Leave Bank is available to all participating permanent employees for use during their work year. (12 month employees may apply to use the Sick Leave Bank year round. All other employees are eligible according to their regular work year.)
- 12.10.2.4 Employees, who elect not to enroll in the Catastrophic Leave Program upon first becoming eligible, have a waiting period of sixty (60) duty days after their enroll before becoming eligible to withdraw from the Bank.
- 12.10.2.5 The Sick Leave Bank must not be used concurrently with the extended illness leave benefit.
- 12.10.2.6 The maximum amount of time for which donated sick leave credits may be used is twenty-five (25) days for any one catastrophic illness. The lifetime benefits from this policy may not exceed a total of fifty (50) days.
- 12.10.2.7 This Catastrophic Leave Program may not be used if the employee applies for or has purchased any other benefit or disability insurance program or income protection program either public or private unless the total benefit is less than 100% of the employee's basic salary. Employees having any additional income benefit must apply for that benefit before they are considered eligible for the Catastrophic Leave Program.



- 12.10.2.8 The receipt of a donated sick leave credit through the Catastrophic Leave Program as defined herein, when combined with other district income, or income protection plan, shall not provide the recipient with a greater monthly District income/fringe benefit contribution than he/she received immediately prior to the receipt of catastrophic sick leave.
- 12.10.2.9 An employee who receives donated sick leave credits shall use any leave credits, including vacation, that he/she continues to accrue on a monthly basis prior to receiving/using additional donated sick leave credits from the Sick Leave Bank.
- 12.10.2.10 Requests for Sick Leave Bank credits must be made in increments of five (5) days.
- 12.10.2.11 If more than one applicant is being considered at the same time and there are not enough days in the Bank to fill each request, the available days will be divided equally or proportionately, as is consistent with the requests, between and among the applicants. In this instance, additional donations of eligible leave credits may be accepted.
- 12.10.2.12 Member employees may make additional donations to a specific employee who has a catastrophic illness. These donations may be made at any time during the year. Any unused donations beyond those authorized by the committee will be returned to the bank.
- 12.10.2.13 Any fraudulent or inappropriate use of donated days will result in the return of all donated days to the Bank. The employee will be held responsible for returning any resulting overpayment of wages.
- 12.10.2.14 Any unused donation will be returned to the Bank, including donations to specific employees as stated in 12.10.2.12.
- 12.10.2.15 The employee must waive any and all claims against the Board, District and its officer and employees, arising from the administration of the Sick Leave Bank Program.
- 12.10.2.16 The Sick Leave Bank Committee will issue a report to all employees of the status of the Bank each semester.

### 12.10.3 Donating to the Bank:

- 12.10.3.1 Any permanent employee on paid duty status shall be eligible to participate with a minimum annual deposit of one (1) sick leave day.

- 12.10.3.2 All transfers of eligible leave credits are irrevocable.
- 12.10.3.3 Employees may donate up to three (3) full days of eligible leave credits per school year.
- 12.10.3.4 Employees must have at least eight (8) days of accrued sick leave remaining after donating to the Sick Leave Bank. Any request for an exception to this provision must be submitted in writing and approved by the Board.
- 12.10.3.5 Donations to the Bank are general donations and cannot be donated to a specific employee with the exception of 12.10.2.12.
- 12.10.3.6 When and if the donated sick leave credits reach a total of 2,000 actual days, the committee may suspend donations for one (1) year for all current members. New members, however, may donate.

12.10.4 Withdrawing from Bank:

Eligible leave credits may be requested, in writing, from the Sick Leave Bank for a catastrophic illness if all of the following requirements are met:

- 12.10.4.1 The employee must be a member of the Sick Leave Bank before requesting sick leave credits.
- 12.10.4.2 The employee who is suffering from a catastrophic illness provides verification of catastrophic illness as required by the Board.
- 12.10.4.3 The verification of catastrophic illness must come in the form of a written medical statement from the attending physician indicating the incapacitating nature and probable duration of the illness.
- 12.10.4.4 The Board may require verification of the need for sick leave days beyond the evidence of a doctor's certification, and shall have the authority to accept evidence from other sources.
- 12.10.4.5 The Board determines that the employee is unable to work due to the employee's catastrophic illness.
- 12.10.4.6 The employee has exhausted all accrued paid leave credits with the exception of extended illness leave.
- 12.10.4.7 At the start of the Sick Leave Bank withdrawal, voluntary deductions from the employee's paycheck will be discontinued (except for AUHSD computer loan payments and health and life insurance payments.)
- 12.10.4.8 Not Covered:

Conditions or illnesses resulting from commission of a felony, elective cosmetic surgery or stress. Also not included are illnesses which may be covered under Workers' Compensation Program.

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**ARTICLE 13: VACATIONS**

**13.1 Eligibility**

Permanent employees of the bargaining unit who have completed six (6) months of paid service as a regular probationary employee, or a restricted employee, shall accumulate vacation from their date of hire at the regular rate of pay earned at the time the vacation is commenced.

Probationary employees may take vacation as approved by their supervisor. Said vacation shall not become a vested right until the sixth (6th) month of employment is complete. Should an employee leave the District for any reason prior to being awarded permanent status, all used vacation will be repaid to the District.

**13.2 Accrual**

Every employee shall earn vacation at the prescribed rate. Employees who are on leave to serve in a limited-term assignment, or who serve in limited-term assignments during periods when they are not regularly assigned, shall earn vacation during such limited-term assignments. Vacation shall also be earned during any paid leave of absence.

**13.3 Number of Days**

Employees shall be entitled to vacation with pay earned at the rate of one (1) day for each month in a paid status, not to exceed twelve (12) working days of vacation in each fiscal year, computed as follows:

One (1) year or less in a paid status:

12 month unit members	12 days
11 month unit members	11 days
10 month unit members	10 days
9 month unit members	9 days

Employees in a paid status who work less than the normal eight (8) hour day shall be eligible for vacation benefits on a prorated basis using the ratio of actual time worked to eight (8) hours, i.e., a six (6) hour employee would receive 6/8th of a day per month.

**13.4 Additional Days**

Employees with more than one (1) year of service in a paid status are entitled to working days of vacation with pay in each fiscal year, in addition to those set forth in 13.3, computed as follows:

1 additional day at the start of the 2 <sup>nd</sup> year
2 additional days at the start of the 4 <sup>th</sup> year
3 additional days at the start of the 5 <sup>th</sup> year
4 additional days at the start of the 6 <sup>th</sup> year
4 additional days at the start of the 7 <sup>th</sup> year
5 additional days at the start of the 8 <sup>th</sup> year
6 additional days at the start of the 9 <sup>th</sup> year
6 additional days at the start of the 10 <sup>th</sup> year
7 additional days at the start of the 11 <sup>th</sup> year

- 7 additional days at the start of the 12<sup>th</sup> year
- 8 additional days at the start of the 13<sup>th</sup> year
- 8 additional days at the start of the 14<sup>th</sup> year
- 9 additional days at the start of the 15<sup>th</sup> year
- 10 additional days at the start of the 16<sup>th</sup> year
- 11 additional days at the start of the 17<sup>th</sup> year

### 13.5 Use of Days

Earned vacation shall be taken only at times which are mutually agreeable to the employee and his/her supervisor. Employees are encouraged to take vacation at times that have the least impact to the operations of the district and school site. Supervisors will consider reasonableness and impact of essential services to staff and students when approving vacation requests.

Employees are expected to attain approval of vacation days prior to making vacation plans.

### 13.6 Accumulation of Days

All vacation days earned by all monthly full-time permanent employees with less than five (5) years of service must be taken within twelve (12) months following the period in which it is earned and may not be accumulated beyond this period. All monthly full-time permanent employees, after five (5) years of service may "save" up to six (6) days of vacation earned during the preceding year to be used within the following year for an extended vacation, not to exceed twenty-nine (29) working days under adopted regulations regarding vacations.

### 13.7 Vacation Schedules

During the first working month of each school/fiscal year, permanent employees and the supervisor shall meet and mutually agree to a vacation schedule for that school/fiscal year. Changes to the vacation calendar may be amended throughout the year utilizing the same approval process as stated in 13.5. If the employee is not permitted to take his/her full annual vacation, the amount not taken shall accumulate for use in the next year or be paid for, in cash, at the option of the employee for the days that exceed their cap.

The employee may be granted vacation during the school year, even though not earned at the time the vacation is taken, with the approval of the immediate supervisor.

### 13.8 Termination of Vacation

In case of termination, vacation time owed the District shall be deducted from the final paycheck.

### 13.9 Interruption of Vacation

An employee in the bargaining unit shall be permitted to interrupt or terminate vacation leave in order to begin another type of paid leave provided by this Agreement without a return to action service, provided the employee supplies notice and supporting information regarding the basis for such interruption or termination. A doctor's written

verification of illness will be required in order to commence illness leave under this provision.

**13.10 Upon Separation**

On separation from service, the employee shall be entitled to lump sum compensation for all earned and unused vacation at the rate of pay applicable to his last regular assignment, except the employee who has not completed six (6) months of employment in regular or restricted status shall not be entitled to such compensation.

**13.11 Holiday During Vacation**

When a holiday falls during the scheduled vacation day of any bargaining unit employee, such employee shall be granted an additional day's vacation and pay for each holiday falling within that period.

**13.12 Fall, Winter and Spring Break**

For the purposes of this Article, the District office shall be open for business during the Fall, Winter and Spring break. Employees who choose to work during the Fall, Winter and Spring break may do so in their own job classification, and at their own work sites except when a work safety issue is presented. Employees are encouraged to schedule vacations during periods when students are not in session.

**ARTICLE 14: ASSOCIATION RIGHTS**

**14.1 Released Time - Association Business**

Upon twenty-four (24) hours prior notice to the District and authorization by the President of the Association, the Association shall be provided a maximum of thirty (30) days each fiscal year of released time for the purpose of conducting Association business. These days shall be taken in minimum increments of one (1) full day.

**14.2 Released Time - Negotiations**

During each school year when negotiations are in progress, and following prior notice and scheduled coordination with the immediate supervising administrator, seven (7) authorized representatives of the CSEA bargaining unit shall be granted a maximum of seven (7) full days of released time each without loss of compensation for the purpose of meeting and negotiating. This released time shall be taken in minimum increments of one (1) full day. Additional days may be granted, if necessary, upon mutual agreement of the parties and with approval of the Superintendent.

Members of the CSEA bargaining team shall be responsible for notifying their immediate supervisors of meeting times and dates and requesting released time one (1) day prior to scheduled negotiations meetings. Only in cases of emergency or hardship as defined by the immediate supervisor may an employee's request be refused.

**14.3 Access**

Authorized Association representatives shall, in accordance with the conditions noted herein, have the right of reasonable access to District facilities for the purpose of contacting employees and transacting lawful Association business. Upon arriving at a school site, any such representative shall first report to the office of the site administrator to announce his/her presence and the intended purpose of the visit.

**14.4 Seniority Roster**

Upon request, CSEA will be provided at a reasonable cost a complete seniority roster of all bargaining employees.

**14.5 Employee Roster**

On or before November 15 of each school year, CSEA will be provided a complete roster of all bargaining employees containing the employee's current classification, location, date of hire, home address, phone number and month of birth.

ARTICLE 15: SEPARABILITY AND SAVINGS

- 15.1 If any provision of this Agreement should be held invalid by operation of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any provision should be restrained by any tribunal of competent jurisdiction pending a final determination as to its validity, the remainder of this Agreement or the application of such Article or section as to persons or circumstances other than those as to which it has been held invalid or as to which compliance with or enforcement of has been restrained, shall not be affected thereby.
- 15.2 If any such decision or change in law occurs the parties hereto shall, upon request within ten (10) working days, commence meeting and negotiating with respect to the means of compliance therewith and/or negotiate a new article(s) to replace the invalidated article(s).

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ARTICLE 16: ENTIRE AGREEMENT

The District and the Association (CSEA) shall be bound by those terms which are expressly and explicitly set forth in this agreement. Any past practices or understandings between the Association (CSEA) and the district that are within the scope of bargaining as set forth in Government Code section 3543.2 shall not be subject to modification without negotiations between the Association (CSEA) and the District.

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ARTICLE 17: PUBLICATION OF AGREEMENT

- 17.1 The District shall make this Agreement and updates to this agreement available on the District website. The District will provide, upon request and without charge, a copy of this Agreement to any employee in the bargaining unit. At the time of employment, any employee who becomes a member of the bargaining unit after execution of the Agreement, shall be notified in writing of the availability of this Agreement on the District website and their right to receive a written copy of this Agreement without charge. Written changes agreed to by the parties of this Agreement during the life of this Agreement will also be available on the District website and upon request by any employee.
- 17.2 Each year, CSEA will be provided with printed copies of this Agreement equal to 10% of the total membership.
- 17.3 The Association shall have the opportunity to appear at orientation meetings to explain how the Association functions.

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ARTICLE 18: DURATION AND REOPENERS

This Agreement shall become effective on July 1, 2014 and remain in full force and effect up to and including June 30, 2017 and thereafter shall continue in effect year-by-year unless one of the parties has been notified by the other in writing of its intent to terminate.

During the years 2015-16 and 2016-17, the subjects of Article 2: Health and Welfare, and Article 11: Wages and Items Related to Wages, shall be open for negotiations.

In addition to these articles referenced above, CSEA and the District shall each have the option of opening one (1) other article of their choosing. These topics will be the only subjects of negotiations.

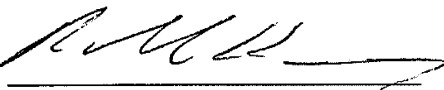
It is understood that other provisions of the Agreement shall remain in full force and effect for the years 2014-2015, 2015-2016 and 2016-2017 notwithstanding the results of the limited re-opener of negotiations as outlined above.

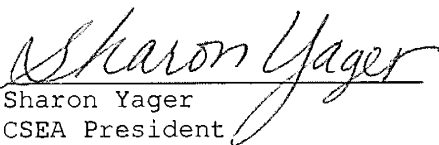
This Agreement is dated: December 11, 2014

***Agreement for 2014-2017 / Board Approved December 11, 2014***

ANAHEIM UNION HIGH SCHOOL DISTRICT

CALIFORNIA SCHOOL EMPLOYEES  
ASSOCIATION, CHAPTER 74

By:   
Russell Lee-Sung  
Assistant Superintendent,  
Human Resources

By:   
Sharon Yager  
CSEA President

By:   
Andrew Garofalo  
CSEA  
Labor Relations Representative

***Reopener Agreement for 2015-2016 / Board Approved April 14, 2016***

By: \_\_\_\_\_  
Brad Jackson  
Assistant Superintendent,  
Human Resources

By: \_\_\_\_\_  
Sharon Yager  
CSEA President

By: \_\_\_\_\_  
Anthony Solis  
CSEA  
Labor Relations Representative

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION (CSEA)  
2015/2016 SALARY SCHEDULE**

Effective July 1, 2015  
Board of Trustees Approved: April 14, 2016

Salary Range	Position Title	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	
41	CAMPUS SAFETY AIDE	2,728.00 15.49	2,837.00 16.12	2,956.00 16.79	3,070.00 17.43	3,192.00 18.14	3,323.00 18.88	3,386.00 19.25	3,455.00 19.62	3,525.00 20.02	3,594.00 20.42	Monthly Hourly
43	INSTR ASSISTANT INSTR ASST-SPECIALIZED ACADEMIC INSTR. OFFICE ASSISTANT	2,862.00 16.27	2,983.00 16.95	3,105.00 17.64	3,226.00 18.33	3,355.00 19.06	3,494.00 19.85	3,560.00 20.24	3,628.00 20.61	3,702.00 21.03	3,776.00 21.45	Monthly Hourly
47	INSTR ASST-BILING (SPANISH) INSTR ASST-BILING (VIETNAMESE) INSTR ASST-BILING (KOREAN) INSTR ASST-BILING (ARABIC) INSTR ASST-BILING (ROMANIAN) INSTR ASST-SPEC ACAD. INSTRUCTION-BIL OFFICE ASST-BIL SCHOOL COMMUNITY LIAISON COMPUTER LAB ASSIST	3,156.00 17.92	3,285.00 18.66	3,412.00 19.38	3,557.00 20.21	3,696.00 21.00	3,844.00 21.86	3,921.00 22.28	3,997.00 22.70	4,082.00 23.19	4,156.00 23.63	Monthly Hourly
49		3,320.00 18.86	3,454.00 19.62	3,584.00 20.36	3,733.00 21.21	3,884.00 22.07	4,041.00 22.97	4,115.00 23.39	4,203.00 23.90	4,283.00 24.34	4,365.00 24.81	Monthly Hourly
51	DISTRICT RECEPTIONIST FACILITIES PLANNING ASSISTANT HEALTH SRV TECH I INSTR ASST - ADULT TRANS. INSTR ASST - BEHAVIORAL SUPPORT INSTR ASST - MATHEMATICS INSTR ASST - MED FRAGILE/ORTHO IMPAIRED INSTR ASST - SPECIAL ABILITIES INSTR ASST - SPEC. (D/HH or VI) INSTR ASST - STU/PAR LIA/BIL LANG TESTING ASST CHILD WELFARE & ATTENDANCE LIAISON PUBLICATIONS TECH SCHOOL LIBRARY/MEDIA TECHNICIAN SECRETARY - ATTENDANCE SECRETARY - PROGRAM SUPPORT SECRETARY - REGISTRAR/RECORDS SECRETARY - SCHOOL SUPPORT WORKABILITY PLACEMENT ASST	3,484.00 19.79	3,620.00 20.59	3,772.00 21.43	3,919.00 22.27	4,078.00 23.18	4,238.00 24.09	4,320.00 24.54	4,414.00 25.07	4,496.00 25.55	4,593.00 26.10	Monthly Hourly
53	SECRETARY-BILING/PROGRAM SUPPORT SECRETARY-BILING/SCHOOL SUPPORT SECRETARY-BILING/ATTENDANCE SECRETARY-BILING/REGISTRAR-RECORDS TRANSLATOR	3,662.00 20.80	3,802.00 21.60	3,954.00 22.47	4,113.00 23.38	4,281.00 24.33	4,453.00 25.30	4,538.00 25.79	4,631.00 26.32	4,720.00 26.82	4,817.00 27.39	Monthly Hourly

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION (CSEA)  
2015/2016 SALARY SCHEDULE**

Effective July 1, 2015

Board of Trustees Approved: April 14, 2016

Salary Range	Position Title	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	Monthly Hourly
54		3,762.00 21.39	3,921.00 22.28	4,078.00 23.18	4,248.00 24.13	4,416.00 25.08	4,596.00 26.11	4,685.00 26.64	4,785.00 27.19	4,880.00 27.74	4,985.00 28.33	Monthly Hourly
55	ASB ACCOUNT TECH BRAILLE TRANSCRIBER INFO SYSTEMS TECH JOB DEVELOPER / JOB COACH LICENSED VOCATIONAL NURSE SIGN LANG INTERP	3,843.00 21.85	3,993.00 22.69	4,153.00 23.60	4,320.00 24.54	4,494.00 25.55	4,673.00 26.55	4,763.00 27.07	4,860.00 27.61	4,956.00 28.16	5,059.00 28.74	Monthly Hourly
57	ACCOUNTING TECH ASSESS/EVAL TECH BENEFITS TECH BUSINESS TECH CREDENTIALS TECH FOOD SERV TECH HUMAN RESOURCES TECH PAYROLL TECH RISK MANAGEMENT TECH SPEECH LANGUAGE PATHOLOGY ASST ADMINISTRATIVE ASST	4,040.00 22.95	4,192.00 23.81	4,362.00 24.80	4,536.00 25.78	4,717.00 26.79	4,903.00 27.86	5,006.00 28.44	5,108.00 29.04	5,209.00 29.60	5,312.00 30.18	Monthly Hourly
59	INFORMATION SYSTEMS SPECIALIST I SR ACCOUNTING TECH SR PAYROLL TECH ADMIN ASST BILINGUAL SENIOR BUDGET TECHNICIAN LEGAL ADMIN ASST. SR ADMIN ASST PROGRAM SUPPORT SR ADMIN ASST SCHOOL SUPPORT SR ADMIN PROCUREMENT ASST. SR CREDENTIAL TECH	4,235.00 24.07	4,406.00 25.05	4,578.00 26.02	4,762.00 27.06	4,953.00 28.15	5,152.00 29.27	5,254.00 29.86	5,360.00 30.46	5,467.00 31.08	5,573.00 31.67	Monthly Hourly
61	WEB MASTER SR ADMIN ASST SCHOOL SUP / BIL SR ADMIN ASST PROG SUP / BIL FOOD SERVICES TECH	4,444.00 25.25	4,623.00 26.28	4,806.00 27.32	5,002.00 28.41	5,206.00 29.58	5,405.00 30.72	5,516.00 31.34	5,627.00 31.98	5,739.00 32.61	5,855.00 33.27	Monthly Hourly
62	PARENT INVOLVEMENT SPECIALIST FOOD SERVICES TECH	4,631.00 26.32	4,822.00 27.40	5,013.00 28.48	5,253.00 29.63	5,420.00 30.80	5,640.00 32.05	5,757.00 32.71	5,873.00 33.37	5,996.00 34.08	6,113.00 34.74	Monthly Hourly
63	BUYER INFORMATION SYSTEMS SPECIALIST II FOOD SERV ACCOUNTING SPECIALIST BEHAVIOR INTERVENTION SPECIALIST	4,670.00 26.53	4,852.00 27.57	5,047.00 28.69	5,253.00 29.86	5,462.00 31.05	5,677.00 32.26	5,793.00 32.92	5,908.00 33.58	6,027.00 34.25	6,149.00 34.95	Monthly Hourly
65	ART DESIGNER	4,906.00 27.86	5,103.00 28.95	5,307.00 30.12	5,519.00 31.35	5,739.00 32.60	5,969.00 33.88	6,088.00 34.57	6,210.00 35.25	6,335.00 35.96	6,461.00 36.69	Monthly Hourly

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION (CSEA)  
2015/2016 SALARY SCHEDULE**

Effective July 1, 2015

Board of Trustees Approved: April 14, 2016

Salary Range	Position Title	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	
66	PROCUREMENT CONTRACT SPECIALIST	5,041.00	5,242.00	5,452.00	5,670.00	5,897.00	6,133.00	6,256.00	6,381.00	6,508.00	6,638.00	Monthly
75	NETWORK ANALYST PROGRAMMER ANALYST	6,254.00 35.54	6,500.00 36.94	6,765.00 38.44	7,037.00 39.98	7,319.00 41.58	7,610.00 43.24	7,758.00 44.06	7,913.00 44.96	8,075.00 45.89	8,236.00 46.80	Monthly Hourly
76	SYSTEMS ADMIN	6,573.00 37.35	6,830.00 38.81	7,102.00 40.36	7,385.00 41.96	7,678.00 43.62	7,991.00 45.40	8,147.00 46.29	8,313.00 47.23	8,483.00 48.20	8,651.00 49.15	Monthly Hourly

Unit members will be eligible for long service recognition (longevity) upon the completion of ten (10) years of service in the Anaheim Union High School District under the following plan:

- 2% plus \$519 additional after ten (10) years of service with the AUHSD
- 4% plus \$1,543 additional after fifteen (15) years of service with the AUHSD
- 7% plus \$2,840 additional after twenty (20) years of service with AUHSD
- 10% plus \$3,705 additional after twenty-five (25) years of service with AUHSD
- 12% plus \$3,705 additional after thirty (30) years of service with AUHSD Percentages and flat rates stand alone. They are not added together or compounded

Bilingual stipend and Nightwork differential: \$135.00

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MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District

And the

California School Employees Association (CSEA)

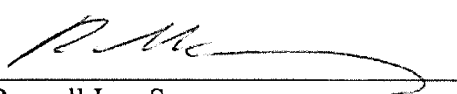
**CSEA/AUHSD Effects of Layoffs for 2008-09 School Year.**

This agreement applies to employees who were affected by the layoffs for the 2009-10 school year.

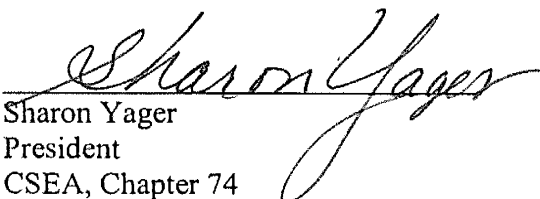
1. **District-paid Leave for Seeking Employment** – The district would waive 12.7.3 and allow employees to use their Personal Necessity days for the purpose of seeking employment including the two days of PN which are not counted against the employee.
2. **Workload** – The district and CSEA agree that employees who perform work that was previously performed by an employee whose position has been eliminated shall not be required or expected to work beyond their established work day or be disciplined or negatively evaluated due to an unreasonable workload. CSEA members will also not be required to perform work that is outside of their classification. The district agrees not to use volunteers, outside agencies or sub-contractors to perform the work of employees who were laid off.
3. **Provisional Positions** – After all employees have been offered re-employment or displacement rights within the open classification, unit members of other classifications who have been laid off shall have the first opportunity, to fill provisional positions and limited term positions in any classification as long as they “meet minimum qualifications” of the position as stated in 11.20.8 of the contract. Minimum qualifications will be determined using established procedures.
4. **Bilingual Instructional Aides** – Bilingual IAs who are laid off shall be re-employed to any vacancy in regular instructional aide position after all regular IAs have been offered re-employment or displacement rights within the open classification per 11.20.8 of the contract.
5. **Site Secretary** – The five site secretary positions that were eliminated at the March 5 board meeting were brought to the board on June 4 for approval to rescind the eliminations. CSEA and the district agree to work together to implement a plan to address the problems within this classification prior to consideration of layoffs that affect this classification.
6. **Reduction of Hours, Days, Weeks, Months** – Any unit members who are reduced in hours, days, weeks, or months shall be reinstated to their levels of hours, days, weeks, or months when the District’s Second Interim Report reaches the same Total Deficit Base Revenue Limit (BRL) x Average Daily Attendance (ADA) (specifically, BRL multiplied by ADA) level of funding that the district received on the Second Interim Report in 2007-2008. Reinstatement shall be contingent on agreement by the parties through negotiations based on staffing needs.

This agreement is dated: 8/20/09

For the District:

  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

For the California School Employees  
Association (CSEA):

  
Sharon Yager  
President  
CSEA, Chapter 74

**MEMORANDUM OF UNDERSTANDING**  
**Between the**  
**Anaheim Union High School District**  
**And the**  
**California School Employees Association (CSEA)**

**CSEA/AUHSD Effects of Layoffs for 2010-2011 school year**

1. **District-paid Leave for Seeking Employment** – The District would waive 12.7.3 and allow employees to use their Personal Necessity days for the purpose of seeking employment.
2. **Workload** – The District and CSEA agree that employees who perform work that was previously performed by an employee whose position has been eliminated shall not be required or expected to work beyond their established work day or be disciplined or negatively evaluated due to an unreasonable workload. CSEA members will also not be required to perform work that is outside of their classification. The District agrees not to use volunteers, outside agencies or sub-contractors to perform the work of employees who were laid off.
3. **Provisional Positions** – After all employees have been offered re-employment or displacement rights within the open classification, unit members of other classifications who have been laid off shall have the first opportunity, to fill provisional positions and limited term positions in any classification as long as they “meet minimum qualifications” of the position as stated in 11.20.8 of the contract. Minimum qualifications will be determined using established procedures.
4. **Reduction of Hours, Days, Weeks, Months** – Any unit members who are reduced in hours, days, weeks, or months shall be reinstated to their levels of hours, days, weeks, or months when the District’s Second Interim Report reaches the same Total Deficited Base Revenue Limit (BRL) x Average Daily Attendance (ADA) (specifically, BRL multiplied by ADA) level of funding that the District received on the Second Interim Report in 2007-2008. Reinstatement shall be contingent on agreement by the parties through negotiations based on staffing needs.
5. **Instructional Assistants Severely Handicapped and Special Education** – Instructional Assistant SH/SE who were reduced from 10.1 months to 9 months shall be returned to 10.1 months in their position when summer school and Extended School Year (ESY) are fully restored.
6. **Extended School Year (ESY)**- Instructional Assistants who are needed for the ESY program during the month of July, 2010, will be assigned in the following manner:
  - First, Instructional Assistant SH employees who are 1:1 with their student and that student is attending the ESY program shall be placed with their student.
  - Second, Instructional Assistants SH employees who are trained in specific specialized behavioral programs shall be placed in those programs with their students before other Instructional Assistants SH.
  - Third, Instructional Assistants SH employees who were reduced from 10.1 to 9 months at Hope and CDS shall be offered employment for ESY program in the month of July, 2010 at the Hope and Loara school site based on seniority.



7. **Secretary Classifications** – Employees in the classifications of secretary who were either laid off or displaced and transferred to a lower classification shall maintain their seniority from the effective date to when they are reinstated to any secretary classification. The employees in the secretary classification shall not be penalized for unpaid leave caused by layoff or displacement or lose seniority in the secretary classifications due to moving to a lower classification.

8. **Floating Furlough Day**

One of the seven furlough days previously agreed to by CSEA and the district will be a floating furlough day which shall be used at the unit member's discretion. Any request which does not create an undue hardship at the work site shall not be denied by the unit member's supervisor.

Scheduling of the floating furlough day shall occur at the beginning of the school year at the same time as vacation is scheduled.

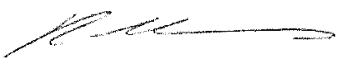
If there is a conflict which involves another unit member's scheduling on the same day, seniority shall be the determining factor in awarding the day.

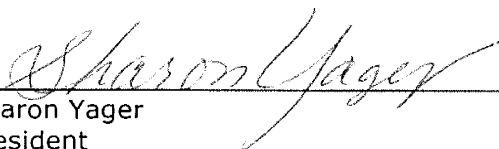
If the unit member is denied on the basis of undue hardship and another day is not mutually agreed upon, the unit member shall have the right to appeal to the Assistant Superintendent of Human Resources.

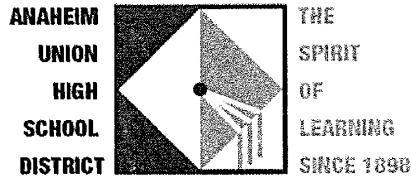
This agreement is dated: 5/26/10

For the District:

For California School Employees Association  
(CSEA):

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Sharon Yager  
President  
CSEA, Chapter 74



MEMORANDUM OF UNDERSTANDING

Between the

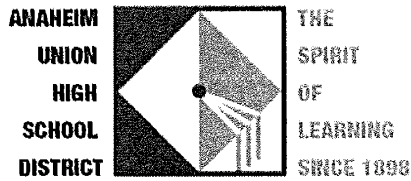
Anaheim Union High School District (AUHSD)

And the

California School Employees Association (CSEA)

**CSEA/AUHSD Effects of Layoffs for 2011-2012 school year**

1. **District-paid Leave for Seeking Employment** – The District would waive 12.7.3 and allow employees to use their Personal Necessity days for the purpose of seeking employment.
2. **Workload** – The District and CSEA agree that employees who perform work that was previously performed by an employee whose position has been eliminated shall not be required or expected to work beyond their established work day or be disciplined or negatively evaluated due to an unreasonable workload. CSEA members will also not be required to perform work that is outside of their classification. The District agrees not to use volunteers, outside agencies or sub-contractors to perform the work of employees who were laid off.
3. **Provisional Positions** – After all employees have been offered re-employment or displacement rights within the open classification, unit members of other classifications who have been laid off shall have the first opportunity, to fill provisional positions and limited term positions in any classification as long as they “meet minimum qualifications” of the position as stated in 11.20.8 of the contract. Minimum qualifications will be determined using established procedures.
4. **Reduction of Hours, Days, Weeks, Months** – Any unit members who are reduced in hours, days, weeks, or months shall be reinstated to their levels of hours, days, weeks, or months when the District’s Second Interim Report reaches the same Total Deficit Base Revenue Limit (BRL) x Average Daily Attendance (ADA) (specifically, BRL multiplied by ADA) level of funding that the District received on the Second Interim Report in 2007-2008. Reinstatement shall be contingent on agreement by the parties through negotiations based on staffing needs.




**Extended School Year (ESY)**- Instructional Assistants who are needed for the ESY program during the month of July, 2011, will be assigned in the following manner:

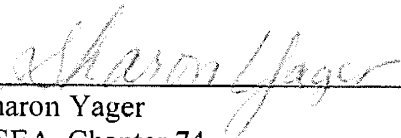
- First, Instructional Assistant-SH employees who are 1:1 with their student and that student is attending the ESY program shall be placed with their student.
- Second, Instructional Assistant-SH employees who are trained in specific specialized behavioral programs shall be placed in those programs with their students before other Instructional Assistants-SH.
- Third, Instructional Assistant-SH employees who were reduced from 10.1 to 9 months at Hope and CDS shall be offered employment for ESY program in the month of July, 2011 at the Hope and Loara school site based on seniority.
- Fourth, any remaining ESY Instructional Assistant-SH positions shall be offered to the other Instructional Assistant-SH in the District by seniority.

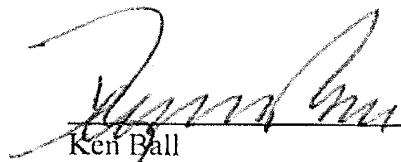
This agreement is dated: June 13, 2011

For the District:

For California School Employees Association  
(CSEA):

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Sharon Yager  
CSEA, Chapter 74  
President

  
\_\_\_\_\_  
Ken Ball  
CSEA  
LRR

MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

And the

California School Employees Association (CSEA)

**CSEA/AUHSD Effects of Layoffs for 2012-2013 school year**


1. **District-paid Leave for Seeking Employment** – The District would waive 12.7.3 and allow employees to use their Personal Necessity days for the purpose of seeking employment.
2. **Workload** – The District and CSEA agree that employees who perform work that was previously performed by an employee whose position has been eliminated shall not be required or expected to work beyond their established work day or be disciplined or negatively evaluated due to an unreasonable workload. CSEA members will also not be required to perform work that is outside of their classification. The District agrees not to use volunteers, outside agencies or sub-contractors to perform the work of employees who were laid off.
3. **Provisional Positions** – After all employees have been offered re-employment or displacement rights within the open classification, unit members of other classifications who have been laid off shall have the first opportunity, to fill provisional positions and limited term positions in any classification as long as they “meet minimum qualifications” of the position as stated in 11.20.8 of the contract. Minimum qualifications will be determined using established procedures.
4. **Reduction of Hours, Days, Weeks, Months** – Any unit members who are reduced in hours, days, weeks, or months shall be reinstated to their levels of hours, days, weeks, or months when the District’s Second Interim Report reaches the same Total Deficit Base Revenue Limit (BRL) x Average Daily Attendance (ADA) (specifically, BRL multiplied by ADA) level of funding that the District received on the Second Interim Report in 2007-2008. Reinstatement shall be contingent on agreement by the parties through negotiations based on staffing needs.

**Extended School Year (ESY)**- Instructional Assistants who are needed for the ESY program during the month of July, 2012, will be assigned in the following manner:

- First, Special Education Instructional Assistant employees who are 1:1 with their student and that student is attending the ESY program shall be placed with their student.
- Second, Special Education Instructional Assistant employees who are trained in specific specialized behavioral programs shall be placed in those programs with their students before other Instructional Assistants.
- Third, Special Education Instructional Assistant employees who were reduced from 10.1 to 9 months at Hope and CDS shall be offered employment for ESY program in the month of July, 2012 at the Hope and Loara school site based on seniority.
- Fourth, any remaining ESY Special Education Instructional Assistant positions shall be offered to the other Special Education Instructional Assistant in the District by seniority.

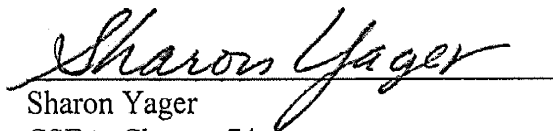
This agreement is dated: June 28, 2012

For the District:

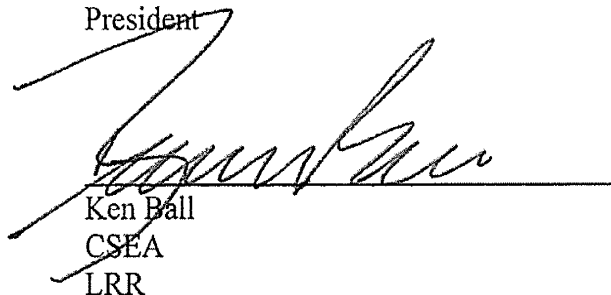


Russell Lee-Sung  
Assistant Superintendent  
Human Resources

For California School Employees Association  
(CSEA):



Sharon Yager  
CSEA, Chapter 74  
President



Ken Ball  
CSEA  
LRR

**MEMORANDUM OF UNDERSTANDING**  
**Between the**  
**Anaheim Union High School District**  
**And the**  
**California School Employees Association (CSEA)**

This Memorandum of Understanding stipulates an agreement between Anaheim Union High School District (District) and the California School Employees Association (CSEA) related to Instructional Assistant Staffing to cover bus assignments and extended year instruction at Hope School.

**Bus Supervision Assignment**

The District agrees to increase the hours of the ten (10) most senior Instructional Assistant - Severely Handicapped personnel at Hope School to eight (8) hours per day, during the regular school year, beginning July 1, 2004. During extended year instruction beginning June 22, 2004, these employees will be "blue sheeted" to work one (1) hour before and one (1) hour after the school day. These employees will work in the classrooms and on the bus with students requiring additional assistance.

If due to enrollment or routing fluctuations, additional slots are necessary to cover bus supervision, the Principal will select employees to cover the additional assignment by seniority only as needed on a temporary (twenty one (21) days or less) basis only. Any assignment twenty two (22) days or more would be filled as a temporary position for the duration of the current school year.

This agreement will invalidate the "Bus Aide" Memorandum of Understanding dated May 6, 2002, providing a procedure of bidding for bus aide assignments, and make the additional hours permanent. Selection of employees to fill these assignments for initial placement will be by seniority. This is not intended to be precedent setting for any other selection processes in the future. Upon employee separation or transfer all other appointments will be made **IN ACCORDANCE TO MERIT RULES.**

All employees assigned to assist on the buses, and all eligible substitutes **MUST NOT HAVE RESTRICTED WORK DUTIES LIMITED THEIR ABILITIES TO ASSIST. ALL WILL BE** provided with training on care of the medically fragile by the School Nurse, with brush up training as needed. All employees assigned to assist on the buses, as well as all eligible substitutes will be provided with training by Transportation on the proper loading and unloading of students. These specially trained employees will share responsibility for loading the students on and assisting them off of the buses each day.

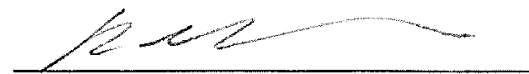
In the event the need for the number of bus routes mentioned above falls below the 10 most senior employees, CSEA and the District agree to meet and negotiate. CSEA, District, Employee and Supervisor will meet to discuss options.

**Extended Year Assignment**

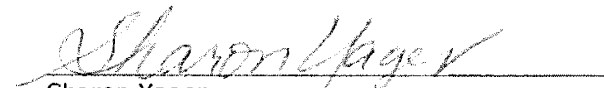
The District agrees to increase the work year of all Instructional Assistant-Severely handicapped positions at Hope School to ten months and two days (10.1) beginning on June 22, 2004. These employees will work in their regular classrooms during extended year instruction. Hours will be dependent upon the program hours of "Extended Year" programs at Hope School. Non-Student days (during "Extended Year") will be non-work days for employees, but employees will be paid for the July 4th holiday each year.


This agreement is dated: June 13, 2011

For the District:

  
 \_\_\_\_\_  
 Russell Lee-Sung  
 Assistant Superintendent  
 Human Resources

For California School Employees Association (CSEA):

  
 \_\_\_\_\_  
 Sharon Yager  
 President  
 CSEA, Chapter 74

  
 \_\_\_\_\_  
 Ken Ball  
 CSEA  
 LRR

MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

And the

California School Employees Association (CSEA)

**Special Education Instructional Assistants**

The California School Employees Association (CSEA) and the Anaheim Union High School District (AUHSD) jointly agree to the following changes in the hours and selection of special education instructional assistants. These changes will be a phase-in process over a five-year period.

The intent of this memorandum of understanding is to re-structure the staffing for special education instructional assistants to better meet the needs of the students and instructional staff, and to maintain an experienced and stable team of qualified instructional assistants.

Special education instructional assistants fall into three (3) categories: Instructional Assistant, Special Education (SE), Instructional Assistant, Special Education, Bilingual (SE-BIL), Instructional Assistant, Special Education, Severely Handicapped (SH)

The following changes will conceivably occur within a five-year period and through attrition.

1. Work Hours

1.1 Instructional Assistant, Special Education (SE) and Instructional Assistant, Special Education/Bilingual (SE-BIL), will have 5.75 hours.

1.2 Instructional Assistant, Severely Handicapped (SH) will have six (6) or more hours.

2. Staffing Guidelines

2.1 One (1) 5.75 hour Instructional Assistant, Special Education (SE) or Special Education Bilingual (SE-BIL) per each full time teacher, teaching with a mild/moderate credential, working in a classroom setting with students.

2.2 One (1) six (6) or more hour Instructional Assistant, Severely Handicapped (SH) per each full time teacher, teaching with a moderate/severe credential working with severely handicapped or emotionally disturbed students in a classroom setting. Additional Instructional Assistant, Severely Handicapped (SH) positions will be added to address unique circumstances and instructional needs at individual school sites. The Director of Special Youth Services will determine, jointly with school staff and support staff, the need for additional instructional assistants.

- 2.3 One-on-one assistants can be either Instructional Assistant, Special Education (SE) or Instructional Assistant, Special Education, Bilingual (SE-BIL), or Instructional Assistant, Severely Handicapped (SH) depending on the unique circumstances and instructional needs of the student requiring support. The Director of Special Youth Services will determine, jointly with school staff and support staff, the classification needed for one-on-one assistants.
- 2.4 Responsibilities requiring additional hours, such as bus assistants, will be assigned to Instructional Assistant, Severely Handicapped (SH) employees.
- 2.5 When determining which classification of instructional assistant is required for an assignment, it is understood that the appropriate classification is determined according to the duties that will be performed by that employee, and the alignment of said duties to the appropriate classification.

### 3. Vacancies

- 3.1 Instructional Assistant, Severely Handicapped (SH) & Instructional Assistant, Severely Handicapped, Bilingual (SH) positions will be posted and filled as a transfer and promotional opening. This allows interested Instructional Assistants (SE) to apply, test, and interview for the six (6) hour or higher positions with benefits. In the event that there are not a minimum of five (5) qualified candidates, the district may open the position to outside applicants.
- 3.2 Qualified individuals desiring to transfer into an Instructional Assistant (SH) position may request a transfer and will be interviewed.
- 3.3 Qualified individuals desiring to transfer into an Instructional Assistant, Special Education (SE) or Instructional Assistant, Special Education/Bilingual (SE-BIL) position may request a transfer and will be interviewed.
- 3.4 Only NCLB compliant employees and applicants may apply or request a transfer to a position with increased hours and/or benefits.
- 3.5 As instructional assistants vacate positions less than 5.75 or 6 hours, those positions will be phased out, and if deemed appropriate and necessary, will be replaced according to the new staffing guidelines as stated herein.

### 4. Grandfathering of Current Employees

- 4.1 All current instructional assistants who have health and welfare benefits shall continue to have health and welfare benefits as long as they continue in a position which, by contract language, is eligible for such benefits. The exception to this are employees who have accepted a temporary increase in hours which sunsets at the close of the 2006-2007 school year.

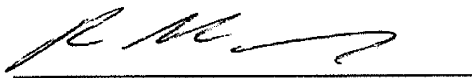


4.2 All current instructional assistants who are working less than 5.75 or 6 hours and prefer to remain in their current status, will not be penalized or forced to acquire additional hours or to interview for the increased hour positions.

This Memorandum of Understanding shall not be deemed as precedent setting or develop a district practice.

This agreement will sunset on June 30, 2017.

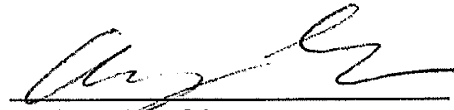
This agreement is dated: December 11, 2014



Russell Lee-Sung  
Assistant Superintendent  
Human Resources



Sharon Yager  
President  
CSEA, Chapter 74



Andrew Garofalo  
Labor Relations Representative  
CSEA

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
THE ANAHEIM UNION HIGH SCHOOL DISTRICT  
AND CSEA, CHAPTER 74  
REGARDING  
COMPLIANCE WITH "NO CHILD LEFT BEHIND ACT of 2001"**

WHEREAS, representatives of the District and CSEA, Chapter 74, met and discussed the compliance issues surrounding the "No Child Left Behind Act of 2001" (hereinafter the "Act"), and California Education Code Section 45330;

AND, WHEREAS, this Memorandum of Understanding is for the purpose of resolving the impacts and effects of the bargaining unit "Title I" Instructional Assistants as a result of the District's requirement to comply with the Act and California Education Code Section 45330;

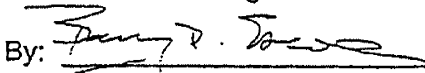
NOW, THEREFORE, the District and CSEA, Chapter 74, agree as follows:

1. Except as provided in paragraph #2 below, the parties agree that all Instructional Assistants (those employees directly involved in the instruction of students, regardless of their funding source) will be administered an assessment/test designed to meet the guidelines of the Act. The parties further agree that Instructional Assistants hired after January 8, 2002, have already met the requirements of the Act through procedures already in place in the district.
2. The parties agree that employees hired prior to January 8, 2002, who can demonstrate that they have attained an AA degree or higher, or who can demonstrate successful completion of at least 48 semester units of coursework at an institution of higher education shall be deemed qualified and will not be required to take the assessment/test.
3. The parties agree that this process is in the best interest of the employees and will ensure equity and transferability, as well as continue to foster the high esteem with which our classified employees are held.
4. The parties agree that the assessment/test being used meets the "rigorous" requirements of the Act and that the passing grade level of 13.0 for each section has been appropriately established.
5. The parties agree that the assessment/test shall be offered at no cost to the unit member. The parties further agree that unit members shall be entitled to retake any or all of the assessment/test as necessary every 90 days to receive a qualifying score at a time scheduled by the District.
6. The parties agree that unit members hired prior to January 8, 2002, will take the assessment/test on a voluntary basis.
7. The parties agree that the District shall have the option of providing training for employees to assist in receiving a passing grade and said training will be offered and taken during duty, non-duty, paid or non-paid time, dependent upon scheduling.

8. The parties agree that unit members who are affected by Title I funding and who do not pass the assessment/test before June 30, 2006, will have the opportunity to administratively transfer to a non-Title I position of equal classification, wages hours, and benefits. Open positions for these employees may be created by the transfer of other Act qualified employees to Title I-funded positions.
9. If any provision of this Memorandum of Understanding is held to be unlawful, the entire Memorandum of Understanding shall be null and void.
10. This memorandum of Understanding shall not obligate the District to enter into any other Memorandum of Understanding on between the district and CSEA, Chapter 74.

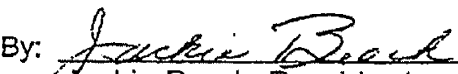
Date: 1/28/04

Anaheim Union High School District

By:   
Barry D. Escoe, Ed.D.  
Assistant Superintendent, Human Resources

Date: 1/28/04

California School Employees' Association, Chapter 74

By:   
Jackie Brock, President

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**California School Employees Association (CSEA) and its Chapter 74**

**2014 Health and Welfare**

The Anaheim Union High School District (AUHSD) and California School Employees Association (CSEA) and its Chapter 74 agree to the following regarding health and welfare:

Medical Insurance

Beginning with the 2014 calendar year the District's contribution to the blended super composite rate shall be increased from \$13,189 to \$13,493.

There shall be no change to the medical plans for the PPO and HMO except those changes that are mandated by the Federal Affordable Care Act which take effect on or after January 1, 2014.

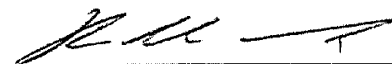
Article 2.1.2 Life and AD & D, Article 2.1.3 Dental, Article 2.1.4 – Vision Care Insurance

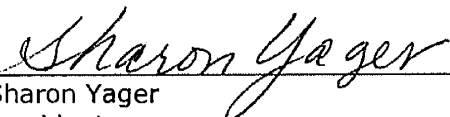
The plan benefits for Life and Accidental Death/Dismemberment Insurance, Dental and Vision Care Insurance will continue with no change to the benefit plan.

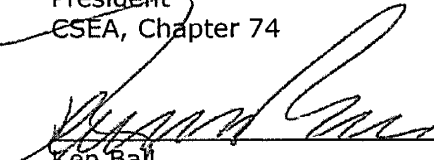
This MOU agreement has no effect on any other language contained in Article 2 Health and Welfare and the MOU – Health and Welfare – Cost Containment dated May 10, 2012.

If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum district contribution, the District or CSEA may request to re-open negotiations on health and welfare for 2014.

This agreement is dated: November 7, 2013

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Sharon Yager  
President  
CSEA, Chapter 74

  
\_\_\_\_\_  
Ken Ball  
Labor Relations Representative  
CSEA

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

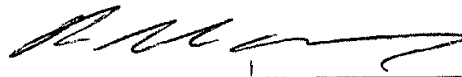
**California School Employees Association (CSEA) and its Chapter 74**

**Early Retirement Incentive**

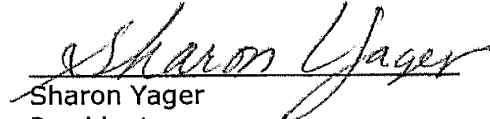
The California School Employees Association (Association) and the Anaheim Union High School District (District) agree that the District will offer an Early Retirement Incentive during the 2014-15 school year.

It is understood that this offer is contingent upon a sufficient number of participants District wide retiring to make the implementation financially feasible for the District.


This agreement is dated: December 11, 2014



Russell Lee-Sung  
Assistant Superintendent  
Human Resources



Sharon Yager  
President  
CSEA, Chapter 74



Andrew Garofalo  
Labor Relations Representative  
CSEA

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

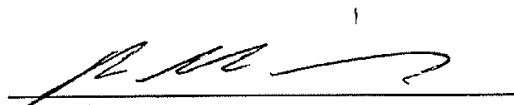
**California School Employees Association (CSEA) and its Chapter 74**

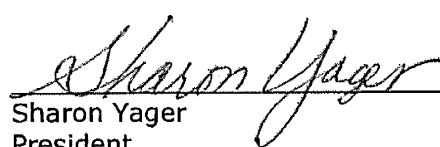
**Bilingual Status**

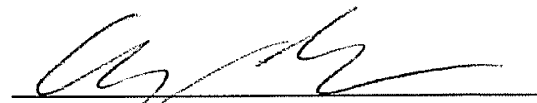
This memorandum of understanding stipulates an agreement between the Anaheim Union High School District (District) and the California School Employees Association (CSEA) to develop an understanding and specific guidelines regarding bilingual status and compensation. CSEA and the District will address when a bilingual stipend or classification should be assigned as well as a complete and specific definition of the requirements, responsibilities, job duties, assigned tasks, replacement and/or removal of bilingual status as it relates in scope to which a mandatory meet and confer must take place.

CSEA and the District shall meet, study and develop a specific plan of action on or before May 1, 2015. The plan will be a subject of negotiations for 2015-16.

This MOU is dated: December 11, 2014

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Sharon Yager  
President  
CSEA, Chapter 74

  
\_\_\_\_\_  
Andrew Garofalo  
Labor Relations Representative  
CSEA

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**California School Employees Association (CSEA) and its Chapter 74**

**Health and Welfare Program Change for 2016**

The Anaheim Union High School District (AUHSD) and the California School Employees Association (CSEA) agree to the following changes in health and welfare program that were recommended by the Insurance Committee on October 6, 2015. Changes are effective on January 1, 2016:

Medical Insurance

PPO

- Co-pay for non-preferred formulary prescription drugs will change from \$40 to \$50.
- Prior Authorization (PA) will be required for certain non-preferred prescription drugs effective January 1, 2016, for new users under the Express Scripts Advantage PA and Limited PA programs. Current users of these drugs (prior to January 1, 2016) will not be subject to the PA program.

HMO

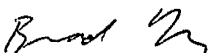
- Co-pay for non-preferred formulary prescription drugs will change from \$40 to \$50.

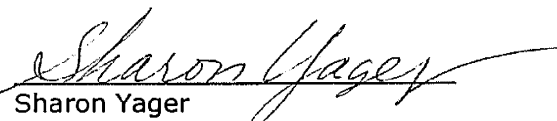
The current maximum District's contribution to the blended super composite rate is \$14,101. For calendar year 2016, the maximum District contribution to the blended super composite rate will be \$14,745.

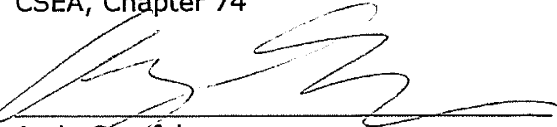
This MOU has no effect on any other portion of the District's benefit plan.

If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum district contribution, the District or CSEA may request, and the other party will agree, to re-open negotiations on health and welfare for 2016.

This MOU is dated: December 10, 2015

  
 \_\_\_\_\_  
 Brad Jackson  
 Interim Assistant Superintendent  
 Human Resources

  
 \_\_\_\_\_  
 Sharon Yager  
 President  
 CSEA, Chapter 74

  
 \_\_\_\_\_  
 Andy Garofalo  
 Labor Relations Representative  
 CSEA

MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District

And the

California School Employees Association (CSEA)

**CSEA/AUHSD Effects of Layoffs for 2016/2017 School Year**

This agreement applies to employees who were affected by the layoffs for the 2017/2018 school year.

1. **Workload** - The District and CSEA agree that employees who perform work that was previously performed by an employee whose position has been eliminated, which is within the same classification or promotable family group, shall not be required to work beyond their established work day or be disciplined or negatively evaluated due to workload. CSEA members will not be required to perform work outside their classification. The District agrees volunteers, outside agencies or subcontractors will be used to perform the work of laid-off employees.
2. **School Site Secretaries/Program Support Secretaries** - CSEA employees under these classifications that have been laid off or bumped due to seniority shall be considered as one classification upon open positions, when reinstatement from lay-offs, become available.
3. **Provisional/Limited Team Positions** - The District agrees that wait members who have been laid-off shall have first opportunity to fill provisional/limited term positions in any classification that the minimum qualifications of the position are met. District agrees to rescind the position of office assistant located at Hope School. CSEA and the District agree that the position of school support secretary at Katella High School will relocate work area to the area of the office assistant location at the entrance of the school to assist with helping students, parents, and others needing assistance.

This agreement is dated: May 24, 2017

For the District:

For the California School Employees Association (CSEA):

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Brad Jackson  
Assistant Superintendent  
Human Resources

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Jackie Brock  
President  
CSEA, Chapter 74



**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
AND THE  
ANAHEIM UNION HIGH SCHOOL DISTRICT**

**MEMORANDUM OF UNDERSTANDING**

**School Secretary Assignments**

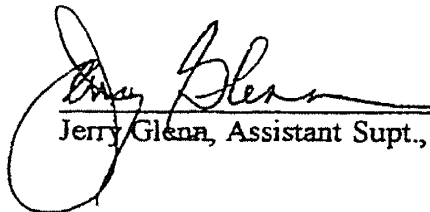
The California School Employees Association (Association) and the Anaheim Union High School District (District) agree to combine the Secretary Clerk and Attendance Clerk classifications. In response to concerns raised by the incumbents this agreement is to clarify how "In-Service Status and Transactions" (Personnel Commission Rules, Chapter 60) will be handled.

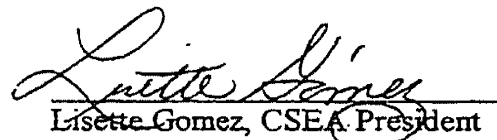
- The Classified Personnel Office will post vacancies specifying the office and the job assignment.
- Vacancies will be filled according to Personnel Commission rules as enumerated in Chapters 50 and 60 of the Classified Personnel Policies Handbook.
- The Administrator/Supervisor or the employee may request a voluntary transfer to another assignment within the same class and at the same site. A voluntary transfer, if approved will be permitted without opening the vacancy for transfer, if there will be no change in work year for the employee.
- Work year is specifically related to assignment, and the needs of the district and site.
- The District will meet with CSEA to discuss any involuntary transfers within this classification.
- Employees will be encouraged to meet with their immediate supervisor for clarification of duties assigned to their desk.
- The District and CSEA will work together to develop job/assignment specific training opportunities for employees in this classification.

Date: June 27, 2001

For the District

For the Association

  
Jerry Glenn, Assistant Supt., Human Resources

  
Lisette Gomez, CSEA President

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District**

**And the**

**California School Employees Association**


This Memorandum of Understanding stipulates an agreement between Anaheim Union High School District (District) and the California School Employees Association (CSEA) to explore development of a career ladder program for paraeducators.

A committee of two representatives each from District Management, CSEA and the Personnel Commission will be formed to explore options. The Career Ladder Committee will begin meeting prior to April 1, 2003. Recommendations are to be presented to the Negotiations Team sometime following State budget allocation decisions for the 2002-03 and 2003-04 school years, and prior to full District implementation of the provisions required by the US Department of Education under the No Child Left Behind Act of 2002 (NCLB).

This agreement is dated February 18, 2003

For the District:

For CSEA:



Barry D. Escoe, Ph.D.  
Assistant Superintendent, Human Resources



Jackie Brock  
President

MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

And the

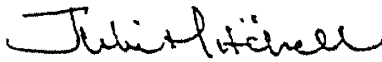
California School Employees Association (CSEA)

This agreement stipulates acceptance of the Insurance Committee recommendation to the following as it pertains to the prescription drug program under the self-funded PPO Medical and HMO prescription drug plan for active and retired employees.

- Effective January 1, 2007 the Pharmacy Benefit Manager (PBM) will change from Caremark to NMHC (National Medical Health Card Systems, Inc.).
- The administrative fees are guaranteed to October 1, 2009 and renewable each year thereafter.
- This change in PBM will have no effect on the pharmacy program design or benefits to plan participants.
- Services to be performed by NMHC include but are not limited to:
  - Administration of AUHSD's pharmacy program on a fully transparent/pass-through basis
  - Clinical account management, advice, analysis, and cost modeling
  - Assistance with Medicare Part D filings for government subsidy/Group Waiver Credit

For:

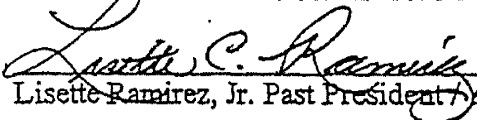
ANAHEIM UNION HIGH SCHOOL DISTRICT



Julie Mitchell, Assistant Superintendent

10/5/06  
Date

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION



Lisette Ramirez, Jr. Past President / Acting President

10/5/06  
Date

**MEMORANDUM OF UNDERSTANDING**

Between the

**Anaheim Union High School District**

And the

**California School Employees Association**

**This Memorandum of Understanding Stipulates an agreement between Anaheim Union High School District (District) and the California School Employees Association (CSEA). The District and CSEA Agree to the following items related to the 2007-2008 Reduction in Force/Layoffs for the following school year 2008-2009.**

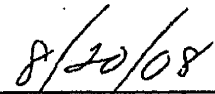
- 1. It is not the intention of the District to assign work performed by unit members laid off to other job classifications not subject to lay off, or to District volunteers. The District may need to re-distribute work in given job classifications and job descriptions.**
- 2. Those employees laid off have first opportunity to fill provisional positions and limited term positions in any classification, as long as the laid off employee can perform the basic functions of the position opening.**
- 3. Pursuant to the express provisions of the California Education Code Section 45103.1, the District shall not subcontract the work of unit members displaced by the district.**

For:

**Anaheim Union High School District**

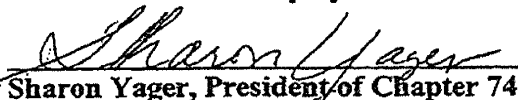


**Denise Selbe, Assistant Superintendent,  
Human Resources**



**Date**

**California School Employees Association (CSEA)**



**Sharon Yager, President of Chapter 74**



**Date**

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**California School Employees Association (CSEA)**

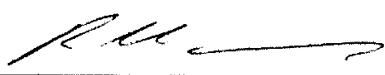
**Health and Welfare Program Change**

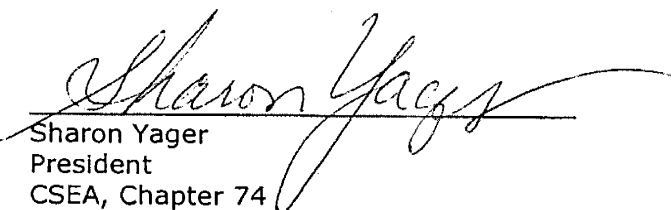
The Anaheim Union High School District (AUHSD) and the California School Employees Association (CSEA) Chapter 74 agree that as of January 1, 2010, the district's self-insured preferred provider plan shall be amended on a trial basis to include a formulary prescription plan through InformedRX. This plan will include a \$5 co-payment for generics, \$15 co-payment for formulary brand name prescriptions, and \$40 co-payment for non-formulary brands. The details of the plan, including contingency therapy and step therapy, shall be exactly the same as that recommended by the district insurance committee on Monday, October 26, 2009.

AUHSD and CSEA further agree that this trial will end on December 31, 2010, if CSEA notifies the AUHSD superintendent or assistant superintendent, human resources by 5:00 p.m. on November 15, 2010, that it wishes this trial formulary plan to end. If CSEA so notifies the district, this formulary plan shall end completely by the end of the day on December 31, 2010. AUHSD and CSEA agree that at that point there will be no formulary plan for CSEA represented employees in the district's self-insured preferred provider plan, there will be no step therapy, and there will be no contingency therapy, and that this prescription plan will revert back to \$5 for generics and \$15 for all other brand names.

This agreement shall be considered non-precedence setting and in no way relinquishes the right of either party to negotiate in the area of Health and Welfare.

This agreement is dated: 12/11/09

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Sharon Yager  
President  
CSEA, Chapter 74



TENTATIVE AGREEMENT PENDING RATIFICATION  
MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)  
And the  
California School Employees Association (CSEA)  
Chapter #74

CSEA proposes no furlough days for fiscal year 2009-2010. Effective upon ratification up to the period including June 30, 2011, classified bargaining unit members shall take a total of seven (7) furlough days for the fiscal year beginning July 1, 2010 and ending June 30, 2011.

Effective July 1, 2011, all furlough days shall cease and unit members shall be restored to the members days worked and full pay prior to imposing of furlough days.

There shall be no reduction in sick leave, vacation leave or holidays currently provided to unit members during the fiscal year of 2010-2011 as a result of the furlough days.

The specific furlough dates shall be negotiated with the district.


The district shall not initiate any layoff action or reduction in assignment action impacting members of the classified bargaining unit for the period of time furlough days are in effect up to and including June 30, 2011. The only exceptions would be based upon site closure, program eliminations or reductions, categorical funded positions, and prior MOU agreement dated August 20, 2009.

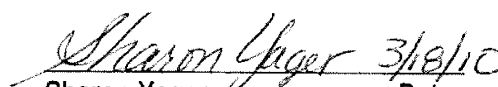
The District may reopen negotiations for 2010-2011, if any changes negatively impact the District's federal and/or state revenue funding levels, including but not limited to the District's base revenue limit of \$5729.59, categorical funding and applicable categorical flexibility provisions in the state budget act, deficit factor, state apportionment deferrals, and/or state mandates.

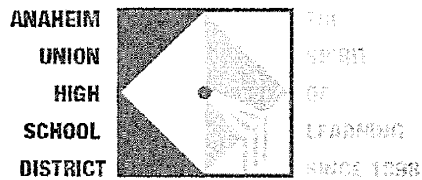
CSEA may reopen negotiations for 2010-2011 to reduce the furlough days, if any changes which positively impact the District's federal and/or state revenue funding levels, including but not limited to the District's base revenue limit, categorical funding and applicable categorical flexibility provisions in the state budget act, deficit factor, state apportionment deferrals, and/or state mandates.

This is a one-year agreement that does not modify any other article in the existing contract and does not set precedent for any future negotiations.

This agreement will sunset on June 30, 2011.

 3/18/10  
\_\_\_\_\_  
Russell Lee-Sung Date  
AUHSD Asst. Superintendent H.R.

 3/18/10  
\_\_\_\_\_  
Sharon Yager Date  
CSEA President, Chapter 74



**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)**

**AND**

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA)**

**FURLOUGH DAYS ADJUSTMENT FOR 2010-11**

CSEA and the District agree to the discontinuance of two (2) furlough days for the 2010-2011 school year. The days scheduled to be reinstated shall be March 14, 2011 and April 22, 2011, effective upon ratification of the parties.

As previously agreed to, the District shall not initiate any layoff action or reduction in assignment action impacting members of the classified bargaining unit from the period of ratification up to and including June 30, 2011 and only for the 2010-11 school year.

This agreement is dated: January 20, 2011

This agreement shall sunset on June 30, 2011

Russell Lee-Sung  
Assistant Superintendent  
Human Resources

Sharon Yager  
President  
CSEA

MEMORANDUM OF UNDERSTANDING

between the

Anaheim Union High School District

and the

California School Employees Association

This Memorandum of Understanding stipulates an agreement between Anaheim Union High School District (District) and the California School Employees Association (CSEA) related to Instructional Assistant staffing to cover bus assignments and extended year instruction at Hope School.

**Bus Supervision Assignment**

The District agrees to increase the hours of the ten (10) most senior Instructional Assistant – Severely Handicapped personnel at Hope School to eight (8) hours per day, during the regular school year, beginning July 1, 2004. During extended year instruction beginning June 22, 2004, these employees will be “blue sheeted” to work one (1) hour before and one (1) hour after the school day. These employees will work in the classrooms and on the bus with students requiring additional assistance.

If due to enrollment, or routing fluctuations, additional slots are necessary to cover bus supervision, the supervisor principal will select employees to cover the additional assignments by seniority only as needed on a temporary (twenty one (21) days or less) basis only. Any assignment twenty two (22) days or more would be filled as a temporary position for the duration of the current school year.

This agreement will invalidate the “Bus Aide” Memorandum of Understanding dated May 6, 2002, providing a procedure of bidding for bus aide assignments, and make the additional hours permanent. Selection of employees to fill these assignments for initial placement will be by seniority. This is not intended to be precedent setting for any other selection processes in the future. Upon employee separation or transfer all other appointments will be made IN ACCORDANCE TO MERIT RULES.

All employees assigned to assist on the buses, and all eligible substitutes **MUST NOT HAVE RESTRICTED WORK DUTIES LIMITED THEIR ABILITIES TO ASSIST. ALL WILL BE** provided with training on care of the medically fragile by the School Nurse, with brush up training as needed. All employees assigned to assist on the buses, as well as all eligible substitutes will be provided with training by Transportation on the proper loading and unloading of students. These specially trained employees will share responsibility for loading the students on and assisting them off of the busses each day.

**Extended Year Assignment**

The District agrees to increase the work year of all Instructional Assistant – Severely Handicapped positions at Hope School to ten months and two days (10.10) beginning on June 22, 2004. These employees will work in their regular classrooms during extended year instruction. Hours will be dependent upon the program hours of “Extended Year” programs at Hope School. Non-Student days (during “Extended Year”) will be non-work days for employees, but employees will be paid for the July 4 holiday each year.

This agreement is dated: 1/28/04

Barry D. Escoe 1/28/04  
Barry D. Escoe, EdD.  
Assistant Superintendent, Human Resources

Jackie Brock  
Jackie Brock, CSEA President



MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

And the

California School Employees Association (CSEA)

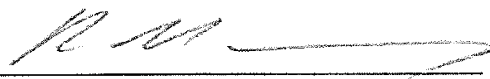
**Personal Necessity Leaves of Absences**

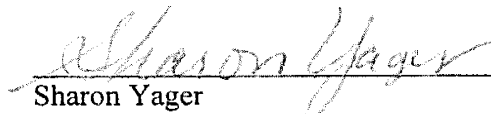
Due to the current fiscal financial crisis, the California School Employees Association (CSEA) and the Anaheim Union High School District (AUHSD) agree that the two (2) personal necessity days that do not come off sick leave, as stated in Article 12.7.5, will be suspended for the period of two (2) school years (2010-2011 and 2011-2012).

This is a two-year agreement that does not modify any other article in the existing contract, and it does not set precedent for any future negotiations. Starting with the 2012-2013 school year, the two personal necessity days will be reinstated.

This agreement will sunset on June 30, 2012.

This agreement is dated: 12/11/09

  
\_\_\_\_\_  
Russell Lee-Sung  
AUHSD  
Assistant Superintendent, Human Resources

  
\_\_\_\_\_  
Sharon Yager  
CSEA  
President, Chapter 74

MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

And the

California School Employees Association (CSEA)

**WAGES AND ITEMS RELATED TO WAGES**

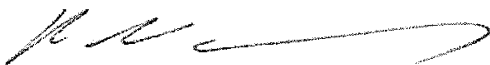
Effective July 1, 2009, the 2009-10 classified (CSEA Bargaining Unit) Salary Schedule, shall remain the same as the 2008-2009 Salary Schedule, and is hereby incorporated into this Agreement as Appendix A.

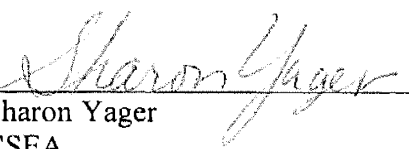
If the District determines that between March 1, 2010 and March 15, 2010, that it will file a 2<sup>nd</sup> Interim Report with a "qualified certification", the District may request and CSEA will agree to re-open negotiations for salary for the 2009-2010 school year.

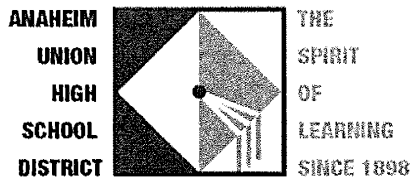
This is a one-year agreement that does not modify any other article in the existing contract and does not set precedent for any future negotiations.

This agreement will sunset on June 30, 2010.

This agreement is dated: 12/11/09

  
\_\_\_\_\_  
Russell Lee-Sung  
AUHSD  
Assistant Superintendent, Human Resources

  
\_\_\_\_\_  
Sharon Yager  
CSEA  
President, Chapter 74



MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

And the

California School Employees Association (CSEA)

**SALARY SCHEDULE**

The salary schedule for the 2011-12 fiscal year shall be the schedule in effect in 2009-10 and incorporated into CSEA Appendix A-1.

The District and CSEA agree there will be no furlough days for fiscal year 2011-12 if the 2011-12 Base Revenue Limit remains at \$5988 which is the current BRL/ADA for 2010-11.

If the 2011-12 BRL/ADA falls below \$5939, furlough days will be imposed as follows:

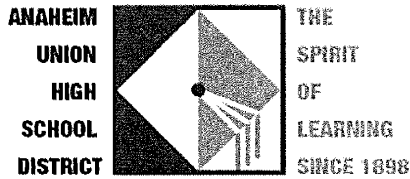
BRL/ADA between \$5988 and \$5939	no furlough days
BRL/ADA between \$5938 and \$5907	one (1) furlough day
BRL/ADA between \$5906 and \$5875	two (2) furlough days
BRL/ADA between \$5874 and \$5843	three (3) furlough days
BRL/ADA between \$5842 and \$5811	four (4) furlough days
BRL/ADA less than \$5810 and \$5779	five (5) furlough days
BRL/ADA lower than \$5779	six (6) furlough days

Any furlough days imposed would be mutually agreed between the parties.

In the event the BRL/ADA increases above \$5988 due to increases in state or federal funding, the District agrees to re-open negotiations for the 2011-12 fiscal year.

The District shall not initiate any layoff action or reduction in assignment action impacting members of the classified bargaining unit for the period July 1, 2011 through June 30, 2012. The only exception would be based upon site closure, program eliminations or reduction, categorical funded positions and the positions the Board imposed as follows:

- Health Technician II – Hope
- Secretary Records/Registrar – Hope
- Senior Administrative Assistant – Ed. Division
- Campus Safety Aide – Adult
- Computer Lab Assistant – Gilbert
- Instructional Assistant Math – Brookhurst



- Instructional Assistant Math – Dale
- Office Assistant – Bilingual – Adult
- Office Assistant – Bilingual – PMP
- School Community Liaison Bilingual – MV (10-month position)
- School Community Liaison Bilingual – MV (9-month position)
- Secretary Attendance – Bilingual – Adult
- Secretary – Records/Registrar – Adult
- Senior Administrative Assistant – Adult
- Secretary – Records/Registrar (position reduced from 11.5m to 11m)
- Secretary – Records/Registrar Bilingual (position reduced from 11.5m to 11m)

There shall be no reduction in sick leave, vacation leave or holidays currently provided to unit members during the fiscal year 2011-12 as a result of any furlough days imposed as the aforementioned schedule would dictate.

In addition, the District and CSEA agree to reopen negotiations in the event the 2011-12 state budget has not passed by October 15, 2011 or the 2011-12 state budget has passed with mid-year cuts.


This shall be a one-year agreement that does not modify any other article in the existing contract and does not set precedent for any future negotiations.

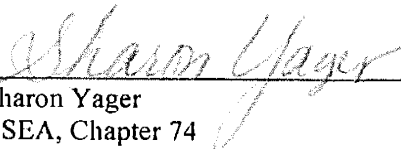
This agreement sunsets June 30, 2012.


This agreement is dated: June 13, 2011

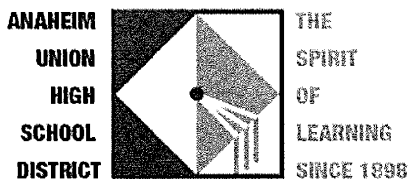
For the District:

For California School Employees Association  
(CSEA):

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Sharon Yager  
CSEA, Chapter 74  
President

  
\_\_\_\_\_  
Ken Ball  
CSEA  
LRR



MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

And the

California School Employees Association (CSEA)

**Personal Necessity Leaves of Absences**

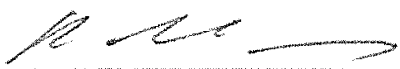
Due to the current fiscal financial crisis, the California School Employees Association (CSEA) and the Anaheim Union High School District (AUHSD) agree that the two (2) personal necessity days that are not charged to the employee's accumulated sick leave, as stated in Article 12.7.5, will be suspended for the 2011-12 school year (as previously agreed) and the 2012-13 school year. Starting with the 2013-14 school year, the two personal necessity days will be reinstated.


Additionally, for the 2011-12 and 2012-13 school years, Article 12.7.1 is amended to allow unit members to use up to ten (10) personal necessity days instead of seven (7) per school year.

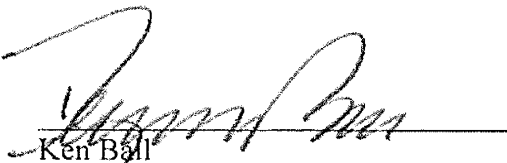
This is a two-year agreement that does not modify any other article in the existing contract, and it does not set precedent for any future negotiations.

This agreement will sunset on June 30, 2013.

This agreement is dated: June 13, 2011

  
\_\_\_\_\_  
Russell Lee-Sung  
AUHSD  
Assistant Superintendent, Human Resources

  
\_\_\_\_\_  
Sharon Yager  
CSEA  
President, Chapter 74

  
\_\_\_\_\_  
Ken Ball  
CSEA  
LRR

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**California School Employees Association (CSEA)**

**Health and Welfare Program Change**


The Anaheim Union High School District (AUHSD) and the California School Employees Association (CSEA) Chapter 74 agree that as of January 1, 2010, the district's self-insured preferred provider plan was amended on a trial basis to include a formulary prescription plan through InformedRX. This plan includes a \$5 co-payment for generics, \$15 co-payment for formulary brand name prescriptions, and \$40 co-payment for non-formulary brands. The details of the plan, including contingency therapy and step therapy, are exactly the same as was recommended by the district insurance committee on Monday, October 26, 2009.

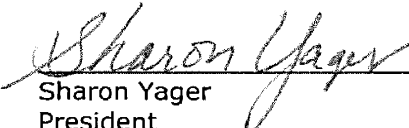
AUHSD and CSEA further agree that this trial will end on December 31, 2011, if CSEA notifies the AUHSD superintendent or assistant superintendent, human resources by 5:00 p.m. on November 15, 2011, that it wishes this trial formulary plan to end. If CSEA so notifies the district, this formulary plan shall end completely by the end of the day on December 31, 2011. AUHSD and CSEA agree that at that point there will be no formulary plan for CSEA represented employees in the district's self-insured preferred provider plan, there will be no step therapy, and there will be no contingency therapy, and that this prescription plan will revert back to \$5 for generics and \$15 for all other brand name drugs.

This agreement shall be considered non-precedence setting and in no way relinquishes the right of either party to negotiate in the area of Health and Welfare.

1

This agreement is dated: November 4, 2010

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Sharon Yager  
President  
CSEA, Chapter 74

MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

And the

California School Employees Association (CSEA)


With this Memorandum of Understanding, The California School Employee Association (CSEA) and the Anaheim Union High School District (AUHSD) agree to modify the HMO health insurance benefit plan for employees as follows:

As it pertains to the HMO plan design changes: Office Visit co-payment and Emergency Room co-payment, Option 5. Increasing the office visit co-payment from \$5.00 to \$15.00 and the Emergency Room co-payment from \$50.00 to \$100.00.

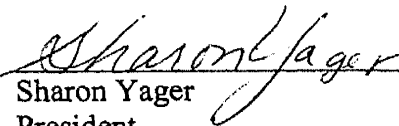
This agreement has no effect on any other portion of the District's benefit plan.

This agreement is dated: September 9, 2008

For the District:

  
Denise Selbe  
Asst. Superintendent  
Human Resources

For CSEA:

  
Sharon Yager  
President  
CSEA, Chapter 74

California School Employees Association  
And The  
Anaheim Union High School District

Memorandum of Understanding

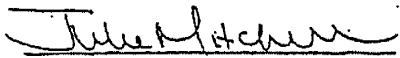
Bilingual Status

This memorandum of understanding stipulates an agreement between the Anaheim Union High School District and the California School Employees Association (CSEA) to develop understanding and specific guidelines regarding bilingual status and compensation. CSEA and the District will address when a bilingual stipend or classification should be assigned as well as a complete and specific definition of the requirements, responsibilities, job duties, assigned tasks, replacement and/or removal of bilingual status as it relates in scope to which a mandatory meet and confer must take place.

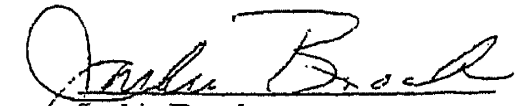
The Association and District shall meet, study and develop a specific plan of action on or before September 30, 2006, which will include incremental steps for implementation.

This agreement dated June 28, 2006

For the District:

  
Julie Mitchell,  
Assistant Superintendent, HR

For CSEA:

  
Jackie Brock,  
CSEA President, Chapter #74



**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**California School Employees Association (CSEA)**

**Salary Schedule 2012-13**

The salary schedule for the 2012-13 fiscal year shall be the schedule in effect in 2011-12 and incorporated into CSEA Appendix A-1.

The District and CSEA agree there will be two (2) furlough days for fiscal year 2012-13 if the 2012-13 deficated BRL remains at \$5925 which is the BRL for 2011-12.

If the approved state budget is reduced below the current deficated BRL/ADA or if the budget is further reduced during the school year due to triggered mid-year reductions, the following will occur in this order to address the budget shortfall.

Furlough Days - Add up to seven (7) additional furlough days within the 2012-2013 fiscal year based upon the formula below:

BRL/ADA between \$5925 and \$5846	Work year remains at work year minus two days.
BRL/ADA between \$5845 and \$5814	Work year reduced by one additional budget-cut day
BRL/ADA between \$5813 and \$5782	Work year reduced by two additional budget-cut days
BRL/ADA between \$5781 and \$5750	Work year reduced by three additional budget-cut days
BRL/ADA between \$5749 and \$5718	Work year reduced by four additional budget-cut days
BRL/ADA between \$5717 and \$5686	Work year reduced by five additional budget-cut days
BRL/ADA between \$5685 and \$5654	Work year reduced by six additional budget-cut days
BRL/ADA between \$5653 or below	Work year reduced by seven additional budget-cut days

Any time after November 7, 2012 the district may request and CSEA will agree to negotiate further reductions if necessary.


The dates of the two furlough days plus any additional furlough days will be mutually agreed upon.

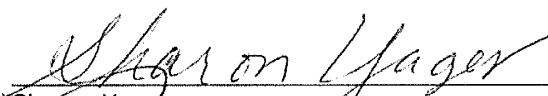
The District shall not implement any layoff action or reduction in assignment action impacting members of the bargaining unit for the period of July 1, 2012 through June 30, 2013. The only exception would be the Board approved layoff of categorical positions enacted on April 19, 2012 and the layoff action on April 27, 2012.

There shall be no reductions in sick leave, vacation leave or holidays for the 2012-2013 school year as a result of the furlough day schedule mentioned above.

This agreement sunsets on June 30, 2013.

This agreement is dated: May 10, 2012

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent, HR

  
\_\_\_\_\_  
Sharon Yager  
President, CSEA, Chapter 74

  
\_\_\_\_\_  
Ken Ball  
CSEA, LRR

**MEMORANDUM OF UNDERSTANDING**

**Between the  
Anaheim Union High School District (AUHSD)  
and the**

**California School Employees Association (CSEA) and its Chapter 74**

**2013-2014 Salary, Bereavement Leave**

The Anaheim Union High School District (AUHSD) and California School Employees Association (CSEA) and its Chapter 74 agree to the following:

Salary 2013-2014

The salary schedule for the 2013-14 fiscal year will remain the same as 2012-13, with no furlough days.

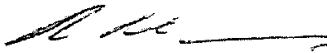
There will be no furlough days for the 2013-14 fiscal year and there will be no layoffs for the 2013-14 school year.

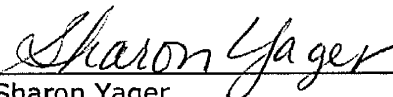
If an agreement is reached with any other collective bargaining group that increases salary for the 2013-14 school year the District will provide the same increase or re-open negotiations.

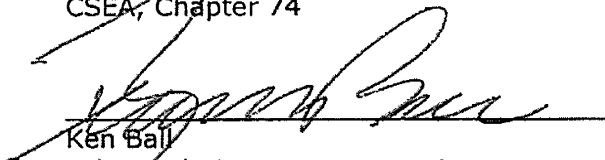
Bereavement Leave

In exceptional circumstances, the superintendent may grant up to two (2) additional days leave. This language will be effective July 1, 2013, and will be moved to the contract Article 12.1 during 2014-15 contract negotiations.

This agreement is dated: November 7, 2013

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

  
\_\_\_\_\_  
Sharon Yager  
President  
CSEA, Chapter 74

  
\_\_\_\_\_  
Ken Ball  
Labor Relations Representative  
CSEA

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**California School Employees Association (CSEA)**

**Health and Welfare Program Change**

The Anaheim Union High School District (AUHSD) and the California School Employees Association (CSEA) Chapter 74 agree as of January 1, 2012 to modify the health insurance benefit plan for employees as follows:

HMO Health Insurance Benefit Plan

- Office Visit Co-Pay: Increase office visit co-pay from \$15 to \$20.
- Inpatient Deductible: No change to current plan. No co-pay.
- Outpatient Deductible: No change to current plan. No co-pay.
- Prescription Drug Plan: No change to current plan.

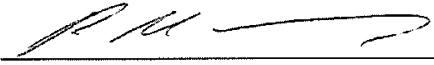
District's Self-insured PPO Benefit Plan and Prescription Plan

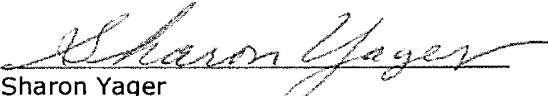
- Annual Deductible: Increase from \$200/single to \$275/single, \$600/family to \$825/family.
- Office Visit Co-Pay: No change to current plan. No co-pay for office visits.
- Chiropractic Care: Limit office visits for chiropractic care and services to 31 per calendar year (Current plan limits manipulations only).
- The prescription drug plan:
  - The prescription drug plan vendor will be changed to Express Scripts.
  - Co-Pay: \$5/generic, \$15/brand name
  - No Contingency Therapy
  - No Step Therapy


If any other employee collective bargaining group receives a health and welfare plan for 2012 that is better than the program agreed to above, CSEA will receive the same program.

This agreement shall be considered non-precedence setting and in no way relinquishes the right of either party to negotiate in the area of Health and Welfare. This agreement has no effect on any other portion of the District's benefit plan.

This agreement is dated: December 8, 2011

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent, HR

  
\_\_\_\_\_  
Sharon Yager  
President, CSEA, Chapter 74

  
\_\_\_\_\_  
Ken Ball  
CSEA, LRR

MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

And the

California School Employees Association (CSEA)

**Health and Welfare Program Change for 2013**

The Anaheim Union High School District (AUHSD) and the California School Employees Association (CSEA) agree as of January 1, 2013 to modify the health insurance benefit plan for employees as follows:

HMO Health Insurance Benefit Plan

- Specialist Visit Co-pay: Increase co-pay from \$20 to \$35
- ER Co-Pay: Increase co-pay from \$100 to \$150
- Advanced Imaging Co-Pay: Add co-pay of \$100
- Prescription Drug Plan: Change from two-tier to three-tier with \$5/\$15/\$40 co-pay

District's Self-insured PPO Benefit Plan and Prescription Plan


- ER Co-Pay: Add co-pay of \$100
- Out of Pocket Maximum: Increase the annual coinsurance maximum from \$10,000 to \$12,000
- Prescription Drug Plan: Change from two-tier to three-tier with \$5/\$15/\$40 co-pay

If any other employee collective bargaining group receives a health and welfare plan for 2013 that is better than the program agreed to above, CSEA has the right to accept the new change or reopen negotiations on health and welfare.

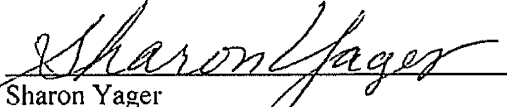
This agreement shall be considered non-precedence setting and in no way relinquishes the right of either party to negotiate in the area of Health and Welfare. This agreement has no effect on any other portion of the District's benefit plan.

This agreement is dated: October 11, 2012

For the District:

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent  
Human Resources

For California School Employees Association  
(CSEA):

  
\_\_\_\_\_  
Sharon Yager  
CSEA, Chapter 74  
President

  
\_\_\_\_\_  
Ken Ball  
CSEA  
LRR

**MEMORANDUM OF UNDERSTANDING**

**Between the**

**Anaheim Union High School District (AUHSD)**

**and the**

**California School Employees Association (CSEA)**

**Health and Welfare – Cost Containment**

CSEA and the District agree to the following changes to Article 2 Health and Welfare:

The current medical PPO and HMO plan for the 2012 year is indicated in the MOU approved on December 8, 2011 and supersedes current contract language. The District agrees to cover the costs for all health and welfare for 2012.

Beginning with the 2013 calendar year, the District shall contribute towards the cost of self-insured major medical not to exceed the super composite rate of \$1,197 per month/\$14,364 per year or HMO insurance not to exceed the super composite rate of \$984 per month/\$11,808 per year per eligible employee.

The following sections within Article 2 will be removed since they are no longer relevant:

2.1.1.2; 2.1.1.3; 2.1.4.1; 2.5

Article 2.9.1 will be replaced with revised language previously agreed in an MOU dated March 16, 2012.

**Insurance Committee**


The Association may name two (2) regular members to the District Insurance Committee. Attendance at the meetings will not count against union business as described in 14.1. The Insurance Committee will review cost containment measures to reduce the cost of benefits and make recommendations on benefit modifications to the plan.

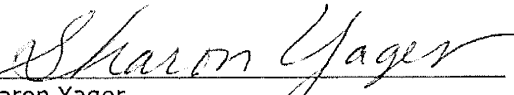
The Association and the District negotiation teams will work to reach an agreement on such cost containment provisions and upon agreement, recommendations shall be submitted for ratification.

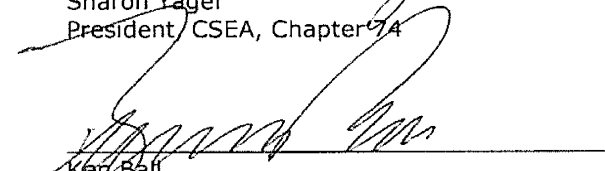
If such agreement is not reached prior to November 1 of each year, the current benefits plan will carry over to the following plan year and the District is authorized to initiate payroll deductions beginning with the first paycheck in February for the difference between an average of the super composite rates of the PPO and HMO from current year and the average of the super composite rates for the new year.

The District and CSEA agree to negotiate on health and welfare beginning October 2 through October 31 in an effort to negotiate any plan changes or other cost containment measures.

This agreement is dated: MAY 10, 2012

  
\_\_\_\_\_  
Russell Lee-Sung  
Assistant Superintendent, HR

  
\_\_\_\_\_  
Sharon Yager  
President, CSEA, Chapter 74

  
\_\_\_\_\_  
Kerr Ball  
CSEA, LRR

***CHANGES TO***  
***AGREEMENT***  
  
***between the***  
  
***ANAHEIM UNION HIGH SCHOOL DISTRICT***  
  
***and the***  
  
***CALIFORNIA SCHOOL EMPLOYEES***  
***ASSOCIATION***  
  
***for the period***  
  
***July 1, 2014***  
  
***through***  
  
***June 30, 2017***

2.1.1 Medical Insurance

PPO: Self-insured major medical with \$275 deductible per person, maximum of \$1,100 per family for unit members and eligible dependents utilizing the Blue Cross Prudent Buyer Plan, including prescription coverage, in the amount not to exceed the super composite rate established for 2017 of \$1,348 per month or \$16,179 per year per enrolled unit member.

HMO: HMO insurance for unit members and eligible dependents utilizing Anthem Blue Cross, in the amount not to exceed the super composite rate established for 2017 of \$1234 per month or \$14,814 per year per enrolled unit member.

The blended super composite rate shall be the weighted average of the PPO and HMO super composite rates above. Beginning with the 2017 calendar year, the District's contribution to the blended super composite rate shall not exceed \$15,475.

Example:

1,238 employees are in the HMO. (46%)

1,433 employees are in the PPO. (54%)

46% of \$11,808 = \$5432. 54% of \$14,364 = \$7,757.

\$5432 + \$7757 = \$13,189 is 2013 blended super composite rate.

ARTICLE 11: WAGES AND ITEMS RELATED TO WAGES

11.1 **Salary**

There shall be a wage increase of zero percent (0%) to the entire classified (CSEA Bargaining Unit) salary schedule referenced herein as attachment A, inclusive of any and all stipends for all bargaining unit members.

Wage increases and stipends shall include all employees in a regular classified position as of July 1, 2016.

All wages referenced herein and above will be retroactive to July 1, 2016.

If any employee organization receives an across-the-board salary schedule increase that is higher than CSEA for the 2014-15, 2015-2016, and 2016-2017 school years, then CSEA may request, and the District will agree, to re-open negotiations on salary for that year.

In the event the District shows a potential negative balance in Unassigned/Unappropriated Ending Balance (Account 9790) in 2016-17 in the Second Interim Report Long Range projection, the District and CSEA agree to commence negotiations in Spring of 2017 for the 2016-17 fiscal year.

MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District

And the

California School Employees Association (CSEA)

**CSEA/AUHSD Effects of Layoffs for 2016/2017 School Year**

This agreement applies to employees who were affected by the layoffs for the 2017/2018 school year.

1. **Workload** - The District and CSEA agree that employees who perform work that was previously performed by an employee whose position has been eliminated, which is within the same classification or promotable family group, shall not be required to work beyond their established work day or be disciplined or negatively evaluated due to workload. CSEA members will not be required to perform work outside their classification. The District agrees volunteers, outside agencies or subcontractors will be used to perform the work of laid-off employees.
2. **School Site Secretaries/Program Support Secretaries** - CSEA employees under these classifications that have been laid off or bumped due to seniority shall be considered as one classification upon open positions, when reinstatement from lay-offs, become available.
3. **Provisional/Limited Team Positions** - The District agrees that wait members who have been laid-off shall have first opportunity to fill provisional/limited term positions in any classification that the minimum qualifications of the position are met. District agrees to rescind the position of office assistant located at Hope School. CSEA and the District agree that the position of school support secretary at Katella High School will relocate work area to the area of the office assistant location at the entrance of the school to assist with helping students, parents, and others needing assistance.

This agreement is dated: May 24, 2017

For the District:

For the California School Employees Association (CSEA):

---

Brad Jackson  
Assistant Superintendent  
Human Resources

---

Jackie Brock  
President  
CSEA, Chapter 74



**EXHIBIT V**

JPA TERMINATION AGREEMENT

This JPA TERMINATION AGREEMENT (the "Agreement") is entered into as of APRIL 4, 2017, between the City of Anaheim (hereinafter "City"), a chartered city and municipal corporation duly organized and existing under the laws and Constitution of the State of California, and the ANAHEIM UNION HIGH SCHOOL DISTRICT (hereinafter "District"), California public school district

WITNESSETH

WHEREAS, the Community Center Authority ("Authority") was duly created and established pursuant to a joint exercise of powers agreement between the City and the District entered into as of March 1, 1965, by the City and District pursuant to Articles 1 and 2 of Chapter 5 of Division 7 of Title 1 of the Government Code of the State of California, as amended and supplemented, as such Agreement has been amended as of June 1, 1965, and as of June 1, 1972 (the "JPA Agreement"); and

WHEREAS, the Authority was created for the construction, maintenance and operation of the Anaheim Convention Center, providing for the use of the facility by City and District; and

WHEREAS, the JPA Agreement provides that the JPA Agreement shall continue for a period of forty (40) years, or until such time as all revenue bonds issued by the Authority ("Bonds") have been paid or provisions have been made for the payment thereof; and

WHEREAS, the Bonds and existing debt of the authority have been paid off and there is no longer any debt of the Authority outstanding; and

WHEREAS, the Authority has no assets and no existing contractual obligations, and is not a party in any pending litigation; and

WHEREAS, the City and District propose hereby to terminate the JPA Agreement and dissolve the Authority.

NOW, THEREFORE, the City and District hereby agree as follows:

1. The City and the District hereby terminate the JPA Agreement and agree that the JPA Agreement shall be for all purposes of no further force and effect.
2. This Agreement shall be governed by and construed in accordance with the laws of the State of California.
3. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument. The signature page of any counterpart may be removed there from and attached to any other counterpart to evidence execution therefor by all of the parties hereto without affecting the validity thereof.
4. The Effective Date of this Agreement shall be the latest date of execution hereinafter set forth opposite the names of the signators hereto.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

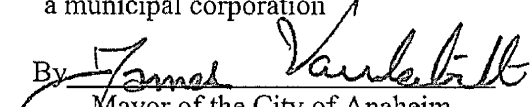
DATE OF EXECUTION:

4/4/17

ATTEST:

  
\_\_\_\_\_  
City Clerk of the City of Anaheim

CITY OF ANAHEIM,  
a municipal corporation

By   
\_\_\_\_\_  
Mayor of the City of Anaheim  
James Vanderbilt, Mayor Pro Tem  
"ANAHEIM"

DATE OF EXECUTION:

\_\_\_\_\_

ANAHEIM UNION HIGH SCHOOL DISTRICT,  
a California public school district

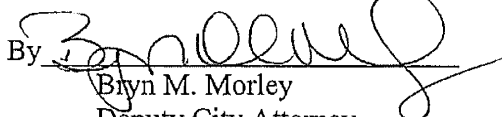
By \_\_\_\_\_

Printed Name \_\_\_\_\_

Title \_\_\_\_\_

"CONTRACTOR"

APPROVED AS TO FORM:  
KRISTIN A. PELLETIER, ACTING CITY ATTORNEY

By   
\_\_\_\_\_  
Bryn M. Morley  
Deputy City Attorney

Date 4/7/17

**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 15 day of June, 2017, 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 Assistant Superintendent, Business of the DISTRICT. Billing will be based on the attached Fee Schedule for Community Use of School Facilities.
- 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, 2017, and ending June 30, 2018.

ANAHEIM UNION HIGH SCHOOL DISTRICT

By: Jennifer Root Date 5/23/17  
Jennifer Root  
Assistant Superintendent, Business

NORTH ORANGE COUNTY REGIONAL  
OCCUPATIONAL PROGRAM

By: \_\_\_\_\_ Date \_\_\_\_\_  
Howard Burkett  
Assistant Superintendent, Business Services

ANAHEIM UNION HIGH SCHOOL DISTRICT  
2017-2018  
Fee Schedule for Community Use of School Facilities  
Effective: July 1, 2017 to June 30, 2018

<b>FACILITY RENTAL COSTS</b> <b>(Rates are hourly unless noted)</b>	<b>APPROX. CAPACITY</b>	<b>GROUP A (Labor Only)</b>	<b>GROUP B (Direct Cost)</b>	<b>GROUP C (33% Discount)</b>	<b>GROUP D (Fair Value)</b>
<b>Special Use Auditoriums (Note 1)</b>					
Cook Auditorium (Anaheim)	1200		\$ 122.00	\$ 183.00	\$ 550.00
Performing Arts Center (Kennedy)	700		\$ 138.00	\$ 207.00	\$ 622.00
The Forum (Western)	300		\$ 48.00	\$ 72.00	\$ 217.00
Loara	300		\$ 48.00	\$ 72.00	\$ 217.00
<b>General Use Auditoriums</b>					
Cypress, Katella, Savanna	300		\$ 48.00	\$ 72.00	\$ 217.00
<b>Small Auditoriums, Large MPR</b>					
Katella, Lexington, Oxford	200		\$ 36.00	\$ 54.00	\$ 163.00
<b>Multipurpose Rooms/Cafeterias</b>					
Anaheim, Ball, Hope, South, Sycamore	150		\$ 18.00	\$ 27.00	\$ 82.00
Brookhurst, Cypress, Dale, Kennedy, Loara, Magnolia, Orangeview, Savanna, Walker, Western	100		\$ 15.00	\$ 24.00	\$ 69.00
<b>Kitchens (Note 2)</b>					
Average all schools (Non-cooking)	n/a		\$ 11.00	\$ 17.00	\$ 51.00
Average all schools (Cooking)	n/a		\$ 17.00	\$ 26.00	\$ 78.00
<b>Classrooms (Note 3)</b>					
	40		\$ 10.00	\$ 15.00	\$ 46.00
<b>Specialty Classrooms (Note 4)</b>					
Art	50		\$ 12.00	\$ 18.00	\$ 55.00
Home Economics	50		\$ 11.00	\$ 17.00	\$ 51.00
Science	50		\$ 11.00	\$ 17.00	\$ 51.00
Computer Labs	50		\$ 10.00	\$ 15.00	\$ 46.00
Industrial Arts	50		\$ 13.00	\$ 20.00	\$ 60.00

ANAHEIM UNION HIGH SCHOOL DISTRICT  
2017-2018  
Fee Schedule for Community Use of School Facilities  
Effective: July 1, 2017 to June 30, 2018

<b>FACILITY RENTAL COSTS</b>	<b>APPROX. CAPACITY</b>	<b>GROUP A (Labor Only)</b>	<b>GROUP B (Direct Cost)</b>	<b>GROUP C (33% Discount)</b>	<b>GROUP D (Fair Value)</b>
<b>Large Gyms (Note 5)</b> Anaheim, Cypress, Katella, Kennedy, Loara, Magnolia, Oxford, Savanna, Western	-----		\$ 71.00	\$ 108.00	\$ 321.00
<b>Small Gyms (Note 5)</b> Ball, Brookhurst, Cypress, Dale, Katella, Kennedy, Lexington, Loara, Orangeview, South, Sycamore, Walker, Western	-----		\$ 53.00	\$ 80.00	\$ 240.00
<b>Athletic Fields (Note 6)</b>	-----		\$ 16.00	\$ 24.00	\$ 73.00
<b>Tennis Courts (Note 6)</b>	-----		\$ 16.00	\$ 24.00	\$ 73.00
<b>Swimming Pools (Note 6)</b>	-----		\$ 36.00	N/A	N/A
<b>Parking Lot (8)</b>					
District Office - Daily Rate	400		\$ 184.00	\$ 276.00	\$ 829.00
High School - Daily Rate	300		\$ 139.00	\$ 210.00	\$ 627.00
Junior High - Daily Rate	200		\$ 95.00	\$ 144.00	\$ 429.00
<b>Handel Stadium</b>	7000		\$ 92.00	\$ 138.00	\$ 415.00

## **FACILITY RENTAL COSTS - Notes**

### **The facility fee schedule includes rates for physical plant facilities only.**

#### **Labor rates are assessed separately.**

- 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.** 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 for fields and pools are assessed per field and/or pool. Pools are not available for lease by the general public.
- 7.** Cancellations must be made in writing at least ten days prior to the scheduled use to avoid forfeiture of deposit and assessment of recovery fees.
- 8.** Prices are per lot (some sites have multiple lots). Long-term use rates are available.



ANAHEIM UNION HIGH SCHOOL DISTRICT  
2017-2018  
Fee Schedule for Community Use of School Facilities  
Effective: July 1, 2017 to June 30, 2018

**DEFINITION OF GROUPS**

Group "A" - Anaheim Union High School District groups, or non-profit groups organized to solely serve and benefit Anaheim Union High School District students. No charge for physical plant facilities during normal school hours. Custodial, technical & security charges will be assessed to activities taking place after school hours. Labor rates are based on current association contracts.

Group "B" - Non-profit organizations registered in the State of California with a 501(c)(3) status and 55% participation of residents within the Anaheim Union High School District boundaries.

Group "C" - Non-profit groups not expending net proceeds for the benefit of Anaheim Union High School District students.

Group "D" - Any for-profit youth or adult organization, commercial-use groups and/or other organizations outside the Anaheim Union High School District boundaries.

AGREEMENT NUMBER 39394

AMENDMENT #4  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
HUMAN RESOURCES APPLICATION  
IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into April 26, 2013, 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 North Crescent Way, Anaheim, California 92801, hereinafter referred to as DISTRICT, is hereby further amended as follows:

1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of Eighty thousand twenty-eight dollars (\$80,028.00) for SUPERINTENDENT'S Human Resources Application annual software support service fees for fiscal year 2017-2018. Annual software support service fees due for each fiscal year shall be paid by DISTRICT on or before August 1<sup>st</sup> of that fiscal year upon receipt of an itemized invoice from SUPERINTENDENT. Annual Human Resources Application software support service fees will be evaluated annually for possible upward or downward adjustments. SUPERINTENDENT will provide DISTRICT written notice of the annual Human Resources Application software support service fees due for the renewal period ninety (90) days prior to the end of each renewal period. Renewal fees shall be based on the actual costs incurred by SUPERINTENDENT to support the Human Resources Application software.

1 2.0 Except as expressly herein amended, including any amendments  
2 thereto, said AGREEMENT shall in all respects be and remain in full  
3 force and effect.

4 IN WITNESS WHEREOF, the Parties hereto set their hands.

5 DISTRICT: ANAHEIM UNION HIGH  
6 SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

7 BY: Jennifer Root  
Authorized Signature

BY: Patricia McCaughey  
Authorized Signature

8 PRINT NAME: Jennifer Root  
Assistant Superintendent,

9 PRINT NAME: Patricia McCaughey

TITLE: Business

TITLE: Administrator

10 DATE: May 24, 2017

DATE: May 18, 2017

11  
12 AnaheimUnionHSD- (39394)Amend#4-HR App 2017-18  
Zip6

AMENDMENT #2  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
SUNGARD BUSINESS-PLUS SYSTEM SUPPORT  
IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT

The AGREEMENT entered into April 13, 2015, 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 North Crescent, Anaheim, California 92649, hereinafter referred to as DISTRICT, is hereby further amended as follows:

1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of One hundred three thousand four hundred eighty-six dollars (\$103,486.00) for annual software support service fees for fiscal year 2017-2018. 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.

2017 - 2018 Annual Software Support Service Fees

Basic Financial/Budget	\$ 71,783.00
School Site Finance	\$ 12,651.00

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Stores Inventory \$ 9,526.00  
Fixed Assets \$ 9,526.00  
\$103,486.00

2.0 Except as expressly herein amended, including any amendments thereto, said AGREEMENT of April 13, 2015, shall in all respects be and remain in full force and effect.

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: ANAHEIM UNION HIGH SCHOOL

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS

BY: Jennifer Root  
Authorized Signature

BY: Patricia McCaughey  
Authorized Signature

PRINTED NAME: Jennifer Root  
Assistant Superintendent,

PRINTED NAME: Patricia McCaughey

TITLE: Business

TITLE: Administrator

DATE: May 24, 2017

DATE: May 18, 17

AnaheimUnionHSD- (41659)Amend#2-BiTech- IFAS-Sungard Bus Plus 2017-18  
ZIP6



Eva Rae Lueck - Owner  
1967 Marengo Ave., South Pasadena, CA 91030  
Tax ID Number: 47-4077658  
[evalueck@gmail.com](mailto:evalueck@gmail.com)  
Phone # 818-823-9159

## CONTRACT SERVICE AGREEMENT AMENDMENT

This CONTRACT SERVICE AGREEMENT AMENDMENT (“Agreement”) is made and entered into on the 15<sup>th</sup> day of June 2017, by and between the “Anaheim Union High School District” (“District”) and **guided decisions - inform** (“Contractor”), a California business located at 1967 Marengo Ave., South Pasadena, CA 91030.

### RECITALS

1. The Contractor has expertise in the area of Public School Business Operation and agrees to provide consulting services to school district.
2. District agrees to engage Contractor as an independent contractor, and not as an employee, on the terms and conditions set forth herein.

### AGREEMENT

In consideration of the foregoing, and of the mutual promises set forth herein, the parties hereto agree as follows:

#### 1) Engagement.

- a) The District hereby engages the Contractor to render, consulting services in the area of public school financial and business operations inclusive of facilities, budget analysis, and such other services as may be specifically assigned and agreed upon.
- b) The Contractor hereby accepts the engagement to provide consulting services to the District on the terms and conditions set forth herein.

#### 2) Term/Termination.

- a) The term of the agreement amendment extends services through December 30, 2017.
- b) This Agreement is on an hourly basis and may be terminated at any time by either the District or Contractor.

3) Compensation.

- a) In consideration of the services performed by Contractor, District agrees to pay Contractor, the contract rate of \$120 per hour inclusive of travel time to/from District and South Pasadena. The Superintendent or designee must approve all project assignments and other day to day hourly work. The Contractor will also be reimbursed for private vehicle mileage at the current Government Rate of \$0.54 per mile (including mileage to/from District and South Pasadena), and in conjunction with duties assigned by the District to the Contractor. The maximum compensation for this contract is \$4,000, plus mileage.
- b) Out of pocket expenses incurred by the Contractor, which are authorized by the District, shall be reimbursed at cost by the District to the Contractor.

4) Entire Agreement.

- a) The Agreement constitutes the entire Agreement and understanding between the parties and supersedes all prior agreement and representations, if any, whether written or oral, between the parties as to the subject matter hereof. The Agreement may be modified only by subsequent written agreement of the parties, duly executed by all parties hereto.
- b) If any provision of the Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and will remain in effect.

5) Amendment. This Agreement may be amended only in writing signed by Contractor and by a representative of District duly authorized.


6) Independent Contractor. The relationship between the Contractor and School District is that of independent contractor. The Contractor will not be eligible for any employee benefits, nor will the District make deductions from fees to the Contractor for taxes, insurance, bonds or the like within the scope of this Agreement. The Contractor retains the discretion in performing tasks assigned, within the scope of work specified.

7) Hold Harmless. To the fullest extent permitted by law, the District agrees to indemnify, defend and hold the Contractor harmless from all liability arising out of the services provided by the Contractor:

8) Governing Law. This Agreement shall be construed in accordance with, and all actions arising hereunder shall be governed by, the laws of the State of California.

Anaheim High School District

**guided decisions - inform**

  
Jennifer Root - Asst. Supt. / Date

\_\_\_\_\_  
Eva Rae Lueck - Owner / Date

## CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 1st day of June, 2017 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Blvd, Suite 223, Westlake Village, California, 91362 and Anaheim Union High School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue until all consulting services described on Schedule 1 have been performed, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Preservation of Confidential Information. Both Consultant and Customer shall preserve the confidentiality of all Confidential Information received hereunder as follows:



A. Confidential Information shall include all information provided by Consultant to Customer and by Customer to Consultant relating to the Parties' business including, without limitation, patent and patent applications, trade secret, proprietary information, ideas, techniques, sketches, drawings, works of authorship, models, inventions, know-how, processes, methodologies, analyses, data, apparatuses, algorithms, software application programs, software application source documents, software application source codes. Confidential Information shall also include all information relating to the essence, operational policies and procedures of the Parties' services. Confidential information shall also include any communication in any form between the Parties, whether specifically designated as confidential or not, including any information provided prior to the execution of this Agreement, unless both Parties agree otherwise in writing.

B. Either party in producing its services may disclose Confidential Information only to those within its own organization who need access to that Confidential Information for the sole purpose of assisting in the development of proposals, policies, agreements, products or services, subject to prior approval by the other Party; and to third parties, if such disclosure is necessary for recipient to provide its services, provided recipient receives from such third parties a confidentiality agreement covering the Confidential Information substantially in the same form as applicable provisions of this Agreement.

C. Parties shall use Confidential Information only as reasonably required in connection with the purpose of all agreements, oral or written. Recipient shall not otherwise use, copy or disclose such Confidential Information.

D. To maintain the confidentiality of the Confidential Information, each Party agrees:

i. not to use, or allow the use for any purpose of any Confidential Information, including any notes, summaries, reports, analyses, or other material derived in whole or part from the Confidential Information, except for the specific purposes specified herein;

ii. not to disclose, or allow disclosure of, any Confidential Information except to its officers, directors, employees and or third parties to the extent necessary to permit such persons to assist in the purposes specified in this Agreement;

iii. not to disclose or allow disclosure to any other consultant or competitor, whether known or reasonably should have known to be a Parties' competitor; and

E. Recipient shall not be liable for disclosure of any Confidential Information if the same:

i. Is now or hereafter comes into the public domain without breach of this Agreement and through no fault of recipient; or

ii. Is free from any obligation of confidence; or,

iii. Is disclosed by recipient with the written approval of the other Party; or subsequent to recipient receiving such Confidential Information, is lawfully received from a third party whose rights therein are without any restriction to disseminate such Confidential

Information;

F. The obligations of recipient hereunder shall not apply to disclosures made by recipient pursuant to a subpoena or other court order served upon recipient compelling such disclosure. Recipient shall notify the other Party promptly upon receipt of such subpoena or order and assist in any defense of the confidentiality of the Confidential Information.

10. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

11. Limitation of Liability. CONSULTANT SHALL IN NO WAY BE LIABLE FOR ANY LOSS OF REVENUE OR LOSS OF GOOD WILL OR FOR ANY SPECIAL, INCIDENTAL, INDIRECT, OR CONSEQUENTIAL DAMAGES SUFFERED BY CUSTOMER IN CONNECTION WITH THIS AGREEMENT EVEN IF CONSULTANT IS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

12. General.

a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. None of Consultant's employees are employees of Customer for any purpose, including but not limited to, employee welfare and pension benefits, fringe benefits of employment, workers' compensation, disability insurance or compensation for services. Consultant warrants that it will be responsible for all legally required tax withholding for itself and its employees. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.

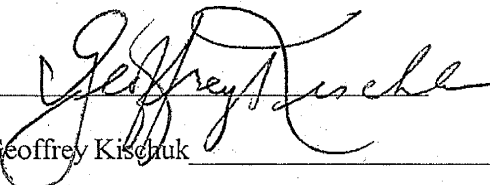
b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.

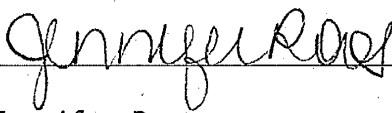
c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"  
TOTAL COMPENSATION SYSTEMS, INC.

"CUSTOMER"  
[Customer Name]  
ANAHEIM UNION HIGH SCHOOL DISTRICT

Signed:   
By: Geoffrey Kischuk  
Title: President  
Date: May 22, 2017

Signed:   
By: Jennifer Root  
Title: Assistant Superintendent, Business  
Date: May 24, 2017

## SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer in connection with Customer's self-funded HMO medical plan:

Establish benefit accrual rates on both a supercomposite and 4 Tier basis

At Customer's option, Consultant will also prepare reports for California Education Code Section 17566 compliance at the fees shown in Schedule 2.

Services do not include Consultant's attendance at any meetings, unless requested at the fee shown in Schedule 2.

## SCHEDULE 2

Customer shall pay Consultant a total of \$6,800 in two installments. Customer shall pay \$3,400 within 30 days of the effective date of this agreement. Customer shall pay the remainder, or \$3,400, within 30 days of delivery by Consultant to Customer of the preliminary consulting report (or within 30 days of contract termination, if earlier).

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of \$1,800 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting. At Customer's option, Consultant will prepare reports to comply with Education Code Section 17566 for Customer's self-funded medical and dental plans. The additional fee for this service would be \$3,200.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT is made and entered into the 1st day of July, 2017, by and between the

ANAHEIM UNION HIGH SCHOOL DISTRICT  
A PUBLIC SCHOOL DISTRICT

And

GREATER ANAHEIM SELPA  
A PUBLIC SCHOOL AGENCY

WITNESSETH:

WHEREAS, Education Code 11001 authorized a school district to contract with another school district for the provision of school services by one district for another and the reciprocal payment for same by the benefited district to the district performing said services; and

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that one district (herein after transporting district), for consideration, will provide buses and drivers to the other district (herein after paying district) on an as needed and when available basis.

NOW THEREFORE BE IT AGREED AS FOLLOWS:

1. That the parties, for consideration as hereinafter set forth, shall provide school buses and licensed school bus drivers for the transportation of pupils, when the paying district lacks the necessary buses to transport its pupils and when the transporting district has available extra school buses and licensed school bus drivers.
2. That the paying district, in consideration for services rendered by the transporting district under this agreement, agrees that the compensation shall be rated at \$75 per hour with no mileage or other additional charges, with the charges for home-to-school special needs student transportation to be rated at \$41.75 per day, per student.
3. The transporting district shall indemnify, defend, and hold the paying district harmless from any liability for personal injury or property damage arising out of the negligence of the transporting district. The paying district shall indemnify, defend, and hold the transporting district harmless from any liability for personal injury or property damage arising out of the negligence of the paying district.
4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.

IN WITNESS WHEREOF, the parties hereto have executed this agreement in duplicate on the day and year first herein above written.

Anaheim Union High School District  
of Orange County, California

Greater Anaheim SELPA  
of Orange County, California

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Jennifer Root  
Assistant Superintendent  
Business

---

Executive Director

Dated: \_\_\_\_\_

Date: \_\_\_\_\_

ANAHEIM UNION HIGH SCHOOL DISTRICT  
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1<sup>st</sup> day of July 2017, by and  
between the  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
A PUBLIC SCHOOL DISTRICT  
And  
NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM  
A PUBLIC DISTRICT

WITNESSETH:

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that the ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD) will provide buses and drivers to the NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM (NOCROP) on an as needed and when available basis.

THE PARTIES HERETO MUTUALLY AGREE AS FOLLOWS:

1. The AUHSD, for consideration as hereinafter set forth, shall provide school buses and licensed school bus drivers to the NOCROP for the transportation of NOCROP students, when the AUHSD has available extra school buses and licensed school bus drivers.
2. The NOCROP, in consideration for services rendered, agrees that the compensation shall be rated at \$76 per hour with no mileage or other additional charges.
3. The AUHSD shall indemnify, defend, and hold the NOCROP harmless from any liability for personal injury or property damage arising out of the negligence of the AUHSD. The NOCROP shall indemnify, defend, and hold the AUHSD harmless from any liability for personal injury or property damage arising out of the negligence of the NOCROP.
4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.

INWITNESS WHEREOF. The parties hereto have executed this agreement in duplicate on the day and year first written above.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
Of Orange County

NORTH ORANGE COUNTY REGIONAL  
OCCUPATIONAL PROGRAM  
of Orange County, California

\_\_\_\_\_  
Jennifer Root  
Assistant Superintendent Business

\_\_\_\_\_  
Howard Burkett  
Assistant Superintendent Business Services

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



ANAHEIM UNION HIGH SCHOOL DISTRICT  
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1<sup>st</sup> day of July 2017, by and  
between the  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
A PUBLIC SCHOOL DISTRICT  
And  
TIGER WOODS LEARNING CENTER  
A NON-PROFIT ORGANIZATION

WITNESSETH:

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that the DISTRICT will provide buses and drivers to the TIGER WOODS LEARNING CENTER on an as needed and when available basis.

THE PARTIES HERETO MUTUALLY AGREE AS FOLLOWS:

1. The DISTRICT, for consideration as herein after set forth, shall provide school buses and licensed school bus drivers.
2. The TIGER WOODS LEARNING CENTER, in consideration for services rendered, agrees that the compensation shall be rated at \$76 per hour with no mileage or other additional charges.
3. The DISTRICT shall indemnify, defend, and hold the TIGER WOODS LEARNING CENTER harmless from any liability for personal injury or property damage arising out of the negligence of the DISTRICT. The TIGER WOODS LEARNING CENTER shall indemnify, defend, and hold the DISTRICT harmless from any liability for personal injury or property damage arising out of the negligence of the TIGER WOODS LEARNING CENTER.
4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.

INWITNESS WHEREOF. The parties hereto have executed this agreement in duplicate on the day and year first written above.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
Of Orange County, California

TIGER WOODS LEARNING CENTER  
of Orange County, California

\_\_\_\_\_  
Jennifer Root  
Assistant Superintendent, Business

\_\_\_\_\_  
Katherine Bihr  
Executive Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

ANAHEIM UNION HIGH SCHOOL DISTRICT

AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1st day of July, 2017, by and between the

ANAHEIM UNION HIGH SCHOOL DISTRICT A  
PUBLIC SCHOOL DISTRICT

And

SERVITE HIGH SCHOOL  
A PRIVATE NOT FOR PROFIT HIGH SCHOOL

WITNESSETH :

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that the DISTRICT will provide buses and drivers to SERVITE HIGH SCHOOL on an as needed and when available basis.

THE PARTIES HERETO MUTUALLY AGREE AS FOLLOWS:

1. The DISTRICT, for consideration as herein after set forth, shall provide school buses and licensed school bus drivers to the PROGRAM for the transportation of SERVITE HIGH SCHOOL students when the DISTRICT has available extra school buses and licensed school bus drivers.
2. SERVITE HIGH SCHOOL, in consideration for services rendered, agrees that the compensation shall be rated at \$76 per hour with no mileage or other additional charges.
3. The DISTRICT shall indemnify, defend, and hold SERVITE HIGH SCHOOL harmless from any liability for personal injury or property damage arising out of the negligence of the DISTRICT. SERVITE HIGH SCHOOL shall indemnify, defend, and hold the DISTRICT harmless from any liability for personal injury or property damage arising out of the negligence of SERVITE HIGH SCHOOL.
4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.

IN WITNESS WHEREOF, the parties hereto have executed this agreement in duplicate on the day and year first written above.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
Of Orange County California

SERVITE HIGH SCHOOL  
of Orange County California

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Jennifer Root  
Assistant Superintendent, Business

---

Michael Brennan  
Principal

ANAHEIM UNION HIGH SCHOOL DISTRICT  
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1<sup>st</sup> day of July 2017, by and  
between the  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
A PUBLIC SCHOOL DISTRICT  
And  
CITY OF CYPRESS  
A PUBLIC AUTHORITY

WITNESSETH:

WHEREAS, Education Code 10900.5 authorized a school district to contract with public authorities as defined in Education Code 10901 for the provision of school transportation services by a district for public authorities and the payment for the same by the benefitted public authority to the district performing said services; and

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that the district (herein after Transporting District), for consideration, will provide buses and drivers to the public authority (herein after City) on an as needed and when available basis.

NOW THEREFORE BE IT AGREED AS FOLLOWS:

1. That the Transporting District, for consideration as herein after set forth, shall provide school buses and licensed school bus drivers for the transportation of Recreation and Community Services participants, when the City lacks the necessary buses to transport its Recreation and Community Services participants, and when the Transporting District has available extra school buses and licensed school bus drivers.
2. That the City, in consideration for services rendered by the Transporting District under this agreement, agrees that the compensation shall be rated at \$76 per hour with no mileage or other additional charges.
3. The Transporting District shall indemnify, defend, and hold the City harmless from any liability for personal injury or property damage arising out of the negligence of the Transporting District. The City shall indemnify, defend, and hold the Transporting District harmless from any liability for personal injury or property damage arising out of the negligence of the City.
4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.
5. This agreement constitutes the entire understanding of the parties hereto with respect to this matter and supersedes all prior discussions and communications. Any modifications to this agreement must be done in writing and signed by both parties in order to be effective.

IN WITNESS WHEREOF, the parties hereto have executed this agreement in duplicate on the day and year first written above.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
Of Orange County, California

CITY OF CYPRESS  
of Orange County, California

\_\_\_\_\_  
Jennifer Root  
Assistant Superintendent, Business

\_\_\_\_\_  
Peter Grant  
City Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

ANAHEIM UNION HIGH SCHOOL DISTRICT  
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT is made and entered into the 1st day of July, 2017, by and between the

ANAHEIM UNION HIGH SCHOOL DISTRICT  
A PUBLIC SCHOOL DISTRICT

And

GOALS ACADEMY

WITNESSETH:

WHEREAS, Education Code 10900.5 authorized a school district to contract with public authorities as defined in Education Code 10901 for the provision of school transportation services by a district for public authorities and the payment for same by the benefited public authority to the district performing said services; and

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that the district (herein after Transporting District), for consideration, will provide buses and drivers to GOALS Academy on an as needed and when available basis.

NOW THEREFORE BE IT AGREED AS FOLLOWS:

1. That the Transporting District, for consideration as herein after set forth, shall provide school buses and licensed school bus drivers for the transportation of GOALS Academy scholars, when the Academy lacks the necessary buses to transport its scholars, and when the Transporting District has available extra school buses and licensed school bus drivers.

2. That the GOALS Academy, in consideration for services rendered by the Transporting District under this agreement, agrees that the compensation shall be rated at \$76 per hour.

3. The Transporting District shall indemnify, defend, and hold GOALS Academy harmless from any liability for personal injury or property damage arising out of the negligence of the transporting district. GOALS Academy shall indemnify, defend, and hold the Transporting District harmless from any liability for personal injury or property damage arising out of the negligence of GOALS Academy.

4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.

5. This Agreement constitutes the entire understanding of the parties hereto with respect to this matter and supersedes all prior discussions and communications. Any modifications to this Agreement must be done in writing and signed by both parties in order to be effective.

IN WITNESS WHEREOF, the parties hereto have executed this agreement in duplicate on the day and year first written above.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
of Orange County, California

GOALS ACADEMY  
of Orange County, California

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Jennifer Root  
Assistant Superintendent  
Business

---

Debra Schroeder  
Director  
GOALS Academy

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

ANAHEIM UNION HIGH SCHOOL DISTRICT  
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1<sup>st</sup> day of July 2017, by and  
between the  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
A PUBLIC SCHOOL DISTRICT  
And  
KNOTT AVENUE CHRISTIAN CHURCH  
A CHURCH

WITNESSETH:

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that the ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD) will provide buses and drivers to the KNOTT AVENUE CHRISTIAN CHURCH (KACC) on an as needed and when available basis.

THE PARTIES HERETO MUTUALLY AGREE AS FOLLOWS:

1. The AUHSD, for consideration as hereinafter set forth, shall provide school buses and licensed school bus drivers to the KACC for the transportation of passengers, when the AUHSD has available extra school buses and licensed school bus drivers.
2. The KACC, in consideration for services rendered, agrees that the compensation shall be rated at \$76 per hour with no mileage or other additional charges.
3. The AUHSD shall indemnify, defend, and hold the KACC harmless from any liability for personal injury or property damage arising out of the negligence of the AUHSD. The KACC shall indemnify, defend, and hold the AUHSD harmless from any liability for personal injury or property damage arising out of the negligence of the KACC.
4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.

INWITNESS WHEREOF. The parties hereto have executed this agreement in duplicate on the day and year first written above.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
Of Orange County

KNOTT AVENUE CHRISTIAN CHURCH  
of Orange County, California

\_\_\_\_\_  
Jennifer Root  
Assistant Superintendent Business

\_\_\_\_\_  
Knott Avenue Christian Church

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

ANAHEIM UNION HIGH SCHOOL DISTRICT  
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1<sup>st</sup> day of July 2017, by and  
between the  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
A PUBLIC SCHOOL DISTRICT  
And  
ZION LUTHERAN CHURCH  
A CHURCH

WITNESSETH:

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that the ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD) will provide buses and drivers to the ZION LUTHERAN CHURCH on an as needed and when available basis.

THE PARTIES HERETO MUTUALLY AGREE AS FOLLOWS:

1. The AUHSD, for consideration as hereinafter set forth, shall provide school buses and licensed school bus drivers to the ZION LUTHERAN CHURCH for the transportation of passengers, when the AUHSD has available extra school buses and licensed school bus drivers.
2. The ZION LUTHERAN CHURCH, in consideration for services rendered, agrees that the compensation shall be rated at \$76 per hour with no mileage or other additional charges.
3. The AUHSD shall indemnify, defend, and hold the ZION LUTHERAN CHURCH harmless from any liability for personal injury or property damage arising out of the negligence of the AUHSD. The ZION LUTHERAN CHURCH shall indemnify, defend, and hold the AUHSD harmless from any liability for personal injury or property damage arising out of the negligence of the ZION LUTHERAN CHURCH.
4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.

INWITNESS WHEREOF. The parties hereto have executed this agreement in duplicate on the day and year first written above.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
of Orange County, California

ZION LUTHERAN CHURCH  
of Orange County, California

\_\_\_\_\_  
Jennifer Root  
Assistant Superintendent Business

\_\_\_\_\_

Zion Lutheran Church

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



ANAHEIM UNION HIGH SCHOOL DISTRICT  
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1<sup>st</sup> day of July 2017, by and  
between the  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
A PUBLIC SCHOOL DISTRICT  
And  
CONNELLY HIGH SCHOOL  
A PRIVATE HIGH SCHOOL IN ANAHEIM CA

WITNESSETH:

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that the ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD) will provide buses and drivers to the CONNELLY HIGH SCHOOL on an as needed and when available basis.

THE PARTIES HERETO MUTUALLY AGREE AS FOLLOWS:

1. The AUHSD, for consideration as hereinafter set forth, shall provide school buses and licensed school bus drivers to the CONNELLY HIGH SCHOOL for the transportation of CONNELLY students, when the AUHSD has available extra school buses and licensed school bus drivers.
2. The CONNELLY HIGH SCHOOL, in consideration for services rendered, agrees that the compensation shall be rated at \$76 per hour with no mileage or other additional charges.
3. The AUHSD shall indemnify, defend, and hold the CONNELLY HIGH SCHOOL harmless from any liability for personal injury or property damage arising out of the negligence of the AUHSD. The CONNELLY HIGH SCHOOL shall indemnify, defend, and hold the AUHSD harmless from any liability for personal injury or property damage arising out of the negligence of the CONNELLY HIGH SCHOOL.
4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.

INWITNESS WHEREOF. The parties hereto have executed this agreement in duplicate on the day and year first written above.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
Of Orange County

CONNELLY HIGH SCHOOL  
of Orange County, California

\_\_\_\_\_  
Jennifer Root  
Assistant Superintendent, Business

\_\_\_\_\_  
Connelly Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

ANAHEIM UNION HIGH SCHOOL DISTRICT  
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1<sup>st</sup> day of July 2017, by and  
between the  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
A PUBLIC SCHOOL DISTRICT  
And  
RIVER CHURCH  
A CHURCH IN ANAHEIM CA

WITNESSETH:

WHEREAS, the parties hereto desire, from July 1, 2017, through June 30, 2018, that the ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD) will provide buses and drivers to the RIVER CHURCH on an as needed and when available basis.

THE PARTIES HERETO MUTUALLY AGREE AS FOLLOWS:

1. The AUHSD, for consideration as hereinafter set forth, shall provide school buses and licensed school bus drivers to the RIVER CHURCH for the transportation of passengers, when the AUHSD has available extra school buses and licensed school bus drivers.
2. The RIVER CHURCH, in consideration for services rendered, agrees that the compensation shall be rated at \$76 per hour with no mileage or other additional charges.
3. The AUHSD shall indemnify, defend, and hold the RIVER CHURCH harmless from any liability for personal injury or property damage arising out of the negligence of the AUHSD. The CHURCH shall indemnify, defend, and hold the AUHSD harmless from any liability for personal injury or property damage arising out of the negligence of the RIVER CHURCH.
4. This agreement is subject to cancellation by either party upon thirty (30) days advanced written notice.

INWITNESS WHEREOF. The parties hereto have executed this agreement in duplicate on the day and year first written above.

ANAHEIM UNION HIGH SCHOOL DISTRICT  
Of Orange County

RIVER CHURCH  
of Orange County, California

\_\_\_\_\_  
Jennifer Root  
Assistant Superintendent, Business

\_\_\_\_\_  
River Church Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



**ORANGE COUNTY PUBLIC SAFETY**  
*Service, Pride, Safety...*

1046 E. Whittier Blvd  
 Suite 205  
 La Habra, CA 90631  
 P: 951-642-0247  
 F: 951-346-9344

**SERVICE AGREEMENT**  
**(2 YEAR)**

This service agreement is made this 5<sup>th</sup> day of May, 2017, by and between ORANGE COUNTY PUBLIC SAFETY ("Contractor") and The Anaheim Union High School District ("Client")  
 SERVICE ADDRESS: 501 Crescent Way Anaheim, Ca 92803  
 BILLING ADDRESS: 501 Crescent Way Anaheim, Ca 92803

**1. SCOPE OF SERVICES, AUTHORIZATION:** Client authorizes Orange County Public Safety ("Contractor") to enter the property at the service address in order to perform the security services as specified in Exhibit A, entitled "Scope of Work." Client warrants that it is the owner and/or other person in control of such property, or has full authority from such person to grant such authorization. Dedicated and alarm response services shall be performed beginning July 1, 2017.

**2. PAYMENT:** Contractor shall bill the client for patrol and alarm response services provided. The Client understands and agrees to pay for security services as set forth and agreed to by both client and contractor.

**3. SERVICE FEE:** The Client agrees to pay \$13,700.00 for services provided for the Anaheim Union High School District, Anaheim, California. The invoice will be provided to the Client on the 1st of the month, for services to be rendered the 1<sup>st</sup> of the following month through the last day of the that month (i.e. an invoice submitted July 1, will be paid by August 1, for services to be rendered through August 31).

**4. INDEMNIFICATION:** Contractor shall indemnify, hold harmless, and defend Anaheim Union High School District and its affiliated entities and personnel from and against any and all claims, allegations, demands, causes of action, damages, cost or expenses, actual attorney's fees, losses, or liability arising out of, or in connection with, Contractor's operations to be performed under this Agreement and due or claimed to be due to the Contractor's negligence or willful acts or omissions, including that of its employees, subcontractors, or agents. The provisions of this paragraph shall apply regardless of any limitation by insurance and shall survive the expiration or termination of this Agreement.

**5. TERM:** The term of this agreement shall be for ongoing patrol and alarm response services for the Anaheim Union High School District beginning July 1, 2017, and ending on June 30, 2019. At that point, all parties will reassess the contract and make any necessary adjustments or revisions as needed. This contract may be terminated by either party with a 30 day notice to terminate in writing.

**6. INSURANCE:** Contractor agrees to secure all insurance that is required for approval by the Anaheim Union High School District. OCPS will keep in good standing at all times during the contract period. The Contractor agrees to hold insurance as a minimum requirement: the following Commercial General Liability: \$2,000,000 per occurrence Workers Compensation: \$1,000,000 per occurrence Automobile Liability: Limits as required by the State of California. A certificate of insurance will be provided to the district as additionally insured. Changes to insurance will be provided to the District within 30 days of change."

**7. LIABILITY:** Any personal and or property damage incurred in enforcing any citizen's arrest will be submitted to OCPS's insurance agency/broker for appropriate handling and resolution. All claims will be

investigated accordingly with all supporting documentation collected and submitted to handling agency/company by OCPS, client and or any persons making a claim.

8. **EMPLOYEES:** Client agrees to immediately notify OCPS of any specific concerns or issues observed that they may have with an OCPS officer. Any cause to have any employee removed from Client's property will be investigated immediately. Upon completion and at the sole discretion of the Client, the employee can be removed if justified

9. **HOURS OF SERVICE:** The Client shall notify Contractor verbally or in writing of any change in hours or type of service. All contact shall be directed to Al Rodriguez, Co-Owner and Director of Business Development, Orange County Public Safety

10. **SECURITY SERVICE:** Orange County Public Safety agrees to furnish uniformed, armed security officers, as specified in Exhibit A, to patrol the Client's property and respond to alarm activations, to protect lives and property, and ensure personal safety

11. **TOWING:** All tow requests are the responsibility of the Client.

12. **LAW OF CONTRACT:** The Client agrees that this contract shall be construed in accordance with the laws of the State of California. The parties of this agreement hereby irrevocably agree and confer jurisdiction to the state and/or federal courts located in and for the County of Orange, California, in any and all actions relating to this agreement, and waive any additional venue to which either party may be entitled by domicile or otherwise

13. **INDEPENDENT CONTRACTOR:** Contractor is an independent contractor. Neither Contractor nor any of Contractor's officers, employees, agents, or subcontractors, if any, is an employee of Client by virtue of this Agreement or performance of any services under the Agreement.

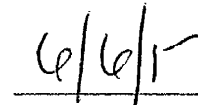
14. **LICENSES, PERMITS, ETC:** Contractor represents and warrants to Client that all Contractor services shall be provided by a person or persons duly licensed by the State of California to provide the type of services to be performed under this Agreement and that Contractor has all the permits, qualifications, and approvals of whatsoever nature that are legally required for Contractor to conduct its business, all of which shall be in effect during the term of this Agreement

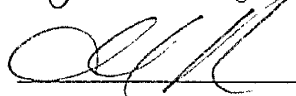
15. **ENTIRE AGREEMENT:** This Agreement, including all Exhibits, contains the entire agreement between the parties and supersedes any prior oral or written understanding between the parties. This Agreement shall not be modified except by a mutual agreement of the parties in writing

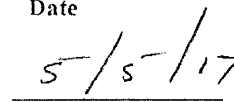
16. **EXHIBITS:** The following exhibits are attached and incorporated by reference

Exhibit A, entitled "Scope of Work"

  
\_\_\_\_\_  
Authorized Client Signature/Printed Name

  
\_\_\_\_\_  
Date

 AL RODRIGUEZ  
\_\_\_\_\_  
Authorized OCPS Signature/Printed Name

  
\_\_\_\_\_  
Date

## **EXHIBIT A**

### **SCOPE OF WORK**

#### **SCOPE OF SERVICE:**

#### **SECURITY SERVICE:**

- OCPS will provide dedicated alarm response services Monday through Friday between the hours of 10:30PM and 5:30AM for all schools, including district administrative and maintenance facilities within the respective district.
- OCPS will provide alarm response services on weekends, beginning on Friday evening at 10:30PM and ending on Monday morning at 5:30AM.
- Officers will respond to alarms and investigate any suspicious persons or activities.
- Officers will complete and submit detailed reports of their findings.
- OCPS will conduct campus and vehicle patrols as agreed upon. Security patrols provide high visibility presence and assist as crime deterrence.
- OCPS will work directly with district administration as well as local law enforcement agencies on issues related to security and public safety for district properties.
- OCPS will provide additional security services to the Anaheim Union High School District upon request. This service will be billed separately from this service agreement at a rate of \$28.00 per hour.
- OCPS will provide two dedicated patrol officers and vehicles during the agreed times of service.
- OCPS will provide coverage, including alarm response services for "Non-Student/Non-Teacher Days, beginning at 9:00PM (refer to Student Teacher Calendar).
- OCPS will provide 24-hour coverage; including dedicated alarm response services for "School Holiday" (refer to Student/Teacher Calendar).
- OCPS will also provide an armed uniform Officer for monthly school board meetings.



**ANAHEIM UNION HIGH SCHOOL DISTRICT**

*Learning With Purpose: College and Career Ready*

June 16, 2017

ATKINSON, ANDELSON, LOYA, RUDD, & ROMO, PC  
12800 Center Court Drive  
Suite 300  
Cerritos, CA 90703

Dear Mr. Hugh Lee,

The Anaheim Union High School District wishes to extend the existing contract (See attached) for legal services, which was originally executed February 13, 2015, under the same pricing, terms and conditions. The term of the extension will be for an additional (3) three years commencing July 1, 2017 through June 30, 2020 at a cost not to exceed \$75,000 annually, which will include the online contract database subscription.

Please sign and return. Thank you.

Sincerely,

Brad Minami  
Director, Purchasing and Central Services

We, ATKINSON, ANDELSON, LOYA, RUDD, & ROMO, PC (AALRR), agree to provide legal services to the Anaheim Union High School District per the original pricing and terms and conditions of the legal services contract executed February 13, 2015 between both parties as explained above.

\_\_\_\_\_  
Authorized Signature

5/19/17  
Date

Hugh W. Lee  
Printed Name

## AGREEMENT FOR SPECIAL SERVICES

### I. PARTIES

This Agreement for Special Services (the "Agreement") is made this 1st day of January, 2015, between the law firm of ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a Professional Law Corporation, hereinafter referred to as the "Law Firm," and ANAHEIM UNION HIGH SCHOOL DISTRICT, hereinafter referred to as "District."

### II. RECITALS; PURPOSE; MATTERS

The District desires to retain and engage the Law Firm to perform legal services on the District's behalf, and the Law Firm is willing to accept said engagement on the terms and conditions contained in this Agreement. The Law Firm agrees to provide legal services to the District, including representation in administrative and court proceedings, as requested by the District. The place and time for such services are to be designated by the Superintendent of the District or designee.

### III. TERMS AND CONDITIONS

A. The term of this Agreement shall commence February 13, 2015, through June 30, 2016. For the period February 13, 2015, through June 30, 2016, the District hereby agrees to pay the Law Firm in connection with the above-referenced services as authorized at the following hourly rates:

Senior Partners	\$245.00
Partners/Senior Counsel	\$235.00
Senior Associates	\$230.00
Associates	\$220.00
Electronic Technology Litigation Specialist	\$220.00
Non-Legal Consultants	\$160.00
Senior Paralegals/Law Clerks	\$160.00
Paralegals/Legal Assistants	\$150.00

The Law Firm shall bill in quarter-hour increments.

B. In addition, the District hereby agrees to pay a 5% per month administrative charge calculated and based on monthly fees billed to cover related operational expenses incurred by the Law Firm. This administrative fee is in lieu of charging the District for Westlaw, photocopies, automobile mileage, parking, facsimiles, telephone, document preparation, and postage. This does not include items listed in paragraph D below.

C. Agreements for legal fees at other than the hourly rates set forth above may be made by written mutual agreement for special projects or particular scopes of work. In the course of traveling to the District or while providing legal services at the District, it may be necessary for the Law Firm to provide billable services to other clients.

D. The Law Firm shall not be obligated to advance costs on behalf of the District; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of the District with the Superintendent's or designee's prior approval in the event a particular cost item exceeds \$2,000.00 in amount, and without the prior approval of the District in the event a particular cost item totals \$2,000.00 or less. Typical cost advances include, but are not limited to, messenger fees, travel costs, bonds, witness fees, overnight delivery, deposition and court reporter fees, transcript costs, expert witness fees, investigative fees, etc. If the Law Firm retains, with authorization from the District, experts or consultants for the benefit of the District, rather than the District contracting directly with any expert or consultant, it is agreed that the District shall pay a five percent (5%) fee ("consultant processing fee") on such expert and consultant costs paid by the Law Firm in order to offset certain costs to the Law Firm resulting from administering and initially paying such expert and consultant fees on behalf of the District.

E. A detailed description of the attorney work performed and the costs advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to the District on or about the 15th of the following month. Payment of the full amount due, as reflected on the monthly statements, will be due to the Law Firm from the District by the 10th of each month, unless other arrangements are made. In the event there are retainer funds of the District in the Law Firm's Trust account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm's Trust Account to the Law Firm's General Account to the extent of the balance due on the monthly statement and a credit therefor will be reflected on the monthly statement. Any balance of fees or costs advanced remaining unpaid for a period of 30 days will be subject to a 1% per month service charge.

F. The District agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate written disagreement with the Law Firm's monthly statement within thirty (30) days of the District's receipt thereof shall be deemed to signify the District's agreement that the monthly billing statement accurately reflects: (a) the legal services performed; and (b) the proper charge for those legal services.

G. The District agrees to fully cooperate with the Law Firm in connection with the Law Firm's representation of the District including, but not limited to, attending mandatory court hearings and other appearances and providing necessary information and documentation to enable the Law Firm to adequately represent the District.

H. The District has the right, at any time, and either with or without good cause, to discharge the Law Firm as the District's attorneys. In the event of such a discharge of the Law Firm by the District, however, any and all unpaid attorneys' fees and costs owing to the Law Firm from the District shall be immediately due and payable.



I. The Law Firm reserves the right to discontinue the performance of legal services on behalf of the District upon the occurrence of any one or more of the following events:

1. Upon order of Court requiring the Law Firm to discontinue the performance of said legal services;

2. Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue legal services for the District;

3. Upon the failure of the District to perform any of the District's obligations hereunder with respect to the payment of the Law Firm's fees and costs advanced; or

4. Upon the failure of the District to perform any of the District's obligations hereunder with respect to cooperation with the Law Firm in connection with the Law Firm's representation of the District.

J. In the event that the Law Firm ceases to perform legal services for the District as hereinabove provided, the District agrees that it will promptly pay to the Law Firm any and all unpaid fees or costs advanced, and retrieve all of its files, signing a receipt therefor. Further, the District agrees that, with respect to any litigation where the Law Firm has made an appearance in Court on its behalf, the District will promptly execute an appropriate Substitution of Attorney form.

K. The Law Firm maintains errors and omissions insurance coverage applicable to the services to be rendered.

L. It is understood and agreed that the Law Firm, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

#### **IV. SPECIALIZED LEGAL SERVICES**

For specialized litigation and transactional services in the areas of construction, procurement, technology, prevailing wage, real property, CEQA, mitigation negotiations, school finance, bankruptcy, copyright, trademark, non-profit organizations, and appellate law, the District agrees to pay the Law Firm an hourly rate higher than the above-stated rates, subject to the prior approval of the District. The District shall be informed of such specialized services and rates prior to any billings by the Law Firm.

#### **V. SERVICES PERFORMED BY LAW FIRM-PROVIDED NON-LEGAL CONSULTANTS**

The Law Firm has an affiliation with non-legal education consultants who are available to assist the District in areas including, but not limited to, personnel/business office audits, human resources/collective bargaining consultation, public/employee relations surveys and communications, budget analysis/support services, instructional coaching/counseling at school

improvement sites, leadership coaching, board/superintendent relations and best practices, and interim management placement. Although the Law Firm has a financial interest in the work performed by these consultants, the Law Firm is not suggesting or recommending the District utilize consultant services but, rather, offers their services as an accommodation to the District at its sole discretion.

**VI. CONSENT TO LAW FIRM COMMUNICATION**

As part of our commitment to client service, the Law Firm will send the District periodic alerts on case developments and legislative changes, and notices of Breakfast Briefings, conferences, and other training opportunities designed to help the District with daily legal concerns. The Law Firm will send those and other additional service notices to the District via regular mail and/or electronic mail at the email address which you designate or the email used in your daily communications with us. These email notices are a convenient way to keep the District administrators apprised of important legal changes. By execution of this Agreement, the District and designated contact(s) consent to receive such communications by electronic mail subject to the right to unsubscribe at any time.

**VII. ARBITRATION**

The parties agree that all disputes which arise between the District and the Law Firm, whether financial or otherwise regarding the attorney-client relationship, shall be resolved by binding arbitration. The parties agree to waive their right to a jury trial and to an appeal.

**VIII. DURATION**

This Agreement shall be effective February 13, 2015, through June 30, 2016, and thereafter shall continue from month-to-month at the then current hourly rate set forth herein until modified in writing by mutual agreement or terminated by either party upon thirty (30) days' written notice.

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**IX. EXECUTION DATE**

This Agreement is entered into this 13th day of February, 2015.

"Law Firm"

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

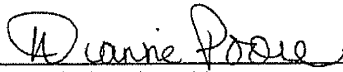
Dated: 2/17/15

By:   
HUGH W. LEE

"District"

ANAHEIM UNION HIGH SCHOOL DISTRICT

Dated: 2/17/15

By:   
DIANNE POORE  
Assistant Superintendent, Business Services

Indian Wells  
(760) 568-2811  
Irvine  
(949) 263-2600  
Los Angeles  
(213) 617-8100  
Ontario  
(909) 989-8584

**BBK**  
**BEST BEST & KRIEGER**  
ATTORNEYS AT LAW

655 West Broadway, 15<sup>th</sup> Floor, San Diego, CA 92101  
Phone: (619) 525-1300 | Fax: (619) 233-6118 | www.bbklaw.com

Riverside  
(951) 686-1450  
Sacramento  
(916) 325-4000  
Walnut Creek  
(925) 977-3300  
Washington, DC  
(202) 785-0800

Mary Beth Coburn  
(619) 525-1369  
marybeth.coburn@bbklaw.com

May 25, 2017

ENGAGEMENT LETTER

Anaheim Union High School District  
Attn: Jennifer Root  
Assistant Superintendent, Business Services  
501 North Crescent Way  
Anaheim, CA 92801-5401

Re: Legal Services Agreement

Dear Ms. Root:

ABOUT OUR REPRESENTATION

Best Best & Krieger LLP is pleased to represent the Anaheim Union High School District. Specifically, we will represent you in matters requested by the District.

This letter constitutes our agreement setting the terms of our representation. If you want us to represent you and agree to the terms set forth in this letter, after you review the letter please sign it and return the signed copy to us.

CONFIDENTIALITY AND ABSENCE OF CONFLICTS

An attorney-client relationship requires mutual trust between the client and the attorney. It is understood that communications exclusively between counsel and the client are confidential and protected by the attorney-client privilege.

To also assure mutuality of trust, we have maintained a conflict of interest index. The California Rules of Professional Conduct defines whether a past or present relationship with any party prevents us from representing your firm. Similarly, your firm's name will be included in our list of clients to ensure we comply with the Rules of Professional Conduct with respect to your firm.

We have previously checked the District against our client index. Based on that check, we can continue to represent the Anaheim Union High School District. Please advise if any other persons or entities should be included. If you do not tell us to the contrary, we will assume

15280.00000\29813312.1  
5/23/17



**BEST BEST & KRIEGER**  
ATTORNEYS AT LAW

Anaheim Union High School District  
May 25, 2017  
Page 2

that this list is complete and accurate. We request that you update this list for us if there are any changes in the future.

YOUR OBLIGATIONS ABOUT FEES, COMPENSATION AND BILLINGS

Our hourly rate structure, as adjusted for the 2017/2018 fiscal year, is Two Hundred Ninety-Four Dollars (\$294.00) for Partners and Of Counsel, Two Hundred Fifty-Seven Dollars (\$257.00) for Associates, and One Hundred Sixty Four Dollars (\$164.00) for Paralegals.

Best Best & Krieger LLP agrees to hold these hourly rates until July 1, 2018, at which point these rates will be automatically increased July 2018 and every July thereafter during the term of this Agreement, rates and amounts shall be increased for the change in the cost of living for the twelve (12) month period published for the most recent calendar year end, as shown by the U.S. Department of Labor in its All Urban Consumers Index, Los Angeles – Riverside – Orange County, California; provided, however, that such adjustment shall never be lower than zero percent (0%). Individual rates which are specific to individual attorneys and/or legal personnel are reviewed annually and may be increased from time to time with advanced written notice to the client. In addition to the automatic rate increases, either BB&K or the Client may initiate consideration of a rate increase at any time.

The billing rates for others are described in the memorandum attached to this letter which is entitled "Best Best & Krieger LLP's Billing Policies." It also describes the other aspects of our firm's billing policies. You should consider the Billing Policies memorandum part of this agreement as it binds both of us. For that reason, you should read it carefully.

INSURANCE

We are also pleased to let you know that Best Best & Krieger LLP carries errors and omissions insurance with Lloyd's of London. After a standard deductible, this insurance provides coverage beyond what is required by the State of California.

NEW MATTERS

When we are engaged by a new client on a particular matter, we are often later asked to work on additional matters. You should know that such new matters will be the subject of a new signed supplement to this agreement. Similarly, this agreement does not cover and is not a commitment by either of us that we will undertake any appeals or collection procedures. Any such future work would also have to be agreed upon in a signed supplement.



**BEST BEST & KRIEGER**  
ATTORNEYS AT LAW

Anaheim Union High School District  
May 25, 2017  
Page 3

CIVILITY IN LITIGATION

In litigation, courtesy is customarily honored with opposing counsel, such as extensions to file pleadings or responses to other deadlines. In our experience, the reciprocal extension of such courtesies saves our clients' time and money. By signing this letter you will be confirming your approval of this practice in your case.

HOW THIS AGREEMENT MAY BE TERMINATED

You, of course, have the right to end our services at any time. If you do so, you will be responsible for the payment of fees and costs accrued but not yet paid, plus reasonable fees and costs in transferring the case to you or your new counsel. By the same token, we reserve the right to terminate our services to you upon written notice, order of the court, or in accordance with our attached Billing Policies memorandum. This could happen if you fail to pay our fees and costs as agreed, fail to cooperate with us in this matter, or if we determine we cannot continue to represent you for ethical or practical concerns.

CLIENT FILE

If you do not request the return of your file, we will retain your file for five years. After five years, we may have your file destroyed. If you would like your file maintained for more than five years or returned, you must make separate arrangements with us.

THANK YOU

On a personal note, we are pleased that you have selected Best Best & Krieger LLP to represent you. We look forward to a long and valued relationship with you and appreciate your confidence in selecting us to represent you in this case. If you have any questions at any time about our services or billings, please do not hesitate to call me.



**BEST BEST & KRIEGER**  
ATTORNEYS AT LAW

Anaheim Union High School District  
May 25, 2017  
Page 4

If this letter meets with your approval, please sign and date it, and return the original to us. We have enclosed a separate signed copy of this letter for your records.

Very truly yours,

Mary Beth Coburn  
of BEST BEST & KRIEGER LLP

AGREED AND ACCEPTED:

By: Jennifer Root  
Dated: 5/30/17

## BEST BEST & KRIEGER LLP'S BILLING POLICIES

Our century of experience has shown that the attorney-client relationship works best when there is mutual understanding about fees, expenses, billing and payment terms. Therefore, this statement is intended to explain our billing policies and procedures. Clients are encouraged to discuss with us any questions they have about these policies and procedures. Clients may direct specific questions about a bill to the attorney with whom the client works or to our Accounts Receivable Department. Any specific billing arrangements different from those set forth below will be confirmed in a separate written agreement between the client and the firm.

### Fees for Professional Services

Unless a flat fee is set forth in our engagement letter with a client, our fees for the legal work we will undertake will be based in substantial part on time spent by personnel in our office on that client's behalf. In special circumstances which will be discussed with the client and agreed upon in writing, fees will be based upon the novelty or difficulty of the matter, or the time or other special limitations imposed by the client.

Hourly rates are set to reflect the skill and experience of the attorney or other legal personnel rendering services on the client's behalf. Time is accrued on an incremental basis for such matters as telephone calls (minimum .3 hour) and letters (minimum .5 hour), and on an actual basis for all other work. Our attorneys are currently billed at rates from \$225 to \$750 per hour, and our administrative assistants, law clerks, litigation analysts, research analysts, and paralegals are billed at rates from \$140 to \$290 per hour. These hourly rates are reviewed annually to accommodate rising firm costs and to reflect changes in attorney status as lawyers attain new levels of legal experience. Any increases resulting from such reviews will be instituted automatically and will apply to each affected client, after advance notice.

**Non-Attorney Personnel:** BBK may employ the services of non-attorney personnel under the supervision of a BBK attorney in order to perform services called for in the legal services agreement. The most common non-attorney personnel utilized are paralegals. Other types of non-attorney personnel include, but are not limited to, case clerks, IT analysts, and specialty consultants. The client agrees that BBK may use such

non-attorney personnel to perform its services when it is reasonably necessary in the judgment of the responsible BBK attorney. Hourly fees for non-attorney personnel will be charged at the rate then in effect for such personnel. A copy of BBK's current rates and titles for non-attorney personnel will be provided upon request. Except for paralegals, BBK will not incur more than \$550 in fees for a non-attorney's work on a client matter without first confirming by email or written correspondence with the client the intended use of the non-attorney and the hourly rate for that person.

### Fees For Other Services, Costs and Expenses

We attempt to serve all our clients with the most effective support systems available. Therefore, in addition to fees for professional legal services, we also charge separately for some other services and expenses to the extent of their use by individual clients. These charges include but are not limited to, mileage at the current IRS approved rate per mile, extraordinary telephone and document delivery charges, copying charges, computerized research, court filing fees and other court-related expenditures including court reporter and transcription fees. No separate charge is made for secretarial or word processing services; those costs are included within the above hourly rates.

**ESI:** BBK provides Electronically Stored Information (ESI") services for matters requiring ESI support – typically litigation or threatened litigation matters. BBK shall receive payment for ESI support, if needed, at BBK's then current rates. A copy of BBK's current rates for such services will be provided upon request. BBK shall not incur costs for ESI support on a particular matter without first confirming by email or written correspondence with the client that the client agrees such services are necessary for the matter at hand.

We may need to advance costs and incur expenses on your behalf on an ongoing basis. These items are separate and apart from attorneys' fees and, as they are out-of-pocket charges, we need to have sufficient funds on hand from you to pay them when due. We will advise the client from time to time when we expect items of significant cost to be incurred, and it is required that the client send us advances to cover those costs before they are due.



### Advance Deposit Toward Fees And Costs

Because new client matters involve both a substantial undertaking by our firm and the establishment of client credit with our accounting office, we require an advance payment from clients. The amount of this advance deposit is determined on a case-by-case basis discussed first with the client, and is specified in our engagement letter.

Upon receipt, the advance deposit will be deposited into the firm's client trust account. Our monthly billings will reflect such applications of the advance deposit to costs and not to attorney's fees (unless otherwise noted in our accompanying engagement letter). At the end of engagement, we will apply any remaining balance first to costs and then to fees. We also reserve the right to require increases or renewals of these advanced deposits.

By signing the initial engagement letter, each client is agreeing that trust account balances may be withdrawn and applied to costs as they are incurred and to our billings, when we issue our invoice to the client. If we succeed in resolving your matter before the amounts deposited are used, any balance will be promptly refunded.

### Monthly Invoices and Payment

Best Best & Krieger LLP provides our clients with monthly invoices for legal services performed and expenses incurred. Invoices are due and payable upon receipt.

Each monthly invoice reflects both professional and other fees for services rendered through the end of the prior month, as well as expenses incurred on the client's behalf that have been processed by the end of the prior month. Processing of some expenses is delayed until the next month and billed thereafter.

Our fees are not contingent upon any aspect of the matter and are due upon receipt. All billings are due and payable within ten days of presentation unless the full amount is covered by the balance of an advance held in our trust account. If a bill is not paid within 30 days, a late charge of one percent per month on the unpaid invoice shall be added to the balance owed, commencing with the next statement and continuing until paid.

It is our policy to treat every question about a bill promptly and fairly. It is also our policy that if a client does not pay an invoice within 60 days of mailing, we assume the client is, for whatever reason, refusing to pay. We reserve the right to terminate our engagement and withdraw as attorney of record whenever our invoices are not paid. If an invoice is 60 days late, however, we may advise the client by letter that the client must pay the invoice within 14 days or the firm will take appropriate steps to withdraw as attorney of record. If the delay is caused by a problem in the invoice, we must rely upon the client to raise that with us during the 14-day period. This same policy applies to fee arrangements which require the client to replenish fee deposits or make deposits for anticipated costs.

From time to time clients have questions about the format of the bill or description of work performed. If you have any such questions, please ask them when you receive the bill so we may address them on a current basis.

### Changes in Fee Arrangements and Budgets

It may be necessary under certain circumstances for a client to increase the size of required advances for fees after the commencement of our engagement and depending upon the scope of the work. For example, prior to a protracted trial or hearing, the firm may require a further advance payment to the firm's trust account sufficient to cover expected fees. Any such changes in fee arrangements will be discussed with the client and mutually agreed in writing.

Because of the uncertainties involved, any estimates of anticipated fees that we provide at the request of a client for budgeting purposes, or otherwise, can only be an approximation of potential fees.

BEST BEST & KRIEGER LLP

**THIRD  
AMENDMENT TO THE AGREEMENT  
BETWEEN THE  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
AND  
PARKER & COVERT, LLP.**

This Amendment Agreement is made and entered into this 16<sup>th</sup> day of June, 2017 (“Effective Date”), by and between the **Anaheim Union High School District**, 501 Crescent Way, Anaheim, California 92801 (“District”), and **Parker & Covert, LLP.**, 17862 East Seventeenth Street, Suite 204 East Building, Tustin, California 92780 (“Consultant”), for assistance related to engineering services.

WHEREAS, the District and Consultant entered into an agreement on December 12, 2014, setting forth the terms and conditions under which the Consultant would perform professional assistance with engineering services (“Agreement”), in connection with the District’s procurement of property located in Anaheim, CA (“Project” or “Projects”); and

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on October 22, 2015 and June 16, 2016; and

WHEREAS, the term of the Agreement is from December 12, 2014 to June 30, 2017; and

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed \$275,000; and

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects; and

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, 2018. Neither District nor Consultant shall have any obligations to the other after June 30, 2018 unless and until a written extension agreement is entered into between the parties.
2. All other terms and conditions of the Agreement shall remain in force.

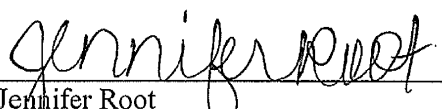
IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

DISTRICT

CONSULTANT

Anaheim Union High School District

Parker & Covert, LLP.

  
\_\_\_\_\_  
Jennifer Root  
Assistant Superintendent, Business

\_\_\_\_\_  
Douglas N. Yeoman  
Managing Partner

**SECOND  
AMENDMENT TO THE AGREEMENT  
BETWEEN THE  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
AND  
SCHOOL FACILITY CONSULTANTS**

This Amendment Agreement is made and entered into this 16<sup>th</sup> day of June, 2017 (“Effective Date”), by and between the **Anaheim Union High School District**, 501 Crescent Way, Anaheim, California 92801 (“District”), and **School Facility Consultants**, 1303 J St, Suite 500, Sacramento, California 95814 (“Consultant”), for special services and advice for maximizing potential state funding.

WHEREAS, the District and Consultant entered into an agreement effective May 1, 2014, 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 to analyze data to determine eligibility for potential state funding and advice. (“Project” or “Projects”); and

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on June 16, 2016; and

WHEREAS, the term of the Agreement is from May 1, 2014 to June 30, 2018; and

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement to not to exceed \$61,000; and

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects; and

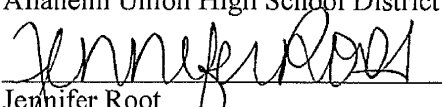
WHEREAS, the District and Consultant desire to amend the Agreement.

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 \$59,000 to not exceed \$120,000 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

  
Jennifer Root  
Assistant Superintendent, Business

CONSULTANT  
School Facility Consultants

\_\_\_\_\_  
Alex R. Murdoch  
President

**AMENDMENT TO THE AGREEMENT  
BETWEEN THE  
ANAHEIM UNION HIGH SCHOOL DISTRICT  
AND  
CUMMING CONSTRUCTION MANAGEMENT, INC.**

This Amendment Agreement is made and entered into this 16th day of June, 2017 (“Effective Date”), by and between the **Anaheim Union High School District**, 501 Crescent Way, Anaheim, California 92801 (“District”), and **Cumming Construction Management, Inc.**, 130 Vantis, Suite 110, Aliso Viejo, California 92656 (“Consultant”), for Program/Project Management Services.

WHEREAS, the District and Consultant entered into an agreement on July 6, 2015, setting forth the terms and conditions under which the Consultant would perform professional services for Program/Project Management (“Agreement”), in connection with the District’s construction program requiring Program/Project Management services (“Project” or “Projects”); and

WHEREAS, the term of the Agreement is from July 6, 2015 to July 5, 2017; and

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed \$2,980,000 for the initial two years; and

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects; and

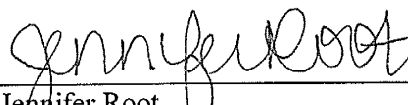
WHEREAS, the District and Consultant desire to amend the Agreement.

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, 2020 subject to annual extensions approved by the assistant superintendent of business. Neither District nor Consultant shall have any obligations to the other after June 30, 2020.
2. The amendment with its annual extensions will be based on the Consultant’s 2015 fee rate schedule.
3. The authorized expenditures under this Agreement shall be increased by \$4,000,000 to not exceed \$6,980,000 in total.
4. 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

  
\_\_\_\_\_  
Jennifer Root  
Assistant Superintendent, Business

CONSULTANT  
Cumming Construction Management, Inc.

\_\_\_\_\_  
Anthony Sanchez  
Vice President

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

<b>Quantity</b>	<b>Description</b>
35	Bookcases
515	Chairs
40	Computer Tables
9	Desks (Computer)
2	Desks (Small)
1761	Desks (Student)
22	Desks (Teacher)
52	File Cabinets
6	Podiums
2	Portfolio Cabinets
11	Rolling Book Shelves
62	Science Tables
2	Shelves
13	Stools
10	Storage Cabinets
2	Storage Shelves
2	Storage Units
54	Tables

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

<b>Quantity</b>	<b>Type of Equipment</b>
2	Balances (Scales)
1	Camera
1	Cart (TV)
3	Carts (AV)
3	Carts (Rolling)
1	Computer Speakers (Set)
5	Computers
6	DVD/VCR Combos
5	Electric Stoves
1	Fax Machine

1	Lathe
1	Laptop Battery
17	Laptops
12	Monitors
1	Network Router
1	Palm/Keyboard
84	Phones
7	Printers
4	Projectors
1	Refrigerator
1	Three (3) Hole Electric Punch
1	VCR
55	Wireless Access Points

**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) **
<b>LIBRARY BOOKS</b>					
Dictionary	24	Outdated	Fair	Obsolete	No To be sold
Roget's Thesaurus	30	Outdated	Fair	Obsolete	No To be sold
<b>LITERATURE BOOKS</b>					
Collections (English)	60	Outdated	Fair	Obsolete	No To be sold
Holt Literature	30	Outdated	Fair	Obsolete	No To be sold
Literature Gold	40	Outdated	Fair	Obsolete	No To be sold
Literature Structure Sound and Sense	6	Outdated	Fair	Obsolete	No To be sold
Literature Timeless Voices	1	Outdated	Fair	Obsolete	No To be sold
<b>MATH BOOKS</b>					
Algebra 1	974	Outdated	Fair	Obsolete	No To be sold
Algebra 1 (Teacher)	8	Outdated	Fair	Obsolete	No To be sold

Mathematics Concepts Course 2	147	Outdated	Fair	Obsolete	No To be sold
Pre-Algebra	173	Outdated	Fair	Obsolete	No To be sold
<b>READING &amp; WRITING BOOKS</b>					
Grammar and Composition	34	Outdated	Fair	Obsolete	No To be sold
Inside Writing Level C	19	Outdated	Fair	Obsolete	No To be sold
Realides	278	Outdated	Fair	Obsolete	No To be sold
<b>SCIENCE BOOKS</b>					
Chemistry The Central Science	40	Outdated	Fair	Obsolete	No To be sold
<b>SPANISH BOOKS</b>					
Una Vez Mas	22	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.



**DONATIONS**

EXHIBIT T

**June 15, 2017**

<u>Location</u>	<u>Donated By</u>	<u>Item</u>
Anaheim HS	USA Water Polo Association	Two Floating Goals
Purchasing and Central Services	Jaguar Litho, Inc.	Three pallets of Offset Paper

**ANAHEIM UHSD**

**PURCHASE ORDER DETAIL REPORT BY VENDOR NAME**

BOARD OF TRUSTEES MEETING 06/15/2017

FROM 04/28/2017 TO 06/05/2017

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K64C0257	A AND V CONTRACTORS INC.	7,612.00	7,612.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S
K64R1635	A D SUTTON AND SONS INC	698.22	698.22	0124400010 4320	LO/MANDATED 1-TIME FUNDS/INSTR / OTHER
K64C0234	AAA ELECTRIC MOTOR SALES	2,128.60	2,128.60	0141235081 4410	GI WEST/HVAC/MO / EQUIPMENT -
K64C0252	AAA ELECTRIC MOTOR SALES	659.32	659.32	0150235081 4410	ADMIN/HVAC/MO / EQUIPMENT -
K64R1574	ABE'S PLUMBING	12,850.00	12,850.00	0147400081 5610	HO/MANDATED COST 1-TIME/M&O /
K64R1592	ABLENET INC.	223.73	223.73	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUNCTIONAL
K64R1647	ACORN MEDIA	442.40	442.40	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUNCTIONAL
K64R1667	ACORN MEDIA	7,361.37	7,361.37	0124400010 4310	LO/MANDATED 1-TIME FUNDS/INSTR /
K64T0705	ACP DIRECT	655.35	655.35	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUNCTIONAL
K64R1611	ACTION SALES	3,413.52	3,413.52	0138000010 4410	BALL/INSTR / EQUIPMENT - NON-CAPITALIZED
K64C0174	ADI	1,259.59	1,259.59	0123231081 4410	SA/ELECTRIC/MO / EQUIPMENT -
K64T0552	ADORAMA	2,047.25	2,047.25	0137381010 4310	SY/ECIAL/INSTR / INSTRUNCTIONAL MATL &
K64T0556	ADORAMA	25.26	25.26	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR /
K64T0558	ADORAMA	2,202.95	319.70	0125102210 4310	KA/INNOVATION GRATN/INSTR / INSTRUNCTIONAL
			1,883.25	0125102210 4410	KA/INNOVATION GRATN/INSTR / EQUIPMENT -
K64T0580	ADORAMA	1,552.53	908.18	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUNCTIONAL MATL
			644.35	0121393010 4410	WESTERN/VEA-2B/INSTR / EQUIPMENT -
K64T0582	ADORAMA	13.95	13.95	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0585	ADORAMA	614.18	614.18	0123011010 4310	SA/WORLD LNG/INSTR / INSTRUNCTIONAL MATL &
K64T0586	ADORAMA	290.93	290.93	0132000010 4310	OR/INSTR / INSTRUNCTIONAL MATL & SUPPLIES
K64T0587	ADORAMA	1,592.71	1,592.71	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR /
K64T0619	ADORAMA	6,165.37	4,096.11	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUNCTIONAL MATL
			2,069.26	0121393010 4410	WESTERN/VEA-2B/INSTR / EQUIPMENT -
K64T0621	ADORAMA	24.89	24.89	0140025040 4310	SOUTH/ANCIL / INSTRUNCTIONAL MATL &
K64T0624	ADORAMA	1,292.17	282.25	0128393010 4310	CY/VEA-2B/INSTR / INSTRUNCTIONAL MATL &



**ANAHEIM UHSD**

**PURCHASE ORDER DETAIL REPORT BY VENDOR NAME**

BOARD OF TRUSTEES MEETING 06/15/2017

FROM 04/28/2017 TO 06/05/2017

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K64T0624	*** CONTINUED ***				
K64T0626	ADORAMA	2,217.93	1,708.98	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			508.95	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT -
K64T0627	ADORAMA	340.20	340.20	0140002010 4310	SOUTH/BUS ED/INSTR / INSTRUCTIONAL MATL &
K64T0628	ADORAMA	22,450.40	11,598.54	0127393010 4310	KE/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			10,851.86	0127393010 4410	KE/VEA-2B/INSTR / EQUIPMENT -
K64T0630	ADORAMA	2,760.02	2,760.02	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
K64T0635	ADORAMA	1,223.20	1,223.20	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64T0636	ADORAMA	233.82	233.82	0140002010 4310	SOUTH/BUS ED/INSTR / INSTRUCTIONAL MATL &
K64T0637	ADORAMA	452.06	452.06	0128009010 4310	CY/PHOTO/INSTR / INSTRUCTIONAL MATL &
K64T0639	ADORAMA	2,444.49	115.50	0123102210 4310	SA/INNOVATION GRANT/INSTR / INSTRUCTIONAL
			2,328.99	0123102210 4410	SA/INNOVATION GRANT/INSTR / EQUIPMENT -
K64T0640	ADORAMA	4,432.66	4,432.66	0125102210 4410	KA/INNOVATION GRATN/INSTR / EQUIPMENT -
K64T0641	ADORAMA	2,893.09	2,893.09	0153591510 4310	SPECIAL PROG/LOC GIFTS & GRNTS /
K64T0642	ADORAMA	964.36	964.36	0153591510 4310	SPECIAL PROG/LOC GIFTS & GRNTS /
K64T0645	ADORAMA	5,070.00	5,070.00	0135025040 4410	DALE/ANCIL / EQUIPMENT - NON-CAPITALIZED
K64T0647	ADORAMA	385.34	385.34	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0648	ADORAMA	111.84	111.84	0140381010 4310	SOUTH/ECIA/INSTR / INSTRUCTIONAL MATL &
K64T0649	ADORAMA	496.45	496.45	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0651	ADORAMA	1,087.46	1,087.46	0120487010 4310	MULTIMEDIA COMPUTER TECH/INSTR /
K64T0656	ADORAMA	375.66	375.66	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0659	ADORAMA	494.83	494.83	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0664	ADORAMA	1,744.08	1,744.08	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0668	ADORAMA	8,397.77	937.91	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL

**ANAHEIM UHSD**

**PURCHASE ORDER DETAIL REPORT BY VENDOR NAME**

BOARD OF TRUSTEES MEETING 06/15/2017

FROM 04/28/2017 TO 06/05/2017

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K64T0668	*** CONTINUED ***				
			7,459.86	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -
K64T0670	ADORAMA	2,338.18	2,338.18	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64T0671	ADORAMA	825.23	825.23	0120004010 4310	ANAHEIM/ENGLISH/INSTR / INSTRUCTIONAL
K64T0673	ADORAMA	2,896.75	2,896.75	0127102210 4310	KE/INNOVATION GRANT/INSTR / INSTRUCTIONAL
K64T0675	ADORAMA	8,104.29	987.08	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR /
			7,117.21	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64R1697	AIA SERVICES LLC	831.13	831.13	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
K64T0687	AIRWOLF 3D	5,170.02	499.91	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
			4,670.11	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -
K64R1614	ALL AMERICAN TROPHY ENGRAVING	2,094.66	2,094.66	0151508140 4320	AN PREP FOUNDATION/ANCILLARY / OTHER
K64X0469	ALLIED SUPPLY CORP	5,500.00	5,500.00	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
K64R1666	AMERICAN CASUAL	1,323.72	1,323.72	0138000010 4310	BALL/INSTR / INSTRUCTIONAL MATL & SUPPLIES
K64C0244	AMTECH ELEVATOR SERVICES	1,675.00	1,675.00	0138230081 5610	BALL/GENERAL/MO / REPAIRS/MAINT - O/S
K64R1714	AMTECH ELEVATOR SERVICES	3,565.00	3,565.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
K64A0291	ANAHEIM FAMILY YMCA	776,877.00	776,877.00	0100439540 5100	AFTER SCHOOL ED/SAFETY/ANCILLA /
K64A0294	ANAHEIM HIGH SCHOOL	8,400.00	8,400.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64T0553	APPLE INC	1,023.61	1,023.61	0125102210 4410	KA/INNOVATION GRATN/INSTR / EQUIPMENT -
K64T0554	APPLE INC	3,123.67	3,123.67	0125102210 4410	KA/INNOVATION GRATN/INSTR / EQUIPMENT -
K64T0612	APPLE INC	2,806.42	2,806.42	0102102071 4410	SUPT/BRD SUPT / EQUIPMENT - NON-CAPITALIZED
K64T0623	APPLE INC	3,688.98	1,055.96	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			2,633.02	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT -
K64T0658	APPLE INC	20.47	20.47	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0680	APPLE INC	4,407.81	4,407.81	0121102210 4410	WE/INNOVATION GRANT/INSTR / EQUIPMENT -
K64T0683	APPLE INC	654.35	654.35	0123102210 4310	SA/INNOVATION GRANT/INSTR / INSTRUCTIONAL

**ANAHEIM UHSD**

**PURCHASE ORDER DETAIL REPORT BY VENDOR NAME**

BOARD OF TRUSTEES MEETING 06/15/2017

FROM 04/28/2017 TO 06/05/2017

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
K64T0696	APPLE INC	2,245.11	2,245.11	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64T0699	APPLE INC	869.85	869.85	0140261012 4410	SE RES SP(RSP)/SE RES SP/NSEV / EQUIPMENT -
K64T0701	APPLE INC	644.35	644.35	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64R1711	AQUATIC FACILITY SERVICES INC	5,208.20	5,208.20	0122240081 4410	MA/POOL/MO / EQUIPMENT - NON-CAPITALIZED
K64R1585	ARBOR SCIENTIFIC	404.39	404.39	0128030010 4310	CYPRESS/BIOLOGY/INSTRUCTIONAL /
K64A0275	AUGUSTIN EGELSEE LLP	6,000.00	6,000.00	0119283021 5821	SYS/SUPV INST / LEGAL FEES
K64R1557	AUTOLIFT SERVICES INC.	426.88	426.88	0123230081 5610	SA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
K64R1537	AUVSI FOUNDATION	431.73	431.73	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64R1573	AVID CENTER	2,280.00	2,280.00	0123545010 5210	SA/AVID DESTINATION GRADUATION / TRAVEL
K64R1636	AVID CENTER	760.00	760.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
K64R1637	AVID CENTER	760.00	760.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
K64R1638	AVID CENTER	760.00	760.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
K64R1639	AVID CENTER	760.00	760.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
K64R1640	AVID CENTER	760.00	760.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
K64R1643	AVID CENTER	760.00	760.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
K64R1613	AWARDS BY PAUL	387.90	387.90	0125102210 4310	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
K64R1622	AWARDS BY PAUL	450.40	450.40	0163379021 4320	KA/INNOVATION GRATN/INSTR / INSTRUCTIONAL
K64T0557	B AND H PHOTO VIDEO INC	1,308.90	1,308.90	0125102210 4310	TITLE IIIA / LIMITED ENG PROF / OTHER
K64T0562	B AND H PHOTO VIDEO INC	57.02	57.02	0121393010 4310	KA/INNOVATION GRATN/INSTR / INSTRUCTIONAL
K64T0618	B AND H PHOTO VIDEO INC	504.18	504.18	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64T0620	B AND H PHOTO VIDEO INC	839.37	839.37	0140025040 4410	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64T0625	B AND H PHOTO VIDEO INC	32.27	32.27	0128393010 4310	SOUTH/ANCIL / EQUIPMENT - NON-CAPITALIZED
K64T0629	B AND H PHOTO VIDEO INC	1,196.03	1,196.03	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
K64T0633	B AND H PHOTO VIDEO INC	1,244.64	1,244.64	0121393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &

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K64T0644	B AND H PHOTO VIDEO INC	275.75	275.75	0135025040 4410	DALE/ANCL / EQUIPMENT - NON-CAPITALIZED
K64T0646	B AND H PHOTO VIDEO INC	159.47	159.47	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0653	B AND H PHOTO VIDEO INC	926.72	926.72	0120487010 4310	MULTIMEDIA COMPUTER TECH/INST /
K64T0657	B AND H PHOTO VIDEO INC	97.97	97.97	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0665	B AND H PHOTO VIDEO INC	5,161.18	5,161.18	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64T0669	B AND H PHOTO VIDEO INC	2,087.66	2,087.66	0122000010 4410	MA/INSTR / EQUIPMENT - NON-CAPITALIZED
K64R1675	B AND M LAWN AND GARDEN INC	1,453.55	1,453.55	0123000081 4410	SA/MO / EQUIPMENT - NON-CAPITALIZED
K64R1665	BABYCHANGINGSTATIONS.COM	495.96	495.96	0137000910 4310	SY/LCFF-CONCENTRATION/INSTR /
K64R1603	BACH COMPANY, THE	2,120.78	2,120.78	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR /
K64R1588	BALANCE INDUSTRIAL SCALE INC.	300.00	300.00	0127000010 5610	KE/INSTR / REPAIRS/MAINT - O/S SERVICES
K64R1520	BARNES AND NOBLE	387.36	387.36	0127004010 4210	KE/ENGLISH/INSTR / BOOKS AND REFERENCE
K64R1648	BARNES AND NOBLE	2,262.75	2,262.75	0117909510 4210	ED/SUMMER INTERNSHIP-AIM/INSTR / BOOKS AND
K64R1654	BARNES AND NOBLE	773.25	773.25	0117469010 4210	ED DIV/EDUCATOR EFFECT/INSTR / BOOKS AND
K64R1679	BARNES AND NOBLE	495.65	495.65	0106106072 4320	BUSINESS/GENL ADM / OTHER OFFICE/MISC
K64C0233	BCT ENTERTAINMENT	96.98	96.98	0100970081 4355	COMMUNITY SERVICE/MO / MAINTENANCE
K64T0685	BCT ENTERTAINMENT	1,357.35	757.35	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL
			600.00	0121393010 5610	WESTERN/VEA-2B/INSTR / REPAIRS/MAINT - O/S
K64T0703	BCT ENTERTAINMENT	32,312.46	11,340.99	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR /
			19,971.47	0121000910 4410	WE/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
			1,000.00	0121000910 5610	WE/LCFF-CONCENTRATION/INSTR /
K64R1608	BELLFLOWER MUSIC	3,588.75	3,588.75	0134400010 4410	WA/MANDATED 1-TIME FUNDS/INSTR /
K64R1619	BELLFLOWER MUSIC	4,633.25	4,633.25	0134400010 4410	WA/MANDATED 1-TIME FUNDS/INSTR /
K64R1581	BIOZONE CORP.	37.96	37.96	0120381010 4210	ANAHEIM/ECIA/INSTR / BOOKS AND REFERENCE
K64R1527	BLICK ART MATERIALS LLC	275.37	275.37	0120005010 4310	ANAHEIM/ART/INSTR / INSTRUCTIONAL MATL &
K64R1547	BLICK ART MATERIALS LLC	302.55	302.55	0120102210 4310	AN/INNOVATION GRANT/INSTR / INSTRUCTIONAL

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K64R1548	BLICK ART MATERIALS LLC	229.66	229.66	0142005010 4310	OXFORD/ART/INSTR / INSTRUCTIONAL MATL &
K64R1549	BLICK ART MATERIALS LLC	624.70	624.70	0124400010 4310	LO/MANDATED 1-TIME FUNDS/INSTR /
K64R1683	BLICK ART MATERIALS LLC	340.49	340.49	0172172083 4320	SAFE SCHOOLS / OTHER OFFICE/MISC SUPPLIES
K64X0467	BOBCAT OF LOS ANGELES INC	7,500.00	7,500.00	0111222081 4347	OPERATIONS - GROUNDS / OPERATIONS SUPPLIES
K64R1499	BOOK SYSTEMS INC	74.65	74.65	0120000024 4315	ANAHEIM/L M T / LIBRARY/MEDIA/TECH SUPPLIES
K64R1677	BOOK SYSTEMS INC	522.55	74.65	0122000024 4315	MA/L M T / LIBRARY/MEDIA/TECH SUPPLIES
			74.65	0127000024 4315	KE/L M T / LIBRARY/MEDIA/TECH SUPPLIES
			74.65	0128000024 4310	CY /L M T / INSTRUCTIONAL MATL & SUPPLIES
			74.65	0132001024 4315	LIBRARY / LIBRARY/MEDIA/TECH SUPPLIES
			74.65	0134000024 4315	WA /L M T / LIBRARY/MEDIA/TECH SUPPLIES
			74.65	0140001024 4315	LIBRARY / LIBRARY/MEDIA/TECH SUPPLIES
			74.65	0142140027 4320	OXFORD/SCH ADM/SCH ADM / OTHER
K64T0599	BOOK SYSTEMS INC	392.51	392.51	0147400010 4320	HOPE/MANDATED 1-TIME FUNDS/INS / OTHER
K64T0600	BOOK SYSTEMS INC	317.86	317.86	0125000910 4310	KA/LCFF-CONCENTRATION/INSTR /
K64T0614	BOOK SYSTEMS INC	317.86	317.86	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR /
K64T0617	BOOK SYSTEMS INC	317.86	317.86	0122000910 4315	MA/LCFF-CONCENTRATION/INSTR /
K64T0690	BROWN DOG GADGETS	994.75	994.75	0120102210 4310	AN/INNOVATION GRANT/INSTR / INSTRUCTIONAL
K64R1720	BUDDY'S ALL STARS INC	880.06	880.06	0137054040 4310	SY/AFTSCHL/ANCIL / INSTRUCTIONAL MATL &
K64C0240	BUSWEST LLC	1,632.30	1,632.30	0179113536 4376	GARAGE/TRANS-SP ED/TRANSP / TRANS
K64C0241	BUSWEST LLC	1,290.08	1,290.08	0179113036 4376	GARAGE/TRANS-REG ED/TRANSPORT / TRANS
K64A0287	CAL BUILDING SYSTEMS INC	40,566.96	40,566.96	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S
K64C0243	CALIFORNIA PLUMBING PARTS	964.32	964.32	0142239081 4410	OXFORD/PLUMB/MO / EQUIPMENT -
K64C0255	CALIFORNIA PLUMBING PARTS	633.57	633.57	0142235081 4410	OXFORD/HVAC/MO / EQUIPMENT -
K64R1595	CALIFORNIANS TOGETHER	1,127.50	1,127.50	0163379021 4320	TITLE IIIA / LIMITED ENG PROG / OTHER
K64R1605	CALPERS	20,178.34	20,178.34	0100000010 3202	GEN FUND/INSTR / PERS-CLASSIFIED

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K64R1606	CALPERS	500.00	500.00	0100000072 5880	GEN FUND/GENL ADM / OTHER OPERATING
K64R1532	CARBIDE 3D LLC	2,130.25	373.92	0134000910 4310	WA/LCFF-CONCENTRATION/INSTR /
			1,756.33	0134000910 4410	WA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64R1542	CAROLINA BIOLOGICAL SUPPLY CO.	233.24	233.24	0127032010 4310	KE/BIOLOGY/INSTR / INSTRUCTIONAL MATL &
K64R1680	CARROT TOP INDUSTRIES INC	926.42	926.42	0137000910 4310	SY/LCFF-CONCENTRATION/INSTR /
K64R1544	CASCWA	660.00	660.00	0117469021 5210	ED/EDUCATOR EFFECTIVENESS/SUPR / TRAVEL
K64T0578	CDW GOVERNMENT INC.	8,851.80	8,851.80	0108400010 4310	EIT/MANDATED 1-TIME FUNDS/INST /
K64R1660	CENTRAL RESTAURANT PRODUCTS	3,140.08	3,140.08	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT -
K64R1708	CENTRAL RESTAURANT PRODUCTS	1,829.60	1,829.60	0125393010 4410	KA/VEA-2B/INSTR / EQUIPMENT -
K64M0107	CHAMPION HARDWOOD FLOORS	16,864.00	16,864.00	0137220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
K64R1655	CHEFS' TOYS	7,549.28	7,549.28	0125393010 4410	KA/VEA-2B/INSTR / EQUIPMENT -
K64R1685	CITY OF ANAHEIM	143.00	143.00	0150230081 5880	ADMIN/GENERAL/MO / OTHER OPERATING
K64A0308	CITY OF ANAHEIM AS SUCCESSOR A	140,000.00	140,000.00	4500727900 8625	ANAHEIM PLAZA / COMMUNITY REDEVELOPMENT
K64A0276	COLLEGE BOARD	67,116.00	67,116.00	0153000921 4310	SP PROG/LCFF (EIA)/SUPRV INSTR /
K64R1653	CONSTRUCTIVE PLAYTHINGS	130.08	130.08	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64C0228	CREATIVE BUS SALES	1,821.97	1,821.97	0179113036 5610	GARAGE/TRANS-REG ED/TRANSPORT /
K64A0277	CULVER NEWLIN	796.49	796.49	0138140027 4320	BALL/SCH ADM/SCH ADM / OTHER OFFICE/MISC
K64A0278	CULVER NEWLIN	1,280.07	1,280.07	0138140027 4320	BALL/SCH ADM/SCH ADM / OTHER OFFICE/MISC
K64C0188	CULVER NEWLIN	29,981.03	21,313.89	2438731185 4310	BA/BOND SERIES 2015 - MEAS H / INSTRUCTIONAL
			8,667.14	2438731185 4410	BA/BOND SERIES 2015 - MEAS H / EQUIPMENT -
K64C0189	CULVER NEWLIN	73,837.40	42,712.47	2431731185 4310	KE/BOND SERIES 2015 - MEAS H / INSTRUCTIONAL
			31,124.93	2431731185 4410	KE/BOND SERIES 2015 - MEAS H / EQUIPMENT -
K64C0192	CULVER NEWLIN	170,983.99	108,991.64	2420731185 4310	ANA/BOND SERIES 2015 - MEAS H /
			61,992.35	2420731185 4410	ANA/BOND SERIES 2015 - MEAS H / EQUIPMENT -
K64C0239	CULVER NEWLIN	19,821.69	5,569.59	0168000010 4310	GI SOUTH/INSTR / INSTRUCTIONAL MATL &



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K64C0239	*** CONTINUED ***				
K64A0295	CYPRESS HS	4,800.00	4,800.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64T0706	D AND D SECURITY RESOURCES INC	670.07	670.07	0142000910 4410	OX/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64T0713	D AND D SECURITY RESOURCES INC	64.49	64.49	0134000910 4310	WA/LCFF-CONCENTRATION/INSTR /
K64C0238	DAKTRONICS	2,481.00	2,481.00	0127240081 4410	KE/POOL/MO / EQUIPMENT - NON-CAPITALIZED
K64R1555	DARTCO TRANSMISSION SALES SVC	7,597.24	7,597.24	0179113036 4376	GARAGE/TRANS-REG ED/TRANSPORT / TRANS
K64R1724	DARTCO TRANSMISSION SALES SVC	2,213.19	2,213.19	0179113036 4376	GARAGE/TRANS-REG ED/TRANSPORT / TRANS
K64M0106	DAVE BANG ASSOCIATES INC	10,030.88	7,730.53	0122230081 4410	MA/GENERAL/MO / EQUIPMENT -
K64T0697	DBQ PROJECT, THE	2,828.44	2,828.44	0121000910 4210	HOPE/GENERAL/MO / EQUIPMENT -
K64R1658	DECKER INC	3,143.81	3,143.81	0138000010 4310	WE/LCFF-CONCENTRATION/INSTR / BOOKS AND
K64R1571	DEPARTMENT OF GENERAL SERVICES	916.00	916.00	0104104072 5821	BALL/INSTR / INSTRUCTIONAL MATL & SUPPLIES
K64A0292	DEVEREUX CLEO WALLACE	45,569.10	36,870.96	0119282539 5860	CERT HR/GENL ADM / LEGAL FEES
K64A0293	DEVEREUX CLEO WALLACE	14,214.62	8,698.14	0119285018 5860	SP ED MENTAL HEALTH SERVICES / NONPUBLIC
K64A0279	DEVEREUX TEXAS TREATMENT	75,426.24	11,567.36	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
K64A0280	DEVEREUX TEXAS TREATMENT	4,948.90	2,647.26	0119285018 5860	SP ED MENTAL HEALTH SERVICES / NONPUBLIC
K64M0114	DHK PLUMBING AND PIPING INC	1,627.36	58,727.76	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
K64R1651	DIDAX	109.57	16,698.48	0119285018 5860	SP ED MENTAL HEALTH SERVICES / NONPUBLIC
K64A0284	DIVISION OF THE STATE ARCHITEC	39,164.83	3,495.70	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
			1,453.20	0119285018 5860	DALE/PLUMB/MO / REPAIRS/MAINT - O/S SERVICES
			1,627.36	0135239081 5610	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
			109.57	0147257011 4310	POL/BOND SER 2015-MEAS H / PLANNING - DSA

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K64A0285	DIVISION OF THE STATE ARCHITEC	118,736.46	118,736.46	2435731185 6210	DALE/BOND SERIES 2015 - MEAS H / PLANNING -
K64A0286	DIVISION OF THE STATE ARCHITEC	103,090.95	103,090.95	2435731285 6210	DA/BOND SERIES 2015 - MEAS H / PLANNING - DSA
K64A0305	DIXON, BARBARA	3,250.00	3,250.00	0119283021 5821	SYS/SUPV INST / LEGAL FEES
K64R1580	DOSE INTERNATIONAL GROUP INC	37,974.36	37,974.36	0150231081 4347	ADMIN/ELECTRIC/MO / OPERATIONS SUPPLIES -
K64R1710	DTNTECH	2,424.38	2,424.38	0142489510 4310	OX/TUPE-COHORT J-TIER 2/INSTR /
K64R1721	EASTBAY INC	3,465.43	3,465.43	0137054040 4310	SY/AFTSCHL/ANCIL / INSTRUCTIONAL MATL &
K64R1634	EBERHARD EQUIPMENT	771.87	771.87	0111220081 4410	OPERATIONS - GENERAL / EQUIPMENT -
K64R1529	EDUCATIONAL INNOVATIONS INC	368.58	368.58	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR /
K64R1590	ENABLING DEVICES	81.75	81.75	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1597	ENABLING DEVICES	217.15	217.15	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1625	ENABLING DEVICES	337.21	337.21	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1626	ENABLING DEVICES	159.17	159.17	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1656	ENABLING DEVICES	279.54	279.54	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64S0215	EVERYTHING MEDICAL	1,649.39	1,649.39	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
K64R1522	EXPRESS MEDALS LLC	561.58	561.58	0117538010 4310	ED/CSUF STEM-INC(SCI/TECH/ENG /
K64R1633	FERGUSON ENTERPRISES INC	1,515.43	1,515.43	0125239081 4410	KA/PLUMB/MO / EQUIPMENT - NON-CAPITALIZED
K64R1641	FERGUSON ENTERPRISES INC	4,147.38	4,147.38	0134222081 4410	OPERATIONS - GROUNDS / EQUIPMENT -
K64X0470	FERREE'S TOOLS INC.	725.00	725.00	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
K64R1536	FISHER SCIENCE EDUCATION	404.95	404.95	0144032010 4310	LEX/GEN SCI/INSTR / INSTRUCTIONAL MATL &
K64R1688	FLAGHOUSE INC	97.76	97.76	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1533	FLINN SCIENTIFIC INC.	4,008.67	4,008.67	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR /
K64R1540	FLINN SCIENTIFIC INC	964.46	964.46	0127031010 4310	KE/CHEM/INSTR / INSTRUCTIONAL MATL &
K64R1541	FLINN SCIENTIFIC INC	1,143.15	1,143.15	0127032010 4310	KE/BIOLOGY/INSTR / INSTRUCTIONAL MATL &
K64R1552	FLINN SCIENTIFIC INC	1,498.72	1,498.72	0127030510 4310	KE/IB BIOLOGY/INSTR / INSTRUCTIONAL MATL &

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K64R1554	FLINN SCIENTIFIC INC	166.83	166.83	0124032010 4310	LOARA/BIOLOGY/INSTR / INSTRUCTIONAL MATL
K64R1556	FLINN SCIENTIFIC INC	392.78	392.78	0123031010 4310	SA/CHEM/INSTR / INSTRUCTIONAL MATL &
K64R1669	FLINN SCIENTIFIC INC	2,102.25	2,102.25	0120032010 4310	ANAHEIM/SCIENCE/INSTR / INSTRUCTIONAL MATL
K64T0596	FOLLETT SCHOOL SOLUTIONS INC.	199.00	199.00	0127000010 5880	KE/INSTR / OTHER OPERATING EXPENSES
K64A0307	FOROUZESH, DR. MOHAMMED	900.00	900.00	0172489510 5210	SAFE SCHL/TUPE GNT-COHORT J / TRAVEL AND
K64R1702	GALLAGHER, MAUREEN	250.00	250.00	0147177072 5230	RISK MANGMNT/GENERAL ADMIN /
K64A0296	GILBERT HIGH SCHOOL	1,800.00	1,800.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64R1676	GLASBY MAINTENANCE SUPPLY CO.	894.94	894.94	0123000081 4410	SA/MO / EQUIPMENT - NON-CAPITALIZED
K64T0588	GOSIGNMEUP	7,875.00	7,875.00	0153399021 5880	TITLE II IMPR TCHR QUAL - ED / OTHER
K64T0563	GOV CONNECTION INC	467.15	467.15	0140381010 4310	SOUTH/ECIA/INSTR / INSTRUCTIONAL MATL &
K64T0594	GST INC.	5,813.83	5,813.83	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT -
K64R1609	GUITAR CENTER	753.17	753.17	0121000910 4410	WE/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64T0691	GUITAR CENTER	441.78	441.78	0121000910 4410	WE/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64C0230	HALL CO INC, GEORGE T	622.96	622.96	0123235081 4410	SA/HVAC/MO / EQUIPMENT - NON-CAPITALIZED
K64C0256	HALL CO INC, GEORGE T	622.96	622.96	0150235081 4410	ADMIN/HVAC/MO / EQUIPMENT -
K64R1558	HAULAWAY STORAGE CONTAINERS IN	350.00	350.00	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
K64R1659	HEALTH EDCO	274.32	274.32	0128012010 4310	CY/HEALTH/INSTR / INSTRUCTIONAL MATL &
K64T0604	HEAT SOFTWARE USA INC	4,197.13	4,197.13	0108108077 5610	INFO SYSTEM/DP / REPAIRS/MAINT - O/S SERVICES
K64R1624	HENRY SCHEIN INC	877.38	877.38	0123028034 4320	SAVANNA/ATHLETICS/HEALTH / OTHER
K64T0678	HEWLETT PACKARD COMPANY	17.47	17.47	0121102210 5880	WE/INNOVATION GRANT/INSTR / OTHER
K64T0684	HEWLETT PACKARD COMPANY	34.94	34.94	0123102210 5880	SA/INNOVATION GRANT/INSTR / OTHER
K64T0698	HEWLETT PACKARD COMPANY	34.94	34.94	0123102210 5880	SA/INNOVATION GRANT/INSTR / OTHER
K64R1550	HILLYARD FLOOR CARE SUPPLY	72,912.17	72,912.17	0111221081 4347	OPERATIONS - CUSTODIAL / OPERATIONS
K64C0260	HOLLYWOOD SOUND SYSTEMS INC	4,200.00	2,200.00	0142000010 4310	OXFORD/INSTR / INSTRUCTIONAL MATL &

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K64C0260	*** CONTINUED ***		2,000.00	0142025040 4310	OXFORD/ANCIL / INSTRUCTIONAL MATL &
K64R1551	HONORS GRADUATION LLC	5,657.95	5,657.95	0117393021 4320	INSTR SVC/VEA-2B/SUPV INST / OTHER
K64R1620	HONORS GRADUATION LLC	866.15	866.15	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64R1722	HONORS GRADUATION LLC	403.31	403.31	0117393010 4320	INSTR SVC/VEA-2B/INSTR / OTHER OFFICE/MISC
K64R1503	HOUGHTON MIFFLIN HARCOURT	2,695.42	2,695.42	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1504	HOUGHTON MIFFLIN HARCOURT	49,190.84	49,190.84	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1505	HOUGHTON MIFFLIN HARCOURT	16,993.20	16,993.20	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1506	HOUGHTON MIFFLIN HARCOURT	11,680.16	11,680.16	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1507	HOUGHTON MIFFLIN HARCOURT	5,390.85	5,390.85	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1508	HOUGHTON MIFFLIN HARCOURT	16,098.82	16,098.82	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1509	HOUGHTON MIFFLIN HARCOURT	12,521.31	12,521.31	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1510	HOUGHTON MIFFLIN HARCOURT	12,521.31	12,521.31	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1511	HOUGHTON MIFFLIN HARCOURT	17,470.19	17,470.19	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1512	HOUGHTON MIFFLIN HARCOURT	27,725.74	27,725.74	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1513	HOUGHTON MIFFLIN HARCOURT	5,390.85	5,390.85	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1514	HOUGHTON MIFFLIN HARCOURT	910.87	910.87	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1515	HOUGHTON MIFFLIN HARCOURT	7,187.79	7,187.79	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1516	HOUGHTON MIFFLIN HARCOURT	1,821.73	1,821.73	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1517	HOUGHTON MIFFLIN HARCOURT	10,781.68	10,781.68	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1518	HOUGHTON MIFFLIN HARCOURT	8,984.74	8,984.74	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1519	HOUGHTON MIFFLIN HARCOURT	9,428.69	9,428.69	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1528	HOUGHTON MIFFLIN HARCOURT	406.71	203.35	0138252011 4310	BALL/MILD MODERATE/SE SEP CL/N /
			203.36	0138261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL

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K64R1575	HOUGHTON MIFFLIN HARCOURT	31,593.78	31,593.78	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1576	HOUGHTON MIFFLIN HARCOURT	12,521.30	12,521.30	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
K64R1594	HOUGHTON MIFFLIN HARCOURT	406.71	406.71	0124252011 4310	LO/MILD MODERATE/SE SEP CL/NSE /
K64R1612	HOUGHTON MIFFLIN HARCOURT	156.49	156.49	0128261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
K64R1661	HOUGHTON MIFFLIN HARCOURT	406.71	406.71	0123261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
K64R1704	HOUGHTON MIFFLIN HARCOURT	203.35	203.35	0138261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
K64R1664	HOWARDS APPLIANCES INC	10,742.58	10,742.58	0127393010 4410	KE/VEA-2B/INSTR / EQUIPMENT -
K64R1707	HOWARDS APPLIANCES INC	2,105.35	819.89	0125393010 4310	KA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			1,285.46	0125393010 4410	KA/VEA-2B/INSTR / EQUIPMENT -
K64R1717	HOWARDS APPLIANCES INC	418.88	418.88	0144027010 4310	LEX/PHYS ED/INSTR / INSTRUCTIONAL MATL &
K64T0606	HP DIRECT	1,077.50	1,077.50	0128102210 4410	CY/INNOVATION GRANT/INSTR / EQUIPMENT -
K64T0610	HP DIRECT	4,310.00	4,310.00	0168381010 4410	GI/TITLE I/INSTR / EQUIPMENT -
K64R1701	HUISMAN, MATTHEW	500.00	500.00	0147177072 5230	RISK MANGMNT/GENERAL ADMIN /
K64R1524	HUMAN RELATIONS MEDIA	459.07	459.07	0120489510 4310	AN//TUPE-COHORTJ-TIER 2/INSTR /
K64R1698	ICS SERVICE CO.	2,359.05	2,359.05	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S
K64R1706	ICS SERVICE CO.	311.50	311.50	0124000010 5880	LOARA/INSTR / OTHER OPERATING EXPENSES
K64S0217	IMAGE APPAREL FOR BUSINESS	13,443.91	13,443.91	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
K64T0593	INTELESYSONE INC.	99.55	99.55	0110230081 4320	MAINTENANCE/MO / OTHER OFFICE/MISC
K64T0616	INTERLIGHT	86.18	86.18	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR /
K64R1629	J AND M PROMOTIONS INC	410.87	410.87	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1674	J.W. PEPPER AND SON INC.	602.39	602.39	0132008010 4310	OR/VOC MUSIC/INSTR / INSTRUCTIONAL MATL &
K64C0246	JHM SUPPLY INC.	1,877.44	1,877.44	0135222081 4410	OPERATIONS - GROUNDS / EQUIPMENT -
K64R1493	JUNIOR LIBRARY GUILD	4,325.30	4,325.30	0124381010 4210	LO/TITLE I/INSTRUCTIONAL / BOOKS AND
K64R1496	JUNIOR LIBRARY GUILD	500.07	500.07	0128000910 4210	CY/LCFF-CONCENTRATION/INSTR / BOOKS AND

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K64R1498	JUNIOR LIBRARY GUILD	633.79	633.79	0142140027 4210	OXFORD/SCH ADM/SCH ADM / BOOKS AND
K64R1728	JUNIOR LIBRARY GUILD	1,196.03	1,196.03	0137381010 4210	SY/ECIA1/INSTR / BOOKS AND REFERENCE
K64A0297	KATELLA HIGH SCHOOL	16,800.00	16,800.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64T0692	KEM VENTURES INC	598.77	598.77	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64A0298	KENNEDY HIGH SCHOOL	6,000.00	6,000.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64A0309	KIRBYKO MUSIC LLC	600.00	600.00	0123007010 5880	SA/INS MUS/INSTR / OTHER OPERATING EXPENSES
K64M0115	KNORR SYSTEMS	12,613.49	3,366.63	0122240081 5610	MA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
			2,761.61	0123240081 5610	SA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
			2,247.38	0127240081 5610	KE/POOL/MO / REPAIRS/MAINT - O/S SERVICES
			4,237.87	0128240081 5610	CY/POOL/MO / REPAIRS/MAINT - O/S SERVICES
K64T0689	KUTA SOFTWARE	585.08	585.08	0137000910 5880	SY/LCFF-CONCENTRATION/INSTR / OTHER
K64M0112	KYA SERVICES	6,737.33	6,737.33	0141233081 5610	GI WEST/FLOOR/MO / REPAIRS/MAINT - O/S
K64M0113	KYA SERVICES	132,337.95	132,337.95	0110233081 5610	MAINTENANCE/FLOOR/MO / REPAIRS/MAINT - O/S
K64A0304	LABELL EXCHANGE	650.00	650.00	0113113036 5918	TRANS/REG-ED/TRANSPORTATION / TELEPHONE
K64R1566	LAKESHORE CURRICULUM	196.34	196.34	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1630	LAKESHORE CURRICULUM	492.17	492.17	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1652	LAKESHORE CURRICULUM	336.18	336.18	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1657	LAKESHORE CURRICULUM	446.70	446.70	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1670	LANGUAGE TESTING INTERNATIONAL	35.00	35.00	0163379021 4320	TITLE IIIA / LIMITED ENG PROG / OTHER
K64R1582	LEGO EDUCATION	1,319.00	1,319.00	0124002010 4310	LO/BUS ED/INSTR / INSTRUCTIONAL MATL &
K64R1646	LEGO EDUCATION	22,654.92	22,654.92	0137381010 4310	SY/ECIA1/INSTR / INSTRUCTIONAL MATL &
K64R1681	LEGO EDUCATION	5,447.79	5,447.79	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64R1616	LIBRARY STORE, THE	161.94	161.94	0128000024 4315	CY / L M T / LIBRARY/MEDIA/TECH SUPPLIES
K64R1671	LIBRARY STORE, THE	34.09	34.09	0168000024 4315	GI SOUTH/L M T / LIBRARY/MEDIA/TECH SUPPLIES
K64T0615	LIGHTSPEED TECHNOLOGIES INC	5,743.08	5,743.08	0120000910 4410	AN/LCFF-CONCENTRATION/INSTR / EQUIPMENT -

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K64A0299	LOARA ASB	7,200.00	7,200.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64R1572	LOZANO SMITH LLP	450.00	450.00	0104104072 5210	CERT HR/GENL ADM / TRAVEL AND CONFERENCE
K64R1570	MAGNATAG VISIBLE SYSTEMS	154.20	154.20	0120000031 4320	ANAHEIM GUID / OTHER OFFICE/MISC SUPPLIES
K64A0300	MAGNOLIA HIGH SCHOOL	3,000.00	3,000.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64X0461	MAMA COZZA'S ITALIAN INN	2,440.27	2,440.27	0117538010 4390	ED/CSUF STEM-INC(SCI/TECH/ENG / MEETING
K64R1492	MARKERBOARD PEOPLE, THE	310.87	310.87	0138024010 4310	BALL/MATH/INSTR / INSTRUCTIONAL MATL &
K64R1727	MC LOGAN SUPPLY COMPANY	390.32	390.32	0120005010 4310	ANAHEIM/ART/INSTR / INSTRUCTIONAL MATL &
K64R1642	MEDCO SPORTS MEDICINE	72.79	72.79	0128028034 4320	CYPRESS/ATHLETICS/HEALTH / OTHER
K64R1645	MEDCO SPORTS MEDICINE	3,689.06	1,598.70	0124400010 4310	LO/MANDATED 1-TIME FUNDS/INSTR /
			2,090.36	0124400010 4410	LO/MANDATED 1-TIME FUNDS/INSTR / EQUIPMENT
K64S0216	MEDCO SPORTS MEDICINE	98.53	98.53	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
K64R1526	MUSIC AND ARTS CENTERS	319.28	319.28	0132007010 4310	OR/INS MUS/INSTR / INSTRUCTIONAL MATL &
K64R1584	MYRIAD SENSORS INC.	1,268.22	1,268.22	0128030010 4310	CYPRESS/BIOLOGY/INSTRUCTIONAL /
K64R1545	NADA SCIENTIFIC LTD.	319.35	319.35	0127032010 4310	KE/BIOLOGY/INSTR / INSTRUCTIONAL MATL &
K64A0311	NAOMY MACHADO	600.00	600.00	0104911072 5810	HR/WELLNESS PROGRAM/ADMIN /
K64R1525	NASCO MODESTO	622.85	622.85	0120005010 4310	ANAHEIM/ART/INSTR / INSTRUCTIONAL MATL &
K64R1593	NASCO MODESTO	698.87	698.87	0127024010 4310	KE/MATH/INSTR / INSTRUCTIONAL MATL &
K64R1644	NASCO MODESTO	97.45	97.45	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1672	NASCO MODESTO	498.19	498.19	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR /
K64R1673	NASCO MODESTO	6,080.83	5,354.49	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
			726.34	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -
K64R1703	NASCO MODESTO	495.94	495.94	0138381010 4310	BALL/ECIA/INSTR / INSTRUCTIONAL MATL &
K64R1650	NEW CEMCO STRENGTH EQUIPMENT I	2,672.43	199.34	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR /
			2,473.09	0121000910 4410	WE/LCFF-CONCENTRATION/INSTR / EQUIPMENT -

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K64R1534	NEW MANAGEMENT INC.	806.16	806.16	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64R1696	NEW MANAGEMENT INC.	452.16	452.16	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR /
K64R1501	NIMCO	1,212.72	1,212.72	0121489510 4310	WE/TUPE-COHORT J-TIER 2/INSTR /
K64A0288	OC HUMAN RELATIONS COUNCIL	115,000.00	115,000.00	0172000810 5805	SAFE SCHL/LCFF/INSTR / INSTRUCTIONAL PROF
K64A0283	OCDE	2,000.00	2,000.00	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSES
K64R1538	OCDE	1,190.00	1,190.00	0117469021 5210	ED/EDUCATOR EFFECTIVENESS/SUPR / TRAVEL
K64R1602	OCDE	135.00	135.00	0163000921 5210	EL/LCFF-CONCENTRATION/SUPV / TRAVEL AND
K64R1562	OFFICE DEPOT	201.29	201.29	0128002010 4310	CY/BUS ED/INSTR / INSTRUCTIONAL MATL &
K64R1568	OFFICE DEPOT	81.76	40.88	0112112072 4320	PURCHASING/GENL ADM / OTHER OFFICE/MISC
			40.88	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1678	OFFICE DEPOT	319.22	319.22	0132000010 4310	OR/INSTR / INSTRUCTIONAL MATL & SUPPLIES
K64R1705	OFFICE DEPOT	82.18	82.18	0105105072 4320	CLASS HR/GENL ADM / OTHER OFFICE/MISC
K64X0462	OFFICE DEPOT	500.00	500.00	0113113036 4320	TRANS/REG-ED/TRANSPORTATION / OTHER
K64X0463	OFFICE DEPOT	500.00	500.00	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
K64X0471	OFFICE DEPOT	500.00	500.00	0115115021 4320	EDUCATION/SUPV INST / OTHER OFFICE/MISC
K64A0289	ONEOC	11,900.00	11,900.00	0172000810 5810	SAFE SCHL/LCFF/INSTR / NON-INSTRUCTIONAL
K64C0236	ORANGE COUNTY FIRE PROTECTION	322.50	322.50	0125230081 5610	KA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
K64M0109	ORANGE COUNTY FIRE PROTECTION	11,327.70	1,751.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
			1,693.00	0124230081 5610	LOARA/GENERAL/MO / REPAIRS/MAINT - O/S
			1,211.00	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
			1,506.70	0128230081 5610	CY/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
			660.00	0137230081 5610	SY/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
			1,153.00	0140230081 5610	SOUTH/GENERAL/MO / REPAIRS/MAINT - O/S
			1,153.00	0144230081 5610	LEX/GENERAL/MO / REPAIRS/MAINT - O/S
			2,200.00	0150230081 5610	ADMIN/GENERAL/MO / REPAIRS/MAINT - O/S
K64C0249	ORANGE COUNTY REGISTER	1,095.60	1,095.60	0108108077 4320	INFO SYSTEM/DP / OTHER OFFICE/MISC SUPPLIES



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K64R1687	ORANGE COUNTY REGISTER	261.00	261.00	0106106072 5880	BUSINESS/GENL ADM / OTHER OPERATING
K64R1618	ORANGE COUNTY INDUSTRIAL	1,022.55	1,022.55	0138000081 4410	BALL/MO / EQUIPMENT - NON-CAPITALIZED
K64R1684	ORANGE COUNTY INDUSTRIAL	1,022.55	1,022.55	0137140027 4410	SY/SCH ADM / EQUIPMENT - NON-CAPITALIZED
K64T0548	OVERDRIVE INC	1,640.04	1,640.04	0121381010 4210	WE/ECIA TITLE I/INSTRUCTI / BOOKS AND
K64T0608	OVERDRIVE INC	898.47	898.47	0123381010 4210	SA/TITLE I/INSTR / BOOKS AND REFERENCE
K64A0301	OXFORD ACADEMY	7,800.00	7,800.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64A0310	PACIFIC AUDIOLOGICS	57,500.00	57,500.00	0119283039 5810	SYS/OTHER PUPIL / NON-INSTRUCTIONAL PROF
K64R1546	PARTNERS IN LEARNING PROGRAMS	5,544.86	5,544.86	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR /
K64R1586	PASCO SCIENTIFIC	1,097.50	1,097.50	0128030010 4310	CYPRESS/BIOLOGY/INSTRUCTIONAL /
K64T0598	PATHWAY COMMUNICATIONS LTD	4,487.03	4,487.03	0140381010 4410	SOUTH/ECIA I/INSTR / EQUIPMENT -
K64T0613	PATHWAY COMMUNICATIONS LTD	641.00	641.00	0120487010 4410	MULTIMEDIA COMPUTER TECH/INST / EQUIPMENT
K64T0567	PC AND MACEXCHANGE	6,728.99	6,728.99	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT
K64T0569	PC AND MACEXCHANGE	4,037.39	4,037.39	0100000510 4410	UNRESTRICTED CARRYOVER / EQUIPMENT -
K64T0592	PC AND MACEXCHANGE	1,345.80	1,345.80	0127000910 4410	KE/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64T0602	PC AND MACEXCHANGE	1,345.80	1,345.80	0135000910 4410	DA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64R1712	PCASC	150.00	150.00	0105105072 5210	CLASS HR/GENL ADM / TRAVEL AND
K64R1494	PERMA BOUND	1,500.00	1,500.00	0168381010 4210	GI/TITLE I/INSTR / BOOKS AND REFERENCE
K64R1495	PERMA BOUND	131.09	131.09	0128004010 4210	CY/ENGLISH/INSTR / BOOKS AND REFERENCE
K64R1523	PERMA BOUND	800.00	800.00	0120000910 4210	AN/LCFF-CONCENTRATION/INSTR / BOOKS AND
K64R1694	PERMA BOUND	106.87	106.87	0137381010 4210	SY/ECIA I/INSTR / BOOKS AND REFERENCE
K64R1695	PERMA BOUND	824.32	824.32	0137381010 4210	SY/ECIA I/INSTR / BOOKS AND REFERENCE
K64C0259	PEST OPTIONS INC	967.50	967.50	0111222081 5610	OPERATIONS - GROUNDS / REPAIRS/MAINT - O/S
K64R1600	PIONEER DRAMA SERVICE INC	151.50	151.50	0128006010 4310	CY/THEATER/INSTR / INSTRUCTIONAL MATL &
K64R1615	PRESTWICK HOUSE	40.31	40.31	0128261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL

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K64R1627	PRO ED INC.	94.15	94.15	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64M0110	PRO LINE GYM FLOORS INC.	6,200.00	6,200.00	01111220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
K64R1539	PUT IN CUPS LLC	152.15	152.15	0172489510 4310	SAFE SCHL/TUPE GNT-COHORT J / INSTRUCTIONAL
K64C0235	REFRIGERATION SUPPLIES DIST.	790.24	790.24	01502335081 4410	ADMIN/HVAC/MO / EQUIPMENT -
K64C0245	REFRIGERATION SUPPLIES DIST.	2,229.20	2,229.20	01252335081 4410	KA/HVAC/MO / EQUIPMENT - NON-CAPITALIZED
K64C0250	REFRIGERATION SUPPLIES DIST.	3,951.19	790.24	01282335081 4347	CY/HVAC/MO / OPERATIONS SUPPLIES - MISC
			3,160.95	01502335081 4347	ADMIN/HVAC/MO / OPERATIONS SUPPLIES - MISC
K64T0579	RENAISSANCE LEARNING INC	1,730.00	1,730.00	0127000910 5880	KE/LCFF-CONCENTRATION/INSTR / OTHER
K64R1725	RIDDELL ALL AMERICAN	1,716.40	1,716.40	0123028081 5560	SAVANNA/ATHLETICS/MAINT / LAUNDRY
K64T0693	RJ COOPER	534.44	534.44	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
K64T0694	RJ COOPER	1,121.86	1,121.86	0147102210 4310	HOPE/INNOVATION GRANT/INSTR /
K64R1569	ROSA MEDIA PRODUCTIONS	12,452.05	12,452.05	0137000910 6490	SY/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64C0247	RUSSELL SIGLER INC DBA SIGLER	1,780.58	1,780.58	01312335081 4410	BR/HVAC/MO / EQUIPMENT - NON-CAPITALIZED
K64T0700	RYONET CORP.	731.49	731.49	0168489510 4410	GI/TUPE-COHORT J-TIER 2/INSTR / EQUIPMENT -
K64T0561	SAMYS CAMERA INC	4,360.64	4,360.64	0125102210 4410	KA/INNOVATION GRATN/INSTR / EQUIPMENT -
K64T0666	SAMYS CAMERA INC	5,168.79	3,609.11	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
			1,559.68	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -
K64T0672	SAMYS CAMERA INC	1,762.41	1,762.41	0127102210 4310	KE/INNOVATION GRANT/INSTR / INSTRUCTIONAL
K64T0674	SAMYS CAMERA INC	689.60	689.60	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR /
K64A0302	SAVANNA HIGH SCHOOL	8,400.00	8,400.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64R1663	SCHOLASTIC BOOK FAIRS	1,942.48	1,942.48	0127000910 4210	KE/LCFF-CONCENTRATION/INSTR / BOOKS AND
K64R1693	SCHOOL KIDS HEALTHCARE	250.84	250.84	0124400010 4310	LO/MANDATED 1-TIME FUNDS/INSTR /
K64R1649	SCHOOL NURSE SUPPLY INC	171.39	171.39	0137000010 4310	SY/INSTR / INSTRUCTIONAL MATL & SUPPLIES
K64R1561	SCHOOL OUTFITTERS	501.23	501.23	0105105072 4320	CLASS HR/GENL ADM / OTHER OFFICE/MISC

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K64R1596	SCHOOL OUTFITTERS	3,048.39	3,048.39	0140000910 4410	SO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64R1577	SCHOOL SPECIALTY INC	533.36	533.36	0137381010 4310	SY/ECIA1/INSTR / INSTRUCTIONAL MATL &
K64R1578	SCHOOL SPECIALTY INC	43.09	43.09	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1579	SCHOOL SPECIALTY INC	190.03	190.03	0124005010 4310	LOARA/ART/INSTR / INSTRUCTIONAL MATL &
K64T0589	SCHOOL TECH SUPPLY	14,341.04	14,341.04	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT -
K64T0547	SEHI COMPUTER PRODUCTS INC	61,861.00	61,861.00	0108400010 4310	EIT/MANDATED I-TIME FUNDS/INST /
K64T0549	SEHI COMPUTER PRODUCTS INC	1,088.27	1,088.27	0108108077 4310	INFO SYSTEM/DP / INSTRUCTIONAL MATL &
K64T0550	SEHI COMPUTER PRODUCTS INC	749.94	749.94	0108108077 4310	INFO SYSTEM/DP / INSTRUCTIONAL MATL &
K64T0555	SEHI COMPUTER PRODUCTS INC	4,144.67	4,144.67	0137381010 4410	SY/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED
K64T0559	SEHI COMPUTER PRODUCTS INC	3,932.88	3,932.88	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT -
K64T0560	SEHI COMPUTER PRODUCTS INC	3,932.88	3,932.88	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT -
K64T0564	SEHI COMPUTER PRODUCTS INC	2,882.21	2,882.21	0138000910 4410	BA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64T0565	SEHI COMPUTER PRODUCTS INC	1,540.83	1,540.83	0142002010 4310	OXFORD/BUS ED/INSTR / INSTRUCTIONAL MATL &
K64T0566	SEHI COMPUTER PRODUCTS INC	9,040.23	9,040.23	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT -
K64T0568	SEHI COMPUTER PRODUCTS INC	44,984.40	44,984.40	0100000510 4310	UNRESTRICTED CARRYOVER / INSTRUCTIONAL
K64T0570	SEHI COMPUTER PRODUCTS INC	15,360.50	15,360.50	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT -
K64T0571	SEHI COMPUTER PRODUCTS INC	6,668.73	6,668.73	0100000510 4410	UNRESTRICTED CARRYOVER / EQUIPMENT -
K64T0573	SEHI COMPUTER PRODUCTS INC	1,671.70	1,671.70	0105105072 4410	CLASS HR/GENL.ADM / EQUIPMENT -
K64T0574	SEHI COMPUTER PRODUCTS INC	1,398.74	297.40	0108108077 4310	INFO SYSTEM/DP / INSTRUCTIONAL MATL &
			1,101.34	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT -
K64T0575	SEHI COMPUTER PRODUCTS INC	2,017.08	2,017.08	0108108077 5210	INFO SYSTEM/DP / TRAVEL AND CONFERENCE
K64T0581	SEHI COMPUTER PRODUCTS INC	73.73	73.73	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64T0583	SEHI COMPUTER PRODUCTS INC	3,628.93	3,628.93	0140000910 4410	SO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64T0584	SEHI COMPUTER PRODUCTS INC	2,898.48	2,898.48	0140000910 4410	SO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -

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K64T0591	SEHI COMPUTER PRODUCTS INC	12,900.90	12,900.90	0127000910 4310	KE/LCFF-CONCENTRATION/INSTR /
K64T0595	SEHI COMPUTER PRODUCTS INC	329.94	247.29	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR /
			82.65	0120000910 4410	AN/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64T0601	SEHI COMPUTER PRODUCTS INC	9,010.40	9,010.40	0135000910 4310	DA/LCFF-CONCENTRATION/INSTR /
K64T0603	SEHI COMPUTER PRODUCTS INC	5,153.68	5,153.68	0135000910 4410	DA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
K64T0605	SEHI COMPUTER PRODUCTS INC	5,108.49	5,108.49	0128102210 4310	CY/INNOVATION GRANT/INSTR / INSTRUCTIONAL
K64T0607	SEHI COMPUTER PRODUCTS INC	73.35	73.35	0147102210 4310	HOPE/INNOVATION GRANT/INSTR /
K64T0609	SEHI COMPUTER PRODUCTS INC	30,962.16	30,962.16	0168381010 4310	GI/TITLE I/INSTR / INSTRUCTIONAL MATL &
K64T0622	SEHI COMPUTER PRODUCTS INC	2,996.53	2,996.53	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0631	SEHI COMPUTER PRODUCTS INC	624.95	624.95	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
K64T0632	SEHI COMPUTER PRODUCTS INC	71,785.93	32.33	0124393010 4310	LOARA/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			71,753.60	0124393010 4410	LOARA/VEA-2B/INSTR / EQUIPMENT -
K64T0634	SEHI COMPUTER PRODUCTS INC	2,954.99	707.53	0121393010 4310	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MATL
			2,247.46	0121393010 4410	WESTERN/VEA-2B/INSTR / EQUIPMENT -
K64T0638	SEHI COMPUTER PRODUCTS INC	68.00	68.00	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT -
K64T0643	SEHI COMPUTER PRODUCTS INC	230.73	230.73	0135025040 4310	DALE/ANCL / INSTRUCTIONAL MATL & SUPPLIES
K64T0650	SEHI COMPUTER PRODUCTS INC	1,831.66	1,831.66	0121102210 4310	WE/INNOVATION GRANT/INSTR / INSTRUCTIONAL
K64T0652	SEHI COMPUTER PRODUCTS INC	228.43	228.43	0120487010 4310	MULTIMEDIA COMPUTER TECH/INST /
K64T0654	SEHI COMPUTER PRODUCTS INC	506.43	506.43	0140381010 4310	SOUTH/ECIA1/INSTR / INSTRUCTIONAL MATL &
K64T0655	SEHI COMPUTER PRODUCTS INC	310.32	310.32	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0660	SEHI COMPUTER PRODUCTS INC	1,274.69	709.00	0132000010 4310	OR/INSTR / INSTRUCTIONAL MATL & SUPPLIES
			565.69	0132000010 5610	OR/INSTR / REPAIRS/MAINT - O/S SERVICES
K64T0661	SEHI COMPUTER PRODUCTS INC	66.81	66.81	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0662	SEHI COMPUTER PRODUCTS INC	762.12	762.12	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64T0663	SEHI COMPUTER PRODUCTS INC	70.04	70.04	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /

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K64T0667	SEHI COMPUTER PRODUCTS INC	1,155.17	77.47	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
			1,077.70	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -
K64T0676	SEHI COMPUTER PRODUCTS INC	641.76	641.76	0137000910 4310	SY/LCFF-CONCENTRATION/INSTR /
K64T0677	SEHI COMPUTER PRODUCTS INC	3,163.31	3,163.31	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64T0679	SEHI COMPUTER PRODUCTS INC	136.00	136.00	0121102210 5880	WE/INNOVATION GRANT/INSTR / OTHER
K64T0681	SEHI COMPUTER PRODUCTS INC	281.72	281.72	0105105072 4320	CLASS HR/GENL ADM / OTHER OFFICE/MISC
K64T0707	SEHI COMPUTER PRODUCTS INC	35,001.84	232.74	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
			34,769.10	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -
K64T0708	SEHI COMPUTER PRODUCTS INC	553.84	553.84	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
K64R1668	SERGIO GARCIA PRINTING	294.38	294.38	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR /
K64C0237	SIGNATURE PARTY RENTALS	149.93	149.93	0125102210 5620	KA/INNOVATION GRATN/INSTR /
K64R1560	SOCALGRAD	4,382.07	4,382.07	0128066027 4320	CYPRESS/GRADUATION/SCH ADMIN / OTHER
K64R1623	SOCALGRAD	201.49	201.49	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
K64X0464	SOCALGRAD	3,700.00	3,700.00	0125140027 4320	KA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
K64R1662	SOFTWARE 4 SCHOOLS	377.07	377.07	0123000010 4310	SA/INSTR / INSTRUCTIONAL MATL & SUPPLIES
K64R1621	SOS SURVIVAL PRODUCTS	2,327.06	2,327.06	0124400010 4320	LO/MANDATED 1-TIME FUNDS/INSTR / OTHER
K64R1599	SOUTH COAST AIR QUALITY	125.47	125.47	0127230081 5880	KE/GENERAL/MO / OTHER OPERATING EXPENSES
K64R1699	SOUTH COAST AIR QUALITY	125.47	125.47	0128230081 5880	CY/GENERAL/MO / OTHER OPERATING EXPENSES
K64R1559	SPECTRUM AQUATICS	1,444.68	366.26	0124240081 4347	LOARA/POOL/MO / OPERATIONS SUPPLIES - MISC
			366.26	0125240081 4347	KA/POOL/MO / OPERATIONS SUPPLIES - MISC
			345.90	0127240081 4347	KE/POOL/MO / OPERATIONS SUPPLIES - MISC
			366.26	0128240081 4347	CY/POOL/MO / OPERATIONS SUPPLIES - MISC
K64R1726	SPICE OF LIFE INC.	2,023.00	198.00	0104911072 4320	HR/WELLNESS PROGRAM/ADMIN / OTHER
			875.00	0104911072 4390	HR/WELLNESS PROGRAM/ADMIN / MEETING
			950.00	0104911072 5880	HR/WELLNESS PROGRAM/ADMIN / OTHER
K64A0306	STAFFREHAB	15,640.00	15,640.00	0119283039 5810	SYS/OTHER PUPIL / NON-INSTRUCTIONAL PROF

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K64R1531	STAPLES ADVANTAGE	394.96	394.96	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
K64R1563	STAPLES ADVANTAGE	446.91	446.91	0172381731 4320	TITLE I-MC KINNEY VENTO/GUID / OTHER
K64R1564	STAPLES ADVANTAGE	54.54	54.54	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC
K64R1565	STAPLES ADVANTAGE	474.21	474.21	0128261012 4310	SE RES SP(RSP)/SE RES SP/SEV / INSTRUCTIONAL
K64R1632	STAPLES ADVANTAGE	1,105.52	1,105.52	0138140027 4320	BALL/SCH ADM/SCH ADM / OTHER OFFICE/MISC
K64R1682	STAPLES ADVANTAGE	738.76	738.76	0122489510 4310	MA/TUPE-COHORT J-TIER 2/INSTR /
K64R1686	STAPLES ADVANTAGE	90.45	68.36	0120140027 4320	ANAHEIM/SCH ADM / OTHER OFFICE/MISC
			22.09	0120272511 4310	AUTISM/SE SEP CL/SEV / INSTRUCTIONAL MATL &
K64R1690	STAPLES ADVANTAGE	389.55	389.55	0172381731 4320	TITLE I-MC KINNEY VENTO/GUID / OTHER
K64R1692	STAPLES ADVANTAGE	317.15	317.15	0172000831 4320	SAFE SCHOOLS/LCFF/GUIDANCE / OTHER
K64R1709	STAPLES ADVANTAGE	673.91	673.91	0107107072 4410	ACCTG /GENL ADM / EQUIPMENT -
K64R1713	STAPLES ADVANTAGE	98.10	98.10	0105105072 4320	CLASS HR/GENL ADM / OTHER OFFICE/MISC
K64R1716	STAPLES ADVANTAGE	2,103.28	2,103.28	0114114072 4320	WAREHOUSE/GENL ADM / OTHER OFFICE/MISC
K64R1723	STAPLES ADVANTAGE	554.04	554.04	0119119032 4410	SPEC ED/UNREST/PSYC / EQUIPMENT -
K64T0686	STAPLES ADVANTAGE	146.22	146.22	0122252011 4310	MA/MILD MODERATE/SE SEP CL/NSP /
K64T0688	STAPLES ADVANTAGE	109.37	109.37	0122140027 4320	MA/SCH ADM / OTHER OFFICE/MISC SUPPLIES
K64R1631	SUNDANCE SOLAR PRODUCTS INC.	1,149.48	1,149.48	0120102210 4310	AN/INNOVATION GRANT/INSTR / INSTRUCTIONAL
K64R1700	SUNSET SIGNS AND PRINTING INC	1,016.08	1,016.08	0123140027 4320	SA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
K64X0468	SYCAMORE JR HIGH ASB	2,200.00	2,200.00	0137054040 5810	SY/AFTSCHL/ANCIL / NON-INSTRUCTIONAL PROF
K64R1502	TEACHER'S DISCOVERY	1,151.38	1,151.38	0132011010 4310	OR/WORLD LNG/INSTR / INSTRUCTIONAL MATL &
K64R1497	TEXTBOOK WAREHOUSE	1,055.95	1,055.95	0121381010 4310	WE/ECLA TITLE I/INSTRUCTI / INSTRUCTIONAL
K64R1500	TEXTBOOK WAREHOUSE	206.40	206.40	0121004010 4210	WESTERN/ENGLISH/INSTR / BOOKS AND
K64R1521	TEXTBOOK WAREHOUSE	8,101.89	8,101.89	0121381010 4210	WE/ECLA TITLE I/INSTRUCTI / BOOKS AND
K64R1591	TFH USA LTD	169.16	169.16	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL

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K64R1587	THERAPRO INC.	377.12	377.12	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64T0590	TKO ELECTRONICS	12,196.23	12,196.23	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT -
K64T0576	TROXELL COMMUNICATIONS INC	8,698.66	8,698.66	0100000510 4410	UNRESTRICTED CARRYOVER / EQUIPMENT -
K64T0577	TROXELL COMMUNICATIONS INC	2,618.33	2,618.33	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT
K64T0597	TROXELL COMMUNICATIONS INC	937.43	937.43	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR /
K64C0232	TRUCK PRO PTO SALES CORPORATIO	3,448.00	3,448.00	0179113036 4376	GARAGE/TRANS-REG ED/TRANSPORT / TRANS
K64C0251	TURF STAR INC	2,291.59	2,291.59	0111220081 4410	OPERATIONS - GENERAL / EQUIPMENT -
K64X0466	U S BANK	5,000.00	5,000.00	0102102071 5210	SUPT/BRD SUPT / TRAVEL AND CONFERENCE
K64R1543	ULINE	315.18	315.18	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR /
K64R1628	ULJNE	167.15	167.15	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1719	ULINE	1,110.37	1,110.37	0118118072 5810	GRAPHICS/GENL ADM / NON-INSTRUCTIONAL
K64X0465	UNITED RENTALS	1,077.50	1,077.50	0137000910 5620	SY/LCFF-CONCENTRATION/INSTR /
K64R1604	UNITED STATES TREASURY	6,063.38	6,063.38	6900690060 5885	HEALTH AND WELF/ENTERP / GOVERNMENT FEES
K64C0254	US COACHWAYS INC.	1,390.00	1,390.00	0128028040 5620	CY/ATHLET/ANCILLARY / RENTALS/OPERATING
K64R1617	US COACHWAYS INC.	1,893.75	1,893.75	0124028040 5620	LOARA/ATHLET/ANCILLARY /
K64R1553	US GAMES	939.98	939.98	0144054040 4310	LEX/AFTSCHL/ANCIL / INSTRUCTIONAL MATL &
K64R1583	VERNIER SOFTWARE	1,905.23	1,905.23	0128030010 4310	CYPRESS/BIOLOGY/INSTRUCTIONAL /
K64R1598	VERNIER SOFTWARE	2,850.25	2,850.25	0128102210 4310	CY/INNOVATION GRANT/INSTR / INSTRUCTIONAL
K64T0682	VISION COMMUNICATIONS CO.	59,494.38	59,494.38	0113113036 4410	TRANS/REG-ED/TRANSPORTATION / EQUIPMENT -
K64T0695	VISION COMMUNICATIONS CO.	483.80	483.80	0110230081 4320	MAINTENANCE/MO / OTHER OFFICE/MISC
K64R1530	WARD'S NATURAL SCIENCE EST	3,562.82	3,562.82	0128000010 4310	CY/INSTR / INSTRUCTIONAL MATL & SUPPLIES
K64R1601	WARD'S NATURAL SCIENCE EST	3,752.93	3,752.93	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR /
K64T0572	WARDS MEDIA TECH	5,804.63	5,804.63	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT
K64T0704	WARDS MEDIA TECH	5,071.80	5,071.80	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -

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K64T0716	WARDS MEDIA TECH	817.81	817.81	0147257011 4320	SEVER HDCP/SE SEP CL/SEV / OTHER OFFICE/MISC
K64R1535	WENGER CORP	248.26	248.26	0135007010 4310	DALE/INS MUS/INSTR / INSTRUCTIONAL MATL &
K64R1607	WEST COAST LANYARDS INC.	1,012.86	1,012.86	0102087110 4310	SUPERINTENDENT/AIME/INSTR / INSTRUCTIONAL
K64R1589	WEST MUSIC	284.08	284.08	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
K64R1718	WEST SHIELD ADOLESCENT SERVICE	5,705.01	5,705.01	0119283031 5880	SYS/GUID / OTHER OPERATING EXPENSES
K64A0303	WESTERN HIGH SCHOOL ASB	4,800.00	4,800.00	0117909540 5880	ED/SUMMER INTERNSHIP-AIM/ANCIL / OTHER
K64R1715	WORK TRAINING CENTER FOR THE	2,801.50	172.40	0123381010 4310	SA/TITLE I/INSTR / INSTRUCTIONAL MATL &
K64R1691	WORTHINGTON DIRECT	1,113.71	2,629.10	0123381010 4410	SA/TITLE I/INSTR / EQUIPMENT -
K64A0282	XEROX FINANCIAL SERVICES LLC	15,985.79	1,113.71	0137000910 4310	SY/LCFF-CONCENTRATION/INSTR /
K64T0551	ZONES	1,031.71	15,985.79	0118118072 5620	GRAPHICS/GENL ADM / RENTALS/OPERATING
K64T0611	ZONES	133.05	1,031.71	0137381010 4310	SY/ECIA1/INSTR / INSTRUCTIONAL MATL &
			133.05	0120381010 4310	ANAHEIM/ECIA1/INSTR / INSTRUCTIONAL MATL &
	<b>Fund 01 Total:</b>		<b>3,048,931.53</b>		
	<b>Fund 24 Total:</b>		<b>535,794.66</b>		
	<b>Fund 45 Total:</b>		<b>140,000.00</b>		
	<b>Fund 69 Total:</b>		<b>6,063.38</b>		
	<b>Total Amount of Purchase Orders:</b>		<b>3,730,789.57</b>		



**VENDOR CHECK REGISTER**  
**APRIL 28, 2017 THROUGH JUNE 5, 2017**

<u>VENDOR NAME</u>	<u>VENDOR ID</u>	<u>OBJECT</u>	<u>AMOUNT</u>	<u>CK#</u>
GLASS CLEANER	V6412646	5610	947.00	00140532
A 1 FENCE COMPANY	V6408537	5620	1,389.00	00140365
A TO Z CIRCUIT BREAKERS INC	V6409879	4355	136.84	00140453
A U H S D FOOD SERVICE DEPT	V6400023	4320	105.00	00140396
		4390	15.09	00140059
			954.72	00140227
			28.50	00140503
			221.97	00140743
A Z BUS SALES INC.	V6400025	4376	803.90	00140060
			323.05	00140649
		4385	948.46	00140060
			758.92	00140649
AAA ELECTRIC MOTOR SALES	V6400033	4347	172.99	00140061
			332.88	00140138
			57.26	00140454
AARDVARK CLAY AND SUPPLIES INC	V6400035	4310	204.73	00140650
ABC SCHOOL EQUIPMENT INC	V6400047	4355	6,219.17	00140504
			2,304.35	00140651
ABE'S PLUMBING	V6406307	5610	12,850.00	00140505
ACE HARDWARE	V6411077	4310	7.99	00140062
			20.41	00140397
ACOUSTICAL MATERIAL SERVICES	V6400070	4355	773.84	00140139
			849.07	00140455
			3,210.40	00140652
ACS BILLING SERVICE	V6400072	5580	3,583.28	00140308
ADAFRUIT INDUSTRIES LLC	V6411889	4310	1,396.80	00140228
ADAIR, MATTHEW	V6411830	8699	63.99	00140338
ADI	V6400095	4355	454.68	00140063
			184.22	00140506
		4410	1,259.59	00140456
ADORAMA	V6411023	4310	1,664.50	00140229
ADVANTAGE WEST INVESTMENT ENTERPRISES INC.	V6412537	4347	491.09	00140265
		4410	7,929.82	00140265
AFFORDABLE PIANO TUNING	V6412217	5610	470.00	00140744
AICHELE, STEVEN G.	V6407891	5610	125.00	00140581
AIREMASTERS AIR CONDITIONING	V6405365	5610	13,333.10	00140106
AIRWOLF 3D	V6411803	4310	310.32	00140457
ALBRIGHT LIGHTING PLASTICS	V6410869	4355	134.15	00140230
			349.22	00140653
ALDEEN, LEO	V6412679	5220	244.01	00140545
ALL AMERICAN TROPHY ENGRAVING	V6400159	4320	1,176.63	00140366
ALL WE PRINT	V6412650	4310	849.55	00140654
ALLIANCE ENVIRONMENTAL COMPLIANCE INC	V6400169	5610	7,850.88	00140507
ALTERNATIVE REVOLVING CASH	V6400190	4210	202.36	00140020
			149.69	00140193
		4299	15.00	00140020
		4310	4,656.87	00140020
			5,895.22	00140193
			3,433.75	00140745
		4315	83.12	00140745

		4320	857.30	00140020
			1,758.82	00140193
			775.14	00140745
		4347	142.13	00140020
			455.46	00140193
			169.60	00140745
		4355	53.00	00140020
		4390	1,460.30	00140020
			1,343.74	00140193
			866.76	00140745
		5210	20.00	00140193
			219.00	00140745
		5880	295.00	00140020
			400.00	00140193
		5910	51.02	00140020
			11.52	00140193
			23.36	00140745
ALVAREZ, JUAN	V6412677	5210	573.28	00140533
AMERICAN MEDICAL AND HOSPITAL SUPPLY CO INC	V6405265	9320	192.96	00140339
AMTECH ELEVATOR SERVICES	V6412267	5610	3,150.00	00140309
ANAHEIM COMMUNITY SERVICES	V6412336	5620	500.00	00140007
ANAHEIM ELEMENTARY SCHOOL DISTRICT	V6400254	5100	15,508.81	00140310
		5620	3,430.00	00140582
ANAHEIM FAMILY YMCA	V6409401	5100	665,894.57	00140508
ANAHEIM HIGH SCHOOL	V6400260	5810	4,903.00	00140064
			2,056.00	00140546
		5880	8,400.00	00140583
APPROACH LEARNING AND ASSESSMENT CENTERS INC.	V6404702	5860	51,276.64	00140140
			9,228.20	00140547
ARBOR SCIENTIFIC	V6400327	4310	377.03	00140655
ARMSTRONG, IAN	V6408439	5220	37.45	00140141
ART SUPPLY WAREHOUSE	V6400350	4310	103.01	00140142
ARTIANO SHINOFF	V6408054	5821	35,982.57	00140107
			37,400.77	00140311
ASBURY ENVIRONMENTAL SERVICES	V6400358	5610	55.00	00140065
AT AND T	V6406157	5918	11,494.21	00140145
ATKINSON ANDELSON LOYA RUUD	V6400383	5210	207.00	00140312
ATVANTAGE ATHLETIC TRAINING	V6411449	5805	877.50	00140509
AUGUSTIN EGELSEE LLP	V6407847	5821	6,000.00	00140398
AUTOLIFT SERVICES INC.	V6411496	5610	426.88	00140340
AUVSI FOUNDATION	V6412582	4310	2,458.83	00140066
			318.23	00140231
		4410	813.49	00140231
AWARDS BY PAUL	V6400412	4310	766.64	00140146
			404.06	00140656
		4320	178.87	00140341
		4390	53.88	00140656
AZEVEDO, VICKY	V6412068	5210	1,051.55	00140510
		5220	110.55	00140147
B AND H PHOTO VIDEO INC	V6400422	4310	491.95	00140746
		4320	188.84	00140746
		4410	1,299.00	00140746
B AND K ELECTRIC WHOLESALE	V6400623	4355	281.21	00140148
B AND M LAWN AND GARDEN INC	V6400423	4347	370.64	00140067
			852.86	00140584

BALL JR HIGH SCHOOL	V6400433	5810	550.00	00140313
BARNES AND NOBLE	V6400450	4210	5,085.75	00140068
			433.67	00140149
			462.38	00140314
			1,168.66	00140511
			387.36	00140657
BAVCO	V6407678	4355	496.40	00140069
BEACHAM, BILL	V6400516	5880	10,400.00	00140738
BEE BUSTERS	V6400472	5610	400.00	00140070
			1,125.00	00140367
BELL PIPE AND SUPPLY CO	V6400476	4355	379.12	00140150
BELLFLOWER MUSIC	V6400477	4310	4,011.56	00140071
		4410	8,222.00	00140512
BEREKIAN, BEVERLY	V6411469	5210	902.36	00140513
BEST BEST AND KRIEGER LLP	V6400491	5821	510.59	00140225
BIENSTOCK, REGINA	V6412653	5220	79.05	00140021
BINFORD, SARAH	V6411813	5210	378.18	00140514
BIOMETRICS4ALL INC	V6409224	5810	55.50	00140108
BLANTON, PEGGY ANN	V6403615	5210	50.00	00140585
BLICK ART MATERIALS LLC	V6401357	4310	1,590.33	00140232
			283.85	00140515
BOGGS, AMANDA	V6412487	5220	213.25	00140072
BOSSGRAPHICS	V6406107	5610	7,125.00	00140739
		5620	1,800.00	00140739
BREAKOUT EDU	V6412649	4310	269.38	00140399
BREWER QUILTING AND SEWING SUPPLIES	V6402777	9320	1,244.58	00140747
BREWER, AMANDA	V6412654	5220	53.77	00140008
			104.33	00140233
BROOKS INSTALLATIONS	V6403919	5610	3,394.00	00140516
BSN SPORTS	V6400615	4347	537.01	00140073
		5630	1,943.77	00140073
BUSWEST LLC	V6407892	4376	531.34	00140074
			304.66	00140342
			2,935.64	00140586
C.A.S.H.	V6400650	5210	970.00	00140343
CABALLERO, ROBYN	V6412662	5210	207.50	00140315
CABE	V6400656	5210	27,195.00	00140151
		5805	2,500.00	00140266
CABRERA, VERONICA	V6412362	5220	47.88	00140152
CALIFORNIA CUSHION COMPANY INC.	V6411382	4355	107.75	00140234
CALIFORNIA DEPT. OF JUSTICE	V6400689	5810	4,694.00	00140194
			2,308.00	00140368
CALIFORNIA PLUMBING PARTS	V6412567	4355	1,474.33	00140075
			2,023.66	00140195
			913.63	00140235
			708.68	00140316
			3,268.48	00140458
			562.71	00140517
			2,679.36	00140658
		4410	964.32	00140517
			633.57	00140658
CALIFORNIA RETROFIT INC	V6406910	4355	197.19	00140659
CALIFORNIANS TOGETHER	V6408384	4320	1,127.50	00140587
CALLAWAY, KATRINA	V6412591	5210	2,064.49	00140267
CALPERS	V6409986	3202	20,178.34	00140459

		5880	500.00	00140459
CAMERON WELDING SUPPLY	V6400741	4310	129.85	00140400
CAMPBELL, DENISE	V6409293	5210	275.00	00140317
CANON U.S.A. INC.	V6412638	5610	140.38	00140236
CAPISTRANO GOLF CARS INC	V6411745	5610	413.85	00140401
CAPPELUTI, MATTHEW	V6406600	5220	6.96	00140153
CARBIDE 3D LLC	V6412659	4310	373.92	00140660
		4410	1,756.33	00140660
CARDOZA, ROSIE	V6410927	5210	1,278.34	00140318
CARE YOUTH CORPORATION	V6412565	5860	332,022.00	00140110
CARMAN, CANDICE	V6412031	5220	35.20	00140319
CAROLINA BIOLOGICAL SUPPLY CO.	V6400778	4310	991.12	00140076
			1,068.67	00140344
			748.86	00140460
			568.61	00140661
CART MAN INC, THE	V6404668	4410	2,688.36	00140461
		5610	154.39	00140077
			1,176.24	00140196
			434.55	00140662
CASCWA	V6400795	5210	660.00	00140518
CASTO, CAROLE	V6411846	5210	779.74	00140402
CAVANAGH, JAMES	V6408353	1103	456.12	00140320
CCP INDUSTRIES INC	V6400816	9320	1,104.00	00140078
CDW GOVERNMENT INC.	V6400819	4410	215.20	00140321
			1,049.13	00140548
			1,479.53	00140663
CELEBRATIONS! PARTY RENTALS	V6412197	5620	253.93	00140588
CENDEJAS, ARTHUR	V6412656	5210	2,175.00	00140079
CERTIFIED TRANSPORTATION SVCS	V6400852	5620	873.75	00140322
CERTIPOINT	V6410383	5880	3,500.00	00140403
CHANCE THEATER, THE	V6410203	5810	500.00	00140080
CHANG, SUNYEE	V6412527	5210	1,231.61	00140323
CHAPMAN COAST ROOF COMPANY INC.	V6410263	5610	25,487.00	00140081
CHAPMAN UNIVERSITY	V6400867	5100	10,262.51	00140154
			28,128.97	00140369
			5,738.23	00140589
CHILD SHUTTLE	V6406415	5870	1,508.00	00140155
CHILDERS, KAITI	V6412258	5210	443.74	00140009
			491.62	00140519
CHIRIBOGA, SILVIA	V6406735	5220	15.51	00140520
CHRISTIAN BUILDING MATERIALS	V6400919	4355	2,151.09	00140197
CHROMARK CORP.	V6410400	4310	480.59	00140082
CHYLINSKI, PAUL	V6403583	5210	443.74	00140010
CISCO'S SHOP INC.	V6411971	4355	241.88	00140324
CITY AUTO TOP	V6400953	4376	140.20	00140590
CITY OF ANAHEIM	V6400957	5520	12,228.67	00140083
			26,805.51	00140111
			74,620.05	00140156
			75,221.82	00140198
			46,409.36	00140237
			15,820.73	00140345
			58,640.23	00140462
			62,694.24	00140748
		5530	7,297.55	00140111
			12,927.74	00140156

			19,721.06	00140198
			6,368.22	00140237
			3,261.29	00140345
			11,525.89	00140462
			2,301.06	00140748
		5580	2,250.51	00140083
			4,767.35	00140111
			8,187.51	00140156
			8,657.72	00140198
			2,545.21	00140345
			5,730.26	00140462
			7,570.95	00140748
		5880	143.00	00140664
CITY OF BUENA PARK	V6400958	5530	5,178.79	00140325
		5580	525.38	00140325
CLARK SECURITY PRODUCTS	V6400966	4355	2,592.39	00140084
			1,222.25	00140326
			21.10	00140463
CLETA HARDER DEVELOPMENTAL SCHOOL	V6407031	5860	4,094.20	00140268
COCO PRINTING AND GRAPHICS	V6410045	5810	2,635.20	00140085
			1,782.00	00140238
COLLEGE BOARD	V6401012	4310	67,116.00	00140327
COLLEGE BOARD, THE	V6401014	5210	275.00	00140011
			395.00	00140464
			225.00	00140521
COLON, TAMARA ELIZABETH	V6412357	5810	525.00	00140086
			525.00	00140328
COMMUNITY BANK	V6412573	5610	8,521.36	00140087
COMPREHENSIVE DRUG TESTING	V6410899	5810	665.00	00140329
CONTINENTAL CHEMICAL AND SANITARY	V6409578	9320	2,815.51	00140465
CONTRACT PAPER GROUP INC.	V6410661	9320	2,037.93	00140591
COOK, ALISON	V6410376	5210	378.18	00140522
COUNTS, JACKIE	V6406390	5210	346.59	00140523
COUNTY CIRCUIT BREAKERS	V6412570	4355	756.00	00140665
COUNTY OF VENTURA	V6410204	5880	9,707.00	00140615
CPR1 LLC	V6412104	4320	90.30	00140592
		4410	3,157.83	00140592
CREATIVE BUS SALES	V6409840	4376	1,097.69	00140593
		4385	1,020.02	00140088
CROWN AWARDS	V6412112	4310	981.91	00140346
CROWN TROPHY	V6401151	4310	804.89	00140330
CRUZ, LISA	V6402779	5880	320.00	00140594
CSM CONSULTING INC.	V6409922	5810	2,300.00	00140199
			2,300.00	00140549
CURRICULUM ASSOCIATES INC	V6401193	4310	409.11	00140331
CUSTOM SIGNS INC	V6408988	6490	14,214.00	00140550
CYPRESS HS	V6405640	5880	4,800.00	00140595
D. HAUPTMAN CO. INC.	V6405405	9320	3,232.50	00140200
DAM, ANGEL	V6409471	5220	10.28	00140551
DARTCO TRANSMISSION SALES SVC	V6401258	4376	1,731.33	00140370
			4,364.74	00140524
DECHENE, JOHN	V6412676	5210	747.71	00140534
DECKER INC	V6401302	4347	129.75	00140201
DEL SOL SCHOOL	V6411308	5860	4,362.00	00140332
DEMCO INC	V6401318	4315	97.97	00140202

DEPARTMENT OF GENERAL SERVICES	V6409862	5821	916.00	00140371
DESIGNS BY MARINA	V6401334	4320	501.64	00140749
DESOTO SALES INC	V6412600	4355	2,172.20	00140466
DEVEREUX CLEO WALLACE	V6407075	5860	33,080.05	00140552
DEVEREUX TEXAS TREATMENT NETWORK	V6401339	5860	26,247.39	00140372
			12,007.72	00140373
			12,830.18	00140467
DHARMA TRADING CO.	V6411544	4310	465.55	00140333
DHAWAN, SONITA	V6410951	5220	69.17	00140203
DIESEL SPECIALISTS	V6406515	4370	317.86	00140374
		5610	425.00	00140374
DION, CANDACE	V6408224	5210	484.71	00140553
DON JOHNSTON INC	V6401390	4210	79.85	00140204
			80.33	00140666
DOWNTOWN FORD SALES	V6412626	6490	47,188.21	00140112
DRONEFLY INC.	V6411482	4410	1,520.33	00140432
DUCA, JASON	V6407065	5220	285.54	00140404
			146.71	00140468
DUNN EDWARDS PAINTS	V6401448	4355	140.58	00140089
			7,184.36	00140269
			2,436.19	00140405
			1,428.99	00140525
			1,490.29	00140667
E.B. BRADLEY COMPANY	V6401456	4355	220.28	00140157
			73.13	00140526
EBERHARD EQUIPMENT	V6405532	4347	921.77	00140239
			974.74	00140406
		4410	771.87	00140527
ECONOMY RENTALS INC	V6401478	5610	452.10	00140668
		5620	1,113.54	00140090
			64.83	00140240
			1,258.27	00140668
EDGEWOOD PRESS INC.	V6401486	4310	494.49	00140669
EDUCATIONAL INNOVATIONS INC	V6401510	4310	371.77	00140670
EGANS, SHANNA	V6411935	5210	230.17	00140528
ELLIOTT, MARYJO	V6408060	5220	93.09	00140347
			83.78	00140469
ENCORP	V6409154	5610	13,015.00	00140270
ERNEST PACKAGING SOLUTIONS INC.	V6411448	9320	914.59	00140205
ESCOE, BARRY	V6400453	3701	2,421.00	00140750
ETR ASSOCIATES	V6401609	4310	179.40	00140554
EWING IRRIGATION PRODUCTS	V6401634	4347	411.87	00140158
			53.42	00140529
			316.44	00140671
EXPERIA USA	V6412501	5610	95.00	00140113
EXPO PROPANE	V6412144	5810	346.64	00140375
EXPRESS MEDALS LLC	V6412658	4310	519.04	00140672
EXPRESS PIPE AND SUPPLY CO INC	V6401644	4355	87.51	00140673
FARMAN, JUANA	V6406999	5220	85.23	00140271
FARMERS AND MERCHANTS BANK	V6412156	5880	8,788.20	00140433
FARR'S CUSTOM CARBIDE TOOLING	V6410142	4355	105.84	00140022
FEDEX	V6401675	5910	105.68	00140210
			222.62	00140470
FELIX, STEPHANIE	V6412478	5220	58.49	00140471
FENN TERMITE AND PEST CONTROL	V6401679	5610	3,804.00	00140117

FERGUSON ENTERPRISES INC	V6409823	4310	4,077.00	00140538
		4347	2,248.15	00140211
			2,255.95	00140211
			3,645.85	00140241
		4410	19.42	00140555
		2,336.12	00140023	
		5,662.81	00140555	
		228.73	00140023	
FERGUSON, JULIANN	V6412657	5610		
FERRELLGAS LP	V6411875	5210	30.00	00140242
		5810	610.69	00140012
			9,664.37	00140434
			4,155.53	00140596
			1,325.53	00140674
FISHER SCIENCE EDUCATION	V6401697	4310	1,674.44	00140243
		9320	146.30	00140243
FIVE STAR RUBBER STAMP INC	V6405116	4310	58.19	00140472
		4320	219.60	00140472
FLEET SERVICES INC	V6405625	4370	309.74	00140024
			1,471.09	00140597
		4376	1,077.47	00140024
			1,490.58	00140597
		4385	946.01	00140024
			202.04	00140597
		5610	365.46	00140024
FLINN SCIENTIFIC INC	V6401708	4210	77.32	00140244
		4310	2,473.94	00140212
			897.25	00140244
FOLLETT SCHOOL SOLUTIONS INC.	V6411526	4210	485.02	00140213
		4310	215.41	00140213
FOROUZESH, DR. MOHAMMED	V6401436	5210	900.00	00140675
FOUNDATION FOR CALIFORNIA	V6412655	5810	57,831.50	00140214
FROG ENVIRONMENTAL INC.	V6407428	5610	650.00	00140025
			1,559.00	00140598
FULLERTON ACE HARDWARE	V6405244	4310	239.19	00140215
			77.01	00140676
		9320	6,560.04	00140676
GALE SUPPLY CO	V6401798	9320	472.98	00140245
GALLAGHER, MAUREEN	V6412685	5230	250.00	00140677
GANAHL LUMBER CO	V6401804	4310	126.02	00140272
			136.74	00140473
		4347	143.72	00140272
		4355	2,952.65	00140272
			129.54	00140473
GANS INK AND SUPPLY CO. INC.	V6412496	5810	353.42	00140474
GARLITOS, JEI	V6412261	5210	680.00	00140678
GARY'S RADIATOR SERVICE	V6401818	4370	150.00	00140599
		4376	586.00	00140026
		5610	125.00	00140026
GAS COMPANY, THE	V6404372	5510	239.04	00140246
			24,258.98	00140273
GASELPA	V6406517	5805	67,523.83	00140679
GCR TIRES AND SERVICE	V6409136	4386	7,416.56	00140027
GENERAL INDUSTRIAL TOOL AND SUPPLY	V6401833	9320	8,863.12	00140274
GHATAODE BANNON ARCHITECTS	V6408656	6212	56,093.75	00140247
GILBERT HIGH SCHOOL	V6407727	5880	1,800.00	00140600

GILBERT SOUTH ASB	V6407543	5880	160.00	00140028
GILMAN, GARY R.	V6410259	5805	265.00	00140556
GLASBY MAINTENANCE SUPPLY CO.	V6401863	4320	82.32	00140275
		4347	1,089.59	00140275
			86.44	00140475
		4410	1,214.75	00140275
GLENN, JERRY	V6402322	3701	1,204.80	00140680
GOLDEN STATE PAVING CO INC	V6408228	5610	3,000.00	00140276
GOLDEN STATE WATER COMPANY	V6408018	5530	11,382.00	00140476
			27,847.77	00140681
GOLDEN WEST MEDICAL CENTER	V6401892	5810	15.00	00140029
			30.00	00140277
GOMEZ, DIANA	V6411742	5210	225.00	00140682
GOPHER SPORTS EQUIPMENT	V6401902	4310	4,479.41	00140278
GOSIGNMEUP	V6412264	5880	7,875.00	00140477
GOV CONNECTION INC	V6406748	4310	654.54	00140279
GOVERNMENT FINANCIAL STRATEGIES	V6401906	5810	3,000.00	00140280
GRAINGER	V6404982	4347	422.01	00140282
		4355	4,286.05	00140282
		4410	1,211.34	00140282
GRAYBAR ELECTRIC COMPANY	V6401918	4320	2,393.48	00140557
		4355	174.34	00140283
			448.07	00140478
GREAT SCOTT TREE SERVICE INC	V6412538	5610	12,815.00	00140479
GREATER ANAHEIM SELPA	V6401927	8311	175,227.17	00140284
GREENS DISCOUNT GLASS AND SCREEN	V6409591	4355	3,530.43	00140285
			626.12	00140480
H AND H AUTO PARTS WHOLESALE	V6401967	4370	144.11	00140030
		4376	327.44	00140030
			308.31	00140601
		4385	482.35	00140030
			1,319.57	00140601
H2O LABS INC.	V6412643	4410	813.40	00140558
HARDAWAY, HOWARD AND MELISSA	V6411288	5880	26.10	00140031
			67.86	00140683
HATCHER, PATTY	V6408994	5220	44.73	00140481
HAUGEN, CRAIG	V6401122	3701	1,204.80	00140684
HD INDUSTRIES	V6401983	4376	6,494.97	00140032
		4385	(538.74)	00140032
HEALTH EDCO	V6402013	4310	1,506.31	00140435
HERK EDWARDS INC.	V6408482	5610	9,026.00	00140216
HERNANDEZ, CARLOS	V6400767	5210	20.00	00140286
HERNANDEZ, JOSE	V6408762	5880	1,200.00	00140482
HERRERA, ROBYN	V6412036	5210	1,473.56	00140287
		5220	128.41	00140287
HEWLETT PACKARD COMPANY	V6406770	4310	34.94	00140436
HIRAYAMA, MELODY	V6412126	4310	1,002.73	00140248
HIRSCH PIPE AND SUPPLY CO. INC.	V6411238	4355	255.72	00140033
HOME DEPOT CREDIT SERVICES	V6405234	4320	606.20	00140437
		4347	82.78	00140035
			2.66	00140290
		4355	1,435.36	00140034
			5,219.64	00140289
			936.85	00140483
			1,685.34	00140602



HOOS, SHANNON		4375	121.68	00140034
HOUGHTON MIFFLIN HARCOURT	V6409552	5210	110.98	00140685
HUISMAN, MATTHEW	V6407563	4310	3,701.55	00140249
HUMPHREY, DEANNA	V6408438	5230	500.00	00140686
HUTTNER, HEATHER	V6408493	5210	187.94	00140013
ICS SERVICE CO.	V6412032	5220	72.76	00140291
IMAGE APPAREL FOR BUSINESS	V6406452	5610	13,614.28	00140751
	V6402628	4345	1,294.90	00140036
			131.33	00140292
		4388	93.86	00140036
IMAGE MARKET	V6409022	4310	233.10	00140037
INTELESYSONE INC.	V6412444	4320	204.71	00140293
			763.69	00140376
ISR PAINTING AND WALLCOVERING INC	V6411811	5610	9,950.00	00140616
J AND M PROMOTIONS INC	V6402207	4310	1,197.51	00140603
J. SNELL AND CO INC	V6407485	5610	670.00	00140294
		6490	15,916.88	00140294
J.W. PEPPER AND SON INC.	V6402214	4310	408.34	00140559
			338.56	00140687
JACKSON, BRAD	V6408374	5210	774.48	00140484
			368.63	00140539
JACKSONS A S BREA F M P	V6406346	4347	86.54	00140118
			224.90	00140618
		4370	334.10	00140118
			284.74	00140438
			6,610.40	00140618
		4375	74.22	00140118
			378.85	00140618
		4376	745.08	00140118
			(20.14)	00140618
		4385	247.27	00140118
			768.65	00140618
		4387	23.85	00140118
			754.25	00140618
JASPER ENGINES AND TRANSMISSIONS	V6409131	4376	8,556.43	00140217
JAUREGUI, JOSE	V6411346	5220	7.28	00140485
JEYCO PRODUCTS INC	V6402332	4375	6,768.28	00140619
JHM SUPPLY INC.	V6411647	4347	153.97	00140439
			5,058.84	00140620
		4355	492.29	00140620
		4410	1,877.44	00140620
JM AND J CONTRACTORS	V6410460	5610	10,800.00	00140486
JUNIOR LIBRARY GUILD	V6402477	4210	3,257.08	00140038
		4310	5,202.82	00140218
KATELLA HIGH SCHOOL	V6402515	5880	15,600.00	00140604
KELLY PAPER	V6402557	5810	34.05	00140487
KEN GRODY FORD	V6412376	4347	808.12	00140219
		6490	70,381.62	00140377
KENNEDY HIGH SCHOOL	V6402571	5880	6,000.00	00140605
KERSTEN, JOHANNA	V6406865	5210	421.04	00140250
KIRBYKO MUSIC LLC	V6412686	5880	600.00	00140688
KNIGHT, JOHN	V6402393	5220	253.60	00140606
KNORR SYSTEMS	V6402610	4347	14,740.20	00140488
		4410	835.06	00140560
KNOWLAND CONSTRUCTION SERVICES LLC	V6409073	5810	14,056.00	00140752

KONRAD, ALISON	V6412099	5210	946.48	00140251
KYA SERVICES	V6411393	4355	5,494.13	00140091
		5610	4,431.56	00140091
LAGUNA CLAY CO.	V6402645	4310	168.83	00140489
LAM, JANE	V6412453	5220	30.60	00140295
LANGUAGE TESTING INTERNATIONAL INC.	V6411351	5810	365.00	00140440
LARNER, JOHN	V6402395	3702	1,204.80	00140689
LATHEM TIME COMPANY	V6409059	4355	2,717.97	00140690
LAVAMAKI, LINDA	V6409126	4320	60.08	00140014
LE, CAITLIN	V6411725	5220	51.15	00140296
LEDCO INC	V6412628	4410	2,423.37	00140297
LEE, STEFANIE	V6404462	5210	90.00	00140490
LEONARD CHAIDEZ TREE SERVICE	V6402714	4347	35.00	00140561
LETTER PERFECT SIGNS	V6402726	4355	1,872.87	00140607
LIBERTY PAPER	V6410278	9320	21,826.14	00140252
LOARA ASB	V6402803	5810	5,000.00	00140621
		5880	7,200.00	00140621
LOPEZ, CYNTHIA D.	V6407771	5220	119.38	00140220
			131.62	00140298
			198.18	00140562
LOS ANGELES FREIGHTLINER INC	V6402833	4376	483.81	00140608
		4385	1,085.54	00140608
LUNDQUIST, KATHY	V6402536	5220	92.56	00140491
LUX BUS AMERICA COMPANY	V6412135	5620	7,800.00	00140221
MAGNOLIA HIGH SCHOOL	V6402920	5880	3,000.00	00140609
MALMBORG, DEBRA	V6406181	5210	108.92	00140253
MALOTTE, NANCY	V6403248	5210	706.76	00140540
MARCUS MANAGEMENT SOLUTIONS	V6411856	5805	12,000.00	00140492
MARK ENTERPRISES INC	V6411936	5810	480.00	00140299
			600.00	00140441
MARQUEZ, LISA	V6411715	5210	112.95	00140493
MARTINEZ, DEBBIE	V6408279	5880	86.48	00140541
MATSUDA, MICHAEL	V6403107	5220	97.66	00140494
MAXIM HEALTHCARE SERVICES INC.	V6412105	5810	3,905.00	00140691
MC COY MILLS FORD	V6411093	4376	554.18	00140039
MC FADDEN DALE HARDWARE CO	V6403056	4355	647.75	00140442
			224.58	00140495
MD INSTALLATIONS INT'L INC.	V6410469	5610	1,608.00	00140092
			2,850.00	00140443
MERCADO, CLAUDIA	V6406536	5220	34.72	00140300
MG ARTS	V6412627	5610	8,850.00	00140622
MILLER, DALE	V6411365	5210	767.99	00140254
MILLER, JAMES	V6412114	5210	356.25	00140255
MOBILE INDUSTRIAL SUPPLY	V6407890	4375	122.81	00140040
		4376	99.56	00140040
MONTENEGRO, ROBERT	V6403968	3701	1,204.80	00140692
MONTES, MICHELE	V6403112	5220	5.03	00140496
MONTGOMERY HARDWARE CO.	V6405624	4355	9,140.71	00140041
			3,901.97	00140497
		4410	1,302.71	00140497
		9320	1,161.42	00140497
MOUSA, LINA	V6410403	5220	126.84	00140693
MUSIC AND ARTS CENTERS	V6411397	4310	1,240.82	00140563
			727.29	00140694
		4410	2,751.63	00140563

		5610	126.94	00140694
MUZE0	V6409996	5620	1,531.63	00140564
MYRIAD SENSORS INC.	V6412474	4310	1,061.95	00140498
NASCO MODESTO	V6403253	4310	4,613.41	00140042
			5,936.95	00140093
		4410	1,347.52	00140093
		9320	265.12	00140042
NATIONAL HISTORY DAY INC.	V6409070	4310	220.00	00140043
NATIONAL PEN CO LLC	V6403296	4310	529.37	00140444
NAVARRO, MONICA	V6412545	5220	141.78	00140301
			108.61	00140445
NCS PEARSON INC.	V6403319	4310	25,734.18	00140094
		4320	1,884.82	00140094
NETOP	V6406702	4310	270.00	00140302
NEW MANAGEMENT INC.	V6405318	4310	744.15	00140095
NGUYEN, CHINH	V6412608	5220	33.17	00140446
NICOLE MILLER AND ASSOCIATES INC.	V6411341	5810	5,200.00	00140303
			5,200.00	00140447
NIMCO	V6403365	4310	4,863.96	00140096
NOREX INC	V6412612	5880	5,865.00	00140256
NORTH ORANGE COUNTY REGIONAL	V6403384	5805	1,315.72	00140097
NSTA	V6403394	5210	1,690.00	00140098
NTH GENERATION COMPUTING INC	V6411156	5810	12,055.00	00140222
OC HUMAN RELATIONS COUNCIL	V6403458	5805	119,000.00	00140695
OC LAND MGMT SERVICE	V6405473	4347	890.23	00140407
OFFICE DEPOT	V6403421	4310	242.17	00140624
		4320	234.09	00140120
			70.64	00140159
			4.30	00140378
			40.88	00140624
OFFICE DIGITAL SOLUTIONS PLUS INC.	V6411101	4310	52,793.44	00140206
		4320	4,176.59	00140223
ONE STOP PARTS SOURCE	V6406259	4370	174.76	00140625
ONEOC	V6412034	5810	10,362.09	00140696
ORANGE COUNTY BEARING	V6409966	4355	37.60	00140626
ORANGE COUNTY FIRE PROTECTION	V6403457	5610	2,698.22	00140121
			322.50	00140379
			772.97	00140627
ORANGE COUNTY HEALTH CARE AGENCY	V6407003	5810	98,382.79	00140408
ORANGE COUNTY PUBLIC SAFETY	V6411157	5810	1,000.00	00140628
ORANGE COUNTY REGISTER	V6403461	4320	2,163.36	00140044
		5880	261.00	00140629
ORANGEVIEW JR HIGH SCHOOL	V6403468	5810	115.00	00140409
O'REILLY AUTO PARTS	V6411401	4370	1,176.27	00140119
			448.18	00140623
		4376	172.39	00140119
			(91.88)	00140623
		4385	77.45	00140119
			130.93	00140623
		4387	10.76	00140119
			247.81	00140623
ORIENTAL TRADING COMPANY	V6403475	4310	127.91	00140160
ORRAVAN MECHANICAL	V6411315	5610	500.00	00140122
ORVAC ELECTRONICS	V6403479	2235	166.67	00140630
		4355	683.60	00140123

			13.41	00140410
			84.49	00140630
OXFORD ACADEMY	V6403485	5810	3,145.00	00140448
		5880	7,800.00	00140697
PACIFIC AUDIOLOGICS	V6406874	5810	53,485.00	00140698
PACIFIC COACHWAYS CHARTER SERVICES INC.	V6407365	5620	1,114.00	00140161
PACIFIC TURF EQUIPMENT	V6403502	4347	1,885.63	00140699
PAKISER, SCOTT	V6404196	5210	331.76	00140700
PARADIGM HEALTHCARE SERVICES	V6403536	5810	1,000.00	00140162
			2,786.59	00140380
PARK PLACE TECHNOLOGIES	V6410464	5610	28.39	00140163
			28.39	00140701
PARK, ESTHER	V6411350	5220	65.48	00140348
PARKER AND COVERT LLP	V6403544	5821	2,870.46	00140411
			5,068.29	00140740
PARKHOUSE TIRE INC.	V6403547	4386	1,086.04	00140124
PASCO SCIENTIFIC	V6403556	4310	1,097.50	00140702
PATHWAY COMMUNICATIONS LTD	V6410645	4410	17,908.37	00140741
PATINO, REUBEN	V6403910	5220	83.73	00140349
PAXTON PATTERSON	V6403589	4310	132.85	00140381
			1,399.73	00140703
PC AND MACEXCHANGE	V6410706	4410	22,878.60	00140742
PEAP	V6411299	4320	317.00	00140704
PENNER PARTITIONS INC	V6403625	4355	405.68	00140164
			262.38	00140705
PEREZ, JIM	V6407439	4310	845.52	00140565
PERFECTION LEARNING CORP	V6403635	4310	40.72	00140631
PERMA BOUND	V6403638	4110	3,586.42	00140125
		4210	131.08	00140632
			1,253.14	00140706
PHAM, RICK	V6406082	5220	245.00	00140707
PINNACLE PETROLEUM INC.	V6412426	4382	17,667.97	00140126
			21,072.00	00140633
PIONEER DRAMA SERVICE INC	V6403673	4310	144.45	00140708
PITNEY BOWES	V6403677	5910	6,976.12	00140127
			5,037.87	00140566
PITNEY BOWES PRESORT SERVICES INC.	V6409632	5910	758.42	00140382
PITSCO INC.	V6403679	4310	1,232.69	00140383
			418.39	00140709
		4410	781.20	00140709
POOL SUPPLY OF ORANGE COUNTY	V6403700	4347	824.29	00140128
			608.34	00140634
		4355	451.04	00140710
PORTER BOILER SERVICE INC	V6412640	5610	12,264.24	00140165
PORTVIEW PREPARATORY	V6411850	5860	6,595.00	00140384
PRECISION SPEEDOMETER SERVICE INC.	V6403723	4376	459.74	00140129
		5610	193.50	00140129
PRESTWICK HOUSE	V6403742	4310	37.99	00140711
PREVENTION PARTNERS	V6403744	4310	2,553.41	00140385
PRINGLES DRAPERIES AND BLINDS	V6405953	4355	1,645.97	00140386
			3,975.94	00140712
PRO CRAFT CONSTRUCTION INC	V6412572	5610	161,905.81	00140015
PRO ED INC.	V6403756	4110	203.45	00140166
PROGRESSIVE SURFACE SOLUTIONS LLC	V6412274	5610	522.00	00140713
PUT IN CUPS LLC	V6412350	4310	152.15	00140714

QUENEAU, JANET	V6405658	5210	193.65	00140045
RABBIT LASER USA LLC	V6412226	6490	7,650.00	00140452
RAMIREZ, ALEJANDRO	V6410719	5210	307.77	00140304
			307.77	00140350
REAL, JEANNETTE	V6411176	5220	90.31	00140351
REARDON, VINODHINI	V6412651	5210	1,280.75	00140046
REEL LUMBER SERVICE	V6403871	4355	71.43	00140167
REFRIGERATION SUPPLIES DIST.	V6403873	4347	3,122.99	00140168
RELIABLE SHEET METAL WORKS	V6403891	4355	1,066.73	00140387
RELIABLE WORKPLACE SOLUTIONS	V6403889	9320	668.05	00140635
RENAISSANCE LEARNING INC	V6403894	5880	4,319.00	00140412
REPUBLIC SERVICES OF SO. CALIFORNIA	V6410174	5580	2,254.32	00140169
			6,701.00	00140715
REVOLVING CASH FUND	V6405190	5210	385.00	00140305
		5860	265.42	00140305
		5880	150.00	00140305
RIDDELL ALL AMERICAN	V6403939	5630	7,993.69	00140099
RIDDLE APPLIANCE AND TV	V6406711	5610	79.00	00140388
			79.00	00140716
RIV OR COUNTIES PUMP COMPANY INC.	V6409881	4410	6,510.52	00140717
		5610	300.00	00140717
ROSSIER PARK SCHOOL	V6411451	5860	22,179.05	00140718
ROY PETE PAPER CUTTER SERVICE LLC	V6411088	5810	643.50	00140170
RUBIO, ISRAEL	V6412678	4390	355.43	00140567
RUSSELL SIGLER INC DBA SIGLER	V6410420	4347	576.22	00140171
			1,572.45	00140636
RUTHENBECK, LYNN	V6402876	5220	14.98	00140352
RYONET CORP.	V6410397	4410	2,518.23	00140413
			758.42	00140637
SAFETY KLEEN	V6404072	5610	76.72	00140047
SARGENT WELCH VWR	V6404124	9320	1,186.37	00140414
SAVANNA HIGH SCHOOL	V6404130	5810	4,086.00	00140207
		5880	8,400.00	00140610
SC FUELS	V6404378	4384	1,294.18	00140048
SCHOOL BUS PARTS	V6404157	4385	418.44	00140719
SCHOOL SPECIALTY INC	V6404173	4310	1,795.81	00140542
		4410	1,263.61	00140542
		9320	17,815.11	00140542
SCHORR METALS INC	V6404179	4355	123.37	00140049
			163.83	00140130
			1,414.16	00140415
SEHI COMPUTER PRODUCTS INC	V6404221	4310	91,549.10	00140050
			150,145.66	00140131
			13,635.78	00140172
			48,477.38	00140449
		4320	782.41	00140050
			1,683.61	00140720
		4410	4,357.52	00140050
			10,948.40	00140131
			1,725.16	00140172
			14,010.74	00140449
		5880	136.00	00140449
		6490	(1,198.80)	00140131
			5,186.73	00140568
SERRANO, WILLIAM	V6407383	5220	21.67	00140353

SHAMROCK SUPPLY CO.	V6409920	9320	1,558.94	00140051
			128.49	00140721
SHELTON, MIKE	V6403136	3701	3,625.20	00140722
SHERWIN WILLIAMS CO., THE	V6410919	4355	98.73	00140132
SHOP ANATOMICAL INC.	V6412633	4310	408.17	00140052
SHOW OFF DESIGNS INC.	V6405794	4310	1,924.68	00140173
			546.26	00140569
SHRED IT USA LLC	V6411124	5810	67.32	00140133
SIGN MART PLASTICS PLUS	V6412529	5810	61.33	00140174
			155.11	00140416
SIGNATURE PARTY RENTALS	V6406791	5620	2,052.21	00140417
SILBERMAN, STACEY	V6410814	5210	15.00	00140354
SMART AND FINAL IRIS CO	V6404306	4390	211.64	00140175
SO CAL OFFICE TECHNOLOGIES	V6406339	5620	1,486.95	00140570
SOBERANIS, CECILIA	V6408475	5210	387.89	00140418
SOCALGRAD	V6411708	4310	945.51	00140176
			10.78	00140419
			754.36	00140638
		4320	101.82	00140053
			201.50	00140571
SOCIAL STUDIES SCHOOL SERVICE	V6404322	4210	352.70	00140054
		4310	64.37	00140054
SOTOZ SPORTS	V6411511	4310	579.27	00140420
SOUTH COAST AIR QUALITY	V6404356	5880	125.47	00140572
			125.47	00140639
SOUTHERN CALIFORNIA EDISON CO.	V6404370	5520	70,605.62	00140723
SOUTHWEST SCHOOL AND OFFICE SUPPLY	V6404383	9320	5,160.30	00140100
SPEECH AND LANGUAGE	V6404400	5860	18,356.00	00140101
			23,137.75	00140724
SPICERS PAPER INC	V6404405	4320	511.81	00140134
SPRINT SOLUTIONS INC	V6411072	4310	13.30	00140135
		5918	4,581.00	00140135
			320.50	00140543
			320.50	00140725
ST. JOSEPH HOSPITAL	V6412532	5810	5,560.00	00140726
STAPLES ADVANTAGE	V6410116	4310	1,517.27	00140055
			217.80	00140177
		4320	107.23	00140055
		4410	3,320.05	00140055
		9320	350.40	00140055
STEINBRICK, GAIL	V6408751	5220	112.94	00140355
STEINLE, CHARLES	V6410113	3701	2,409.60	00140727
STERICYLE COMMUNICATION SOLUTIONS INC.	V6411455	5918	1,204.87	00140136
			939.49	00140728
SUPPORT WAREHOUSE LTD	V6412183	5610	706.00	00140178
SWEETWATER	V6409201	4310	1,378.13	00140179
SWITZER, MICHAEL	V6411497	5220	50.83	00140356
SZENERI, KANDYCE	V6412490	5220	73.25	00140357
T MOBILE	V6410424	4310	13.31	00140573
		5918	238.00	00140544
			7,040.13	00140573
TAYLOR, NATHAN	V6407554	5210	225.00	00140421
TELL STEEL	V6404633	4370	149.49	00140180
THAI, JENNY	V6409554	5220	75.92	00140358
THE KINGS OF CONCRETE	V6412605	5610	14,400.00	00140016

THE MACHADO ENVIRONMENTAL CORPORATION	V6412619	5610	3,076.00	00140499
THOMSON REUTERS WEST	V6407958	4320	164.23	00140640
THREE BEAR ENTERPRISES	V6411944	4310	496.19	00140641
TOMARK SPORTS INC.	V6404748	4410	1,072.11	00140422
TOOLS FOR STAGECRAFT	V6405642	4355	647.08	00140642
TRAN, SHIRLEY	V6412499	5210	556.95	00140359
TRAN, THAO	V6412446	5220	45.74	00140360
TRAUDT, EUGENIA	V6401613	5210	673.66	00140423
TROXELL COMMUNICATIONS INC	V6404796	4310	1,158.32	00140729
		4410	17,584.80	00140729
TRUCK PRO PTO SALES CORPORATION	V6403784	4376	506.52	00140181
TRUWEST INC	V6405454	4310	1,758.48	00140574
TSURUTA, KEVIN	V6412652	5220	38.51	00140056
TTG ENGINEERS	V6412574	5810	200.00	00140226
TUPARAN, LUIS	V6410822	5220	93.58	00140424
TWINING CONSULTING	V6412575	5810	1,707.74	00140361
U S BANK	V6406511	4210	91.96	00140730
		4310	8,707.35	00140730
		4320	(208.62)	00140730
		4347	405.57	00140730
		4390	2,033.99	00140730
		4410	2,045.82	00140730
		5210	1,380.51	00140730
		5880	35.00	00140730
UC REGENTS	V6404826	5210	1,350.00	00140425
ULINE	V6406546	4310	482.32	00140643
		5610	663.30	00140731
UNION AUTO SERVICE CENTER	V6404840	4370	2,336.89	00140208
			837.48	00140732
		5610	3,801.40	00140208
			1,050.85	00140732
UNITED REFRIGERATION INC.	V6404853	4347	61.98	00140182
			240.82	00140644
US AIR CONDITIONING DISTRIBUTORS	V6404317	4410	569.60	00140645
US GAMES	V6404813	4310	2,163.73	00140426
		9320	3,486.76	00140209
USCUTTER INC.	V6412639	4310	760.84	00140575
VALLEY VISTA SERVICES INC	V6411966	5580	4,852.87	00140733
VALUETINA PIZZA COMPANY	V6410252	4390	252.50	00140576
VAVRINEK TRINE DAY AND CO	V6404910	5820	13,484.18	00140450
VAZQUEZ, LIZBETH SEGURA	V6412067	5220	60.99	00140362
VILLASENOR JR, JESUS	V6408991	5220	78.03	00140734
VILLMER, PAULA	V6410695	5220	20.82	00140427
VISION COMMUNICATIONS CO.	V6404955	4320	1,962.81	00140389
		5610	167.96	00140183
VORTEX INDUSTRIES INC	V6412411	5610	537.60	00140184
WALKER JR HIGH SCHOOL	V6404990	5810	20.00	00140185
			230.00	00140577
WALSWICK, STEPHEN	V6409298	5210	746.48	00140363
WALTERS WHOLESALE	V6409053	4355	115.58	00140186
WARD'S NATURAL SCIENCE EST	V6404999	4310	215.50	00140187
WEIR, TIFFANY	V6406497	5210	582.60	00140057
WESTEL COMMUNICATION SERVICES	V6405039	5610	120.00	00140058
WESTERN HIGH SCHOOL ASB	V6405044	5880	4,800.00	00140611
WESTRUX INTERNATIONAL INC	V6405053	4376	106.39	00140188

			128.38	00140735
		4385	83.08	00140735
WINZER	V6412060	4375	846.29	00140189
			250.59	00140736
WOODCRAFT	V6405102	4355	26.08	00140190
			92.54	00140428
YELLOW CAB OF GREATER ORANGE COUNTY	V6405135	5870	714.00	00140646
YETT, JESSICA	V6412457	4320	226.21	00140647
		4390	955.49	00140578
ZISKO, AMBER	V6406552	5220	71.96	00140429
ZONES	V6405158	4310	876.98	00140191
<b>GENERAL FUND (0101)</b>			<b><u>4,776,669.44</u></b>	
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	91,315.00	00140257
			69,090.00	00140390
DIVISION OF THE STATE ARCHITECT	V6411414	6210	260,992.24	00140451
			39,164.83	00140612
			221,827.41	00140613
ENCORP	V6409154	6290	7,086.50	00140530
GHATAODE BANNON ARCHITECTS	V6408656	6212	512,799.53	00140258
		6270	2,500.00	00140258
GROUP DELTA CONSULTANTS INC	V6412301	6290	1,248.50	00140259
RUHNAU RUHNAU CLARKE	V6412249	6212	345.30	00140260
VITAL INSPECTION SERVICES INC	V6412251	6291	3,150.00	00140261
<b>GO BOND FUND (2124)</b>			<b><u>1,209,519.31</u></b>	
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	26,075.00	00140262
			24,260.00	00140391
INTELESYSONE INC.	V6412444	6490	236,132.02	00140306
			146,966.70	00140392
KNOWLAND CONSTRUCTION SERVICES LLC	V6409073	6219	6,362.00	00140753
		6291	1,785.00	00140753
P2S ENGINEERING INC	V6411662	6212	1,208.00	00140263
RUHNAU RUHNAU CLARKE	V6412249	6212	24,869.41	00140264
X ACT TECHNOLOGY SOLUTIONS INC	V6412598	6270	31,800.00	00140430
<b>CAPITAL FACILITIES RDA FUND (2545)</b>			<b><u>499,458.13</u></b>	
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	130.00	00140393
DOUGHERTY DOUGHERTY ARCHITECTS LLP	V6412384	6212	45,759.60	00140307
			43,351.20	00140394
<b>SCHOOL FACILITIES FUND (3535)</b>			<b><u>89,240.80</u></b>	
AUHSD	V6400400	5890	4,671.58	00140364
<b>WORKERS COMPENSATION FUND (6768)</b>			<b><u>4,671.58</u></b>	
AMERICAN FIDELITY ASSURANCE COMPANY	V6408036	5450	8,153.74	00140102
			8,156.55	00140500
ANTHEM BLUE CROSS	V6409810	5461	1,722,336.09	00140103
			1,687,083.28	00140754



AUHSD	V6400400	5891	735,784.95	00140104
			1,111,458.98	00140431
BENISTAR HARTFORD	V6410980	5466	79,186.32	00140334
CALIFORNIA SCHOOLS DENTAL COALITION	V6405368	5892	261,377.00	00140335
DELTA DENTAL INSURANCE COMPANY	V6411391	5465	11,662.59	00140336
EXPRESS SCRIPTS INC.	V6410974	5895	99,548.04	00140105
			93,070.22	00140192
			120,983.08	00140337
			140,260.39	00140531
			115,450.05	00140737
GALLAGHER BENEFIT SERVICES INC.	V6408675	5812	12,127.50	00140395
HOLMAN PROFESSIONAL COUNSELING CENTERS	V6411743	5463	68,947.95	00140017
			68,947.95	00140501
METLIFE	V6408692	5462	22,036.50	00140018
			22,036.50	00140502
PINNACLE CLAIMS MANAGEMENT INC.	V6409946	5812	312,402.41	00140614
UNITED STATES TREASURY	V6409991	5885	6,063.38	00140579
VISION SERVICE PLAN	V6404956	5464	54,432.73	00140137
			52,473.12	00140648
<b>HEALTH &amp; WELFARE INS FUND (6769)</b>			<b><u>6,813,979.32</u></b>	
GREATER ANAHEIM SELPA	V6401927	9620	179,677.00	00140019
			18,452.00	00140224
			4,224,024.00	00140580
<b>PASS THRU (7676)</b>			<b><u>4,422,153.00</u></b>	
<b>GRAND TOTAL ALL FUNDS</b>			<b><u>17,815,691.58</u></b>	

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
ASB SUMMARY OF CASH BALANCES  
APRIL 2017**

School Name	Prior Month Total	Current Month			Total
		Checking	Petty Cash / Change Fund	Savings	
Anaheim	339,689.79	304,972.87	1,000.00	41,118.50	347,091.37
Western	292,827.91	149,354.44	275.00	121,592.82	271,222.26
Magnolia	98,126.16	110,642.61	700.00	-	111,342.61
Savanna	85,743.74	87,160.05	500.00	262.61	87,922.66
Loara	168,758.58	92,691.87	800.00	66,823.20	160,315.07
Katella	196,958.41	242,512.55	2,100.00	-	244,612.55
Kennedy	428,299.01	432,259.84	1,300.00	-	433,559.84
Cypress	666,276.37	565,362.95	1,700.00	50,395.04	617,457.99
Brookhurst	30,188.13	34,856.55	-	-	34,856.55
Orangeview	43,410.73	41,653.83	100.00	-	41,753.83
Walker	131,228.14	106,039.46	-	-	106,039.46
Dale	54,496.91	55,238.60	-	-	55,238.60
Sycamore	39,955.36	42,313.75	-	-	42,313.75
Ball	27,852.84	27,476.71	-	-	27,476.71
South	83,064.52	83,946.78	-	-	83,946.78
Oxford	432,624.62	442,455.60	-	-	442,455.60
Lexington	63,483.88	63,707.14	-	-	63,707.14
Hope	81,157.46	81,965.82	-	-	81,965.82
Gilbert	34,243.17	32,435.89	-	-	32,435.89
<b>Total</b>	<b>3,298,385.73</b>	<b>2,997,047.31</b>	<b>8,475.00</b>	<b>280,192.17</b>	<b>3,285,714.48</b>

**Anaheim Union High School District**  
**Cafeteria Fund**  
**Financial Statements**  
**March 2017**

**Balance Sheet**  
**Anaheim Union High School District**  
03/31/2017

Account Number	Description	
<b>Asset</b>	<b>Assets</b>	
<b>CASH</b>		
9120	Cash-Checking	\$6,633,913.49
9122	Change Fund	\$14,230.00
9123	Petty Cash	\$50.00
<b>Total CASH</b>		<b>\$6,648,193.49</b>
<b>RECEIVABLE</b>		
9210	A/R - Current	\$73,217.75
9280	A/R - State	\$303,899.76
9290	A/R - Federal	\$3,919,471.53
<b>Total RECEIVABLE</b>		<b>\$4,296,589.04</b>
<b>INVENTORIES</b>		
9321	Warehouse Food	\$103,238.59
9322	Warehouse Commodity	\$540.00
9323	Warehouse Supplies	\$84,175.71
9326	School Food	\$109,082.63
9327	School Commodity	\$2.25
9328	School Supplies	\$22,211.02
<b>Total INVENTORIES</b>		<b>\$319,250.20</b>
<b>Total Asset</b>		<b>\$11,264,032.73</b>
<b>Liability</b>	<b>Liabilities and Fund Balance</b>	
<b>LIABILITIES</b>		
9510	A/P - Current	\$2,104,306.97
9530	A/P - Accrued. Vacation	\$99,432.00
9580	Sales Tax Liability	\$6,764.07
9599	Purchases Clearing	\$0.00
9650	Deferred Revenue	\$51,718.67
<b>Total LIABILITIES</b>		<b>\$2,262,221.71</b>
<b>Total Liability</b>		<b>\$2,262,221.71</b>
<b>Fund Balance</b>	<b>Liabilities and Fund Balance</b>	
<b>FUND BALANCE</b>		
9780	Spending Plan/Central Kitchen	\$3,871,410.12
9798	Fund Balance	\$4,580,793.28
<b>Total FUND BALANCE</b>		<b>\$8,452,203.40</b>
<b>Total Fund Balance</b>		<b>\$8,452,203.40</b>
<b>Current Year Profit (Loss)</b>		<b>\$549,607.61</b>
<b>Total Liabilities and Fund Balance</b>		<b>\$11,264,032.72</b>

**Statement of Revenue and Expense**  
**Anaheim Union High School District**

	Period Ending 03/31/2017				Period Ending 03/31/2016			
	Monthly	%	YTD	%	Monthly	%	YTD	%
<b>Revenue</b>								
<b>Local Revenue</b>								
8621	\$42,930.50	1.72 %	\$273,949.75	1.57 %	\$26,152.50	1.30 %	\$235,449.50	1.39 %
Elementary - Lunch								
8632	\$6,639.50	0.27 %	\$52,794.00	0.30 %	\$6,158.25	0.31 %	\$48,384.00	0.29 %
High School - Breakfast								
8633	\$61,378.25	2.46 %	\$533,056.75	3.06 %	\$55,672.00	2.77 %	\$470,923.25	2.78 %
High School - Lunch								
8635	\$108,638.18	4.35 %	\$961,049.49	5.52 %	\$125,725.28	6.25 %	\$1,079,801.76	6.37 %
A La Carte Sales								
8636	\$42.75	0.00 %	\$983.95	0.01 %	\$144.34	0.01 %	\$1,415.71	0.01 %
Adult Rev. - Breakfast								
8637	\$5,639.48	0.23 %	\$40,010.76	0.23 %	\$6,071.65	0.30 %	\$46,433.03	0.27 %
Adult Rev. - Lunch								
<b>Local Revenue</b>	<b>\$225,268.66</b>	<b>9.02 %</b>	<b>\$1,861,844.70</b>	<b>10.69 %</b>	<b>\$219,924.02</b>	<b>10.94 %</b>	<b>\$1,882,407.25</b>	<b>11.11 %</b>
<b>Federal Reimbursements</b>								
8200	\$424,263.45	16.99 %	\$2,887,497.83	16.58 %	\$332,676.85	16.54 %	\$2,755,312.34	16.26 %
Fed. Meal Rev.-Breakfast								
8220	\$1,589,129.60	63.65 %	\$10,950,939.00	62.86 %	\$1,262,892.17	62.80 %	\$10,641,441.75	62.80 %
Fed. Meal Rev.-Lunch								
8290	\$57,426.50	2.30 %	\$367,657.74	2.11 %	\$40,675.32	2.02 %	\$345,707.04	2.04 %
Misc Fed Rev.-Snack								
<b>Federal Reimbursements</b>	<b>\$2,070,819.55</b>	<b>82.95 %</b>	<b>\$14,206,094.57</b>	<b>81.55 %</b>	<b>\$1,636,244.34</b>	<b>81.37 %</b>	<b>\$13,742,461.13</b>	<b>81.10 %</b>
<b>State Reimbursements</b>								
8500	\$47,896.27	1.92 %	\$325,887.30	1.87 %	\$38,575.21	1.92 %	\$319,104.95	1.88 %
St. Meal Rev.-Breakfast								
8520	\$112,719.97	4.52 %	\$775,198.50	4.45 %	\$92,231.20	4.59 %	\$776,837.66	4.58 %
St. Meal Rev.-Lunch								
<b>State Reimbursements</b>	<b>\$160,616.24</b>	<b>6.43 %</b>	<b>\$1,101,085.80</b>	<b>6.32 %</b>	<b>\$130,806.41</b>	<b>6.51 %</b>	<b>\$1,095,942.61</b>	<b>6.47 %</b>
<b>Other Revenue</b>								
8291	\$0.00	0.00 %	\$0.00	0.00 %	\$0.00	0.00 %	\$18,500.00	0.11 %
MISC FEDERAL REVENUE								
8638	(\$850.65)	-0.03 %	(\$6,384.67)	-0.04 %	(\$1,101.79)	-0.05 %	(\$11,161.37)	-0.07 %
Cash Over & Short								
8689	\$0.00	0.00 %	(\$1,710.50)	-0.01 %	\$0.00	0.00 %	\$0.00	0.00 %
Misc Fees/Contract								
8699	\$40,623.81	1.63 %	\$258,918.20	1.49 %	\$24,949.31	1.24 %	\$216,238.62	1.28 %
Spec Activity/Cater								
<b>Other Revenue</b>	<b>\$39,773.16</b>	<b>1.59 %</b>	<b>\$250,823.03</b>	<b>1.44 %</b>	<b>\$23,847.52</b>	<b>1.19 %</b>	<b>\$223,577.25</b>	<b>1.32 %</b>
<b>Total Revenue</b>	<b>\$2,496,477.61</b>	<b>100.00 %</b>	<b>\$17,419,848.10</b>	<b>100.00 %</b>	<b>\$2,010,822.29</b>	<b>100.00 %</b>	<b>\$16,944,388.24</b>	<b>100.00 %</b>
<b>Expense</b>								
<b>Food Purchases &amp; Govnmt</b>								
4700	\$848,725.44	34.00 %	\$6,026,424.01	34.60 %	\$644,363.49	32.04 %	\$6,245,422.11	36.86 %
Food Purchases								
<b>Food Purchases &amp; Govnmt</b>	<b>\$848,725.44</b>	<b>34.00 %</b>	<b>\$6,026,424.01</b>	<b>34.60 %</b>	<b>\$644,363.49</b>	<b>32.04 %</b>	<b>\$6,245,422.11</b>	<b>36.86 %</b>
<b>Supplies</b>								
4300	\$86,574.30	3.47 %	\$317,855.57	1.82 %	\$136,002.01	6.76 %	\$784,154.33	4.63 %
Materials & Supplies								
4400	\$15,726.85	0.63 %	\$136,841.36	0.79 %	\$0.00	0.00 %	\$9,121.90	0.05 %
Noncapitalized Equipment-Under \$5000								

**Statement of Revenue and Expense**  
**Anaheim Union High School District**

	Period Ending 03/31/2017				Period Ending 03/31/2016			
	Monthly	%	YTD	%	Monthly	%	YTD	%
4790	\$0.00	0.00 %	\$421,549.81	2.42 %	\$101.80	0.01 %	\$10,871.98	0.06 %
Supplies (Food)								
Supplies	\$102,301.15	4.10 %	\$876,246.74	5.03 %	\$136,103.81	6.77 %	\$804,148.21	4.75 %
Salaries								
2200	\$663,337.13	26.57 %	\$5,697,602.18	32.71 %	\$656,711.23	32.66 %	\$5,640,978.48	33.29 %
Classified Salaries								
2300	\$35,275.27	1.41 %	\$332,809.98	1.91 %	\$38,757.30	1.93 %	\$348,134.70	2.05 %
Class.Sup/Admin Salaries								
2400	\$35,002.04	1.40 %	\$297,562.45	1.71 %	\$30,907.59	1.54 %	\$283,809.55	1.67 %
Clerical/Office Salaries								
2550	\$12,429.00	0.50 %	\$99,432.00	0.57 %	\$12,429.00	0.62 %	\$99,432.00	0.59 %
Food Service Vacation Pay								
Salaries	\$746,043.44	29.88 %	\$6,427,406.61	36.90 %	\$738,805.12	36.74 %	\$6,372,354.73	37.61 %
Benefits								
3202	\$79,416.29	3.18 %	\$666,020.43	3.82 %	\$67,015.30	3.33 %	\$581,316.46	3.43 %
PERS, Classified Position								
3302	\$55,828.85	2.24 %	\$480,951.27	2.76 %	\$54,971.67	2.73 %	\$479,592.37	2.83 %
OASD/MED/Classified Position								
3402	\$193,387.87	7.75 %	\$1,723,208.05	9.89 %	\$191,992.64	9.55 %	\$1,662,100.11	9.81 %
Hlth/Welfare, Classified								
3502	\$368.12	0.01 %	\$3,161.01	0.02 %	\$363.64	0.02 %	\$3,177.19	0.02 %
SUI, Classified Position								
3602	\$16,575.86	0.66 %	\$142,509.58	0.82 %	\$16,764.29	0.83 %	\$146,258.59	0.86 %
Workers Comp, Classified								
Benefits	\$345,576.99	13.84 %	\$3,015,850.34	17.31 %	\$331,107.54	16.47 %	\$2,872,444.72	16.95 %
Other Expenses								
5200	\$1,104.34	0.04 %	\$13,575.44	0.08 %	\$1,022.68	0.05 %	\$11,901.55	0.07 %
Travel & Conference								
5500	\$74,637.89	2.99 %	\$145,634.43	0.84 %	\$9,785.50	0.49 %	\$327,016.37	1.93 %
Operation & Housekeeping								
5600	\$5,507.15	0.22 %	\$82,314.54	0.47 %	\$11,635.10	0.58 %	\$142,602.65	0.84 %
Rental/Lease/Repair								
5650	\$0.00	0.00 %	\$0.00	0.00 %	\$0.00	0.00 %	\$60.00	0.00 %
Bank Fees								
5800	\$1,244.57	0.05 %	\$235,359.86	1.35 %	\$0.00	0.00 %	\$11,850.00	0.07 %
Prof. Consult Service								
5900	\$143.91	0.01 %	\$14,098.29	0.08 %	\$454.63	0.02 %	\$21,139.06	0.12 %
Fax, Pager, Postage								
6200	\$0.00	0.00 %	\$0.00	0.00 %	\$0.00	0.00 %	\$26,235.96	0.15 %
Bldg & Imp of Bldg								
6400	\$0.00	0.00 %	\$0.00	0.00 %	\$27,283.14	1.36 %	\$150,800.41	0.89 %
Equipment less \$500								
Other Expenses	\$82,637.86	3.31 %	\$490,982.56	2.82 %	\$50,181.05	2.50 %	\$691,606.00	4.08 %
Capital Outlay								
6500	\$0.00	0.00 %	\$33,330.23	0.19 %	\$11,891.77	0.59 %	\$263,717.32	1.56 %
Equipment-RPmore\$500								
Capital Outlay	\$0.00	0.00 %	\$33,330.23	0.19 %	\$11,891.77	0.59 %	\$263,717.32	1.56 %
<b>Total Expense</b>	<b>\$2,125,284.88</b>	<b>85.13 %</b>	<b>\$16,870,240.49</b>	<b>96.84 %</b>	<b>\$1,912,452.78</b>	<b>95.11 %</b>	<b>\$17,249,693.09</b>	<b>101.80 %</b>
<b>Net Profit (Loss)</b>	<b>\$371,192.73</b>	<b>14.87 %</b>	<b>\$549,607.61</b>	<b>3.16 %</b>	<b>\$98,369.51</b>	<b>4.89 %</b>	<b>(\$305,304.85)</b>	<b>-1.80 %</b>

**ANAHEIM UNION HIGH SCHOOL DISTRICT**  
 Business Division  
 2016/17 MONTHLY ENROLLMENT REPORT

Month 9  
 4/3/17 to 4/28/17

SCHOOL	REGULAR DAY						Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
	9th	10th	11th	12th	Subtotal					
Anaheim	779	694	694	552	2,719	1	98	2,818		
Cypress	668	683	655	608	2,614	5	86	2,705		
Katella	649	672	644	529	2,494	5	150	2,649		
Kennedy	547	625	564	575	2,311	4	84	2,399		
Loara	501	516	491	488	1,996	2	125	2,123		
Magnolia	394	403	412	386	1,595	1	123	1,719		
Oxford	202	205	193	184	784	-	-	784		
Savanna	459	518	466	410	1,853	5	54	1,912		
Western	532	489	404	403	1,828	1	91	1,920		
<b>Total Comprehensive</b>	<b>4,731</b>	<b>4,805</b>	<b>4,523</b>	<b>4,135</b>	<b>18,194</b>	<b>24</b>	<b>811</b>	<b>19,029</b>		
Independent Learning Center	1	5	45	185	236	-	-	236		
Gilbert High School	1	22	294	292	609	9	112	730		
Polaris High School	46	65	76	77	264	-	-	264		
Special Education Transition Program	-	-	-	-	-	-	122	122		
<b>Total Alternative Ed</b>	<b>48</b>	<b>92</b>	<b>415</b>	<b>554</b>	<b>1,109</b>	<b>9</b>	<b>234</b>	<b>1,352</b>		
Hope	-	-	-	-	-	-	223	223		
<b>Total Senior High Schools</b>	<b>4,779</b>	<b>4,897</b>	<b>4,938</b>	<b>4,689</b>	<b>19,303</b>	<b>33</b>	<b>1,268</b>	<b>20,604</b>		

SCHOOL	REGULAR DAY				Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
	7th	8th	Subtotal					
Ball	499	500	999	-	43	1,042		
Brookhurst	472	539	1,011	2	53	1,066		
Dale	565	592	1,157	2	71	1,230		
Lexington	645	700	1,345	1	37	1,383		
Orangeview	400	394	794	1	46	841		
Oxford	205	206	411	1	-	412		
South	700	735	1,435	1	68	1,504		
Sycamore	702	642	1,344	-	65	1,409		
Walker	571	546	1,117	-	34	1,151		
<b>Total Comprehensive</b>	<b>4,759</b>	<b>4,854</b>	<b>9,613</b>	<b>8</b>	<b>417</b>	<b>10,038</b>		
Polaris High School	5	9	14	-	-	14		
<b>Total Alternative Ed</b>	<b>5</b>	<b>9</b>	<b>14</b>	<b>-</b>	<b>-</b>	<b>14</b>		
<b>Total Junior High Schools</b>	<b>4,764</b>	<b>4,863</b>	<b>9,627</b>	<b>8</b>	<b>417</b>	<b>10,052</b>		

DISTRICT TOTAL 30,656

**ANAHEIM UNION HIGH SCHOOL DISTRICT**

Business Division

2016/17 MONTHLY ENROLLMENT REPORT

**GROWTH vs. DECLINE - MONTH to MONTH COMPARISON**

**Month 9**

<b>HIGH SCHOOL</b>	<b>Month 8</b>	<b>Month 9</b>	<b>Growth v. (Decline)</b>
Anaheim	2,841	2,818	(23)
Cypress	2,708	2,705	(3)
Katella	2,655	2,649	(6)
Kennedy	2,406	2,399	(7)
Loara	2,132	2,123	(9)
Magnolia	1,723	1,719	(4)
Oxford	784	784	-
Savanna	1,912	1,912	-
Western	1,925	1,920	(5)
<b>Total Senior High</b>	<b>19,086</b>	<b>19,029</b>	<b>(57)</b>

<b>JUNIOR HIGH SCHOOL</b>	<b>Month 8</b>	<b>Month 9</b>	<b>Growth v. (Decline)</b>
Ball	1,035	1,042	7
Brookhurst	1,066	1,066	-
Dale	1,230	1,230	-
Lexington	1,380	1,383	3
Orangeview	839	841	2
Oxford	412	412	-
South	1,516	1,504	(12)
Sycamore	1,407	1,409	2
Walker	1,149	1,151	2
<b>Total Junior High</b>	<b>10,034</b>	<b>10,038</b>	<b>4</b>

<b>Total Comprehensive Schools</b>	<b>29,120</b>	<b>29,067</b>	<b>(53)</b>
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<b>Alternative Education</b>	<b>Month 8</b>	<b>Month 9</b>	<b>Growth v. (Decline)</b>
Independent Learning Center	234	236	2
Gilbert High School	735	730	(5)
Hope School	224	223	(1)
Polaris High School	252	278	26
Special Education Transition Program	124	122	(2)
<b>Total Alternative Ed.</b>	<b>1,569</b>	<b>1,589</b>	<b>20</b>
<b>District Total</b>	<b>30,689</b>	<b>30,656</b>	<b>(33)</b>



## California Department of Education

## Consolidated Application

Anaheim Union High (30 66431 0000000)

Status: Certified  
Saved by: Susan Stocks  
Date: 6/5/2017 3:55 PM

## 2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

**CDE Program Contact:**Joy Paull, [jpaull@cde.ca.gov](mailto:jpaull@cde.ca.gov), 916-319-0297**Consolidated Application Certification Statement**

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 site. 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 form is on file.

Authorized Representative's Full Name	Michael B. Matsuda
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/15/2017

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2017-18 Protected Prayer Certification**

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269  
 Mindi Yates, Title I Policy and Program Guidance Office, [myates@cde.ca.gov](mailto:myates@cde.ca.gov), 916-319-0789

**Protected Prayer Certification Statement**

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."

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 California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Michael B. Matsuda
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/15/2017
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2017-18 Application for Funding**

**CDE Program Contact:**

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/15/2017
---	------------

**District English Learner Advisory Committee (DELAC) Review**

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Marcos Rivas
DELAC review date	05/11/2017
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

**Application for Categorical Programs**

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III Part A Immigrant</b> ESEA Sec. 3102 SACS 4201	Yes
<b>Title III Part A English Learner</b> ESEA Sec. 3102 SACS 4203	Yes

**\*\*\*Warning\*\*\***

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# Program Grant Management System (PGMS)

## Anaheim Union High

### 2017-18 Application

#### Application Status

Allocation Amount	\$507,309.00
Budgeted Amount	\$507,309.00
Indirect Amount	\$24,157.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Tuesday, May 23, 2017 5:00 PM
Application Status	Submitted For Review on May 16 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

\* Subject to change based on Capital Outlay and actual expenditures

#### Application Overall Status

Application Over All Status: Submitted For Review on Tuesday, May 16, 2017 at 4:56:14 PM

This application has been finalized and submitted to CDE for review. This application has not been approved by CDE.

Sections	Perkins' Coordinator	CDE Progress	Superintendent Progress
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	Progress	
LEA Profile	Submitted	Accepted
Section I	Submitted	Pending
Section II	Submitted	Pending
Section III	Submitted	Pending
Section IV	Submitted	Pending
Section V	Submitted	Pending
Section VI	Submitted	Accepted
Section VII	Submitted	Pending
		Not Submitted
		Not Submitted
		Not Submitted
		Not Submitted
		Not Submitted
		Not Submitted
		Not Submitted
		Not Submitted

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814

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# Program Grant Management System (PGMS)

Anaheim Union High

2017-18 Application

## Section I - State Assurances and Certifications

Allocation Amount	\$507,309.00
Budgeted Amount	\$507,309.00
Indirect Amount	\$24,157.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Tuesday, May 23, 2017 5:00 PM
Application Status	Submitted For Review on May 16 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

\* Subject to change based on Capital Outlay and actual expenditures

### Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the LEA must download them, collect the appropriate signatures, and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- California Department of Education General Assurances (Coming Soon)
- [Drug Free Workplace Certification](#)
- [U.S. Department of Education Debarment and Suspension](#)
- [U.S. Department of Education Lobbying](#)
- [Perkins IV Assurances and Certifications](#)
- [2017-18 Grant Conditions](#)

**LEA Sign-off Section**

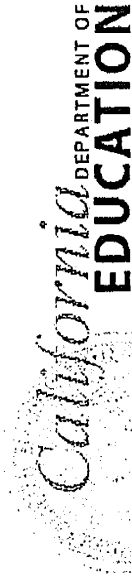
As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2016-17 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2017-18 Perkins IV application for funds.

**CDE Review and Sign-off Section**

Section Approved

California Department of Education  
1430 N Street  
Sacramento, CA 95814

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## Program Grant Management System (PGMS)

Anaheim Union High

2017-18 Application

### Section II - Representatives of Special Populations

Allocation Amount	\$507,309.00
Budgeted Amount	\$507,309.00
Indirect Amount	\$24,157.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Tuesday, May 23, 2017 5:00 PM
Application Status	Submitted For Review on May 16 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

\* Subject to change based on Capital Outlay and actual expenditures

#### Representatives of Special Populations Sign-off

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

Download the Sign-off Form for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.



After collecting the required signatures, enter the name and title of the person representing each of the special populations listed below.

**Economically Disadvantaged (Title I Coordinator)**

Title I Coordinator Name: Susan Stocks, Ed.D

Title I Coordinator Title: Director, Special Programs

**Limited English Proficiency (English Learner Coordinator)**

English Learner Coordinator Name: Cynthia Pettit

English Learner Coordinator Title: Director, English Learner & Multilingual Services

**Disabled (Handicapped) (Special Education Coordinator)**

Special Education Coordinator Name: Janet Queneau

Special Education Coordinator Title: Director, Special Youth Services

**Single Parent or Single Pregnant Women (Title IX Coordinator)**

Title IX Coordinator Name: Jaron Fried, Ed.D

Title IX Coordinator Title: Assistant Superintendent, Education

**Gender Equity or Nontraditional Training (Title IX Coordinator)**

Title IX Coordinator Name: Jaron Fried, Ed.D

Title IX Coordinator Title: Assistant Superintendent, Education

**LEA Sign-off Section**

As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2016-17 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2017-18 Perkins IV application for funds.

**CDE Review and Sign-off Section**

Section Approved

Save

Save and Continue

California Department of Education  
1430 N Street  
Sacramento, CA 95814

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## Program Grant Management System (PGMS)

Anaheim Union High

2017-18 Application

### Section III - Assessment of Career Technical Education Programs

Allocation Amount	\$507,309.00
Budgeted Amount	\$507,309.00
Indirect Amount	\$24,157.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Tuesday, May 23, 2017 5:00 PM
Application Status	Submitted For Review on May 16 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

\* Subject to change based on Capital Outlay and actual expenditures

Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress and efforts grant recipients are making toward achieving the core indicator performance levels established for the state's CTE programs. California LEAs provide data to the CDE through the 101-E1 report in the fall and 101-E2 report in the spring, and these data are used to determine the core indicators.

This section identifies the LEA's actual performance on each of the Core Indicators of performance and indicates if the LEA has met the state-established performance targets.

Anaheim Union High (131 - Secondary) has failed to meet one or two of the required targets of performance and is identified as a Needs Improvement Agency. For each performance target not met, explain the expected reasons for low performance, any strategies the LEA plans to implement in order to achieve the state-established performance level, and describe any planned actions to be taken to improve the performance on that particular core indicator.

N/A may indicate that the LEA:

- Failed to report the required data for that indicator
- Is one of the State Special Schools or California Education Authority
- Did not receive Perkins funds in the prior year and was not required to report data

If 5S1 is the only indicator showing an N/A, the LEA failed to submit the required CDE--101 E2 report

**1S1 Academic Attainment-Reading/Language Arts**

**Numerator:**

Number of 12th grade CTE concentrators who have met the proficient or advanced level in English-language arts.

**Denominator:**

Number of 12th grade CTE concentrators.

**LEA Level 2013-14:** 54.67 % **LEA Level 2014-15:** 55.26 % **LEA Level 2015-16:** 54.84 %

**State Level 2015-16:** 58.50 % **Required Target:** 52.65 % **Met Target:** Yes

**1S2 Academic Attainment-Mathematics**

**Numerator:**

Number of 12th grade CTE concentrators who have met the proficient or advanced level in mathematics.

**Denominator:**

Number of 12th grade CTE concentrators.

**LEA Level 2013-14:** 57.38 % **LEA Level 2014-15:** 59.62 % **LEA Level 2015-16:** 25.23 %

**State Level 2015-16:** 60.00 % **Required Target:** 54.00 % **Met Target:** No

**Explanation:**

NA

**Strategy to improve performance level:**

NA

**Planned activities:**

NA

**Funding source:**

District  Perkins  Other

**Funding Amount:** 1

**2S1 Technical Skill Attainment**

**Numerator:**

Number of CTE concentrators enrolled in a capstone CTE course who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

**Denominator:**

Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.

**LEA Level 2013-14:** 97.81 % **LEA Level 2014-15:** 98.17 % **LEA Level 2015-16:** 97.62 %

**State Level 2015-16:** 92.00 % **Required Target:** 82.80 % **Met Target:** Yes

**3S1 Secondary School Completion****Numerator:**

Number of 12th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).

**Denominator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year.

**LEA Level 2013-14:** 88.66 % **LEA Level 2014-15:** 93.72 % **LEA Level 2015-16:** 95.44 %

**State Level 2015-16:** 94.00 % **Required Target:** 84.60 % **Met Target:** Yes

**4S1 Student Graduation Rate****Numerator:**

Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.

**Denominator:**

Number of 12th grade CTE concentrators.

**LEA Level 2013-14:** 88.66 % **LEA Level 2014-15:** 93.72 % **LEA Level 2015-16:** 95.44 %

**State Level 2015-16:** 94.00 % **Required Target:** 84.60 % **Met Target:** Yes

**5S1 Secondary Placement****Numerator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.

**Denominator:**

Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.

**LEA Level 2013-14:** 71.78 % **LEA Level 2014-15:** 74.60 % **LEA Level 2015-16:** 74.08 %

**State Level 2015-16:** 95.00 % **Required Target:** 85.50 % **Met Target:** No

**Explanation:**

Secondary placement data is below our district expectations. Concerned that the data collection is inaccurate, but will address the issue to ensure it is accurate.

**Strategy to improve performance level:**

All AUHSD students will participate in The Anaheim Educational Pledge. The Pledge is a "roadmap" collaboratively designed by the district and its post-secondary partners, Fullerton College, Cypress College, Cal State University, Fullerton, and University of California, Irvine. The goal of The Pledge is to graduate students from high school, and enroll in a post-secondary option (college, university, trade school, military, workforce, etc). Students who enroll in higher education options and trade school will also graduate with a degree.

**Planned activities:**

1) All high school sites have a College & Career Access Team (CCAT). The team consists of secondary and post-secondary partners who plan and monitor each students 6 year plan and activities to ensure students stay on track for graduation and post-secondary options. This involves coordination of existing programs. 2) All counselors, administrators, and teachers, especially CTE teachers, will ensure each student has a viable post-secondary plan. Funding for The Pledge is done through the Districts LCFF/LCAP educational plan and the partners' implementation commitments.

Funding source:  District  Perkins  Other

Funding Amount: 1

6S1 Non-traditional Participation

Numerator:

Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.

Denominator:

Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.

LEA Level 2013-14: 32.55 % LEA Level 2014-15: 33.17 % LEA Level 2015-16: 36.56 %

State Level 2015-16: 38.00 % Required Target: 34.20 % Met Target: Yes

6S2 Non-traditional Completion

Numerator:

Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Denominator:

Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.

LEA Level 2013-14: 29.85 % LEA Level 2014-15: 31.31 % LEA Level 2015-16: 33.24 %

State Level 2015-16: 33.00 % Required Target: 29.70 % Met Target: Yes

LEA Sign-off Section

Assessment of Career Technical Education Programs section is complete and ready for CDE review.

CDE Review and Sign-off Section

CDE Comments

Section Approval

California Department of Education  
1430 N Street  
Sacramento, CA 95814

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## Program Grant Management System (PGMS)

Anaheim Union High

2017-18 Application

### Section IV - Progress Report Toward Implementing the Local CTE Plan

Allocation Amount	\$507,309.00
Budgeted Amount	\$507,309.00
Indirect Amount	\$24,157.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Tuesday, May 23, 2017 5:00 PM
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Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

\* Subject to change based on Capital Outlay and actual expenditures

The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008-2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year.

Additionally, the LEA should set measurable CTE outcomes for the next school year based on the needs of the CTE students and programs offered by the LEA and the results of the core indicator data reported in Section III.

LEA personnel must respond to the following questions:

LEA Response



1. What process is used to annually evaluate the effectiveness of the CTE program and who is involved in the evaluation? How is data (both CTE and non-CTE) used as a component of the evaluation?

AUHSD evaluates the graduation rate and A-G completion of CTE completers, and monitors the enrollment of students in CTE pathways. The district also surveys students on post-secondary enrollment. This data helps the district assess the success of CTE recruitment, and student engagement in all subjects while participating in a CTE pathway. The data on post-secondary enrollment assists in measuring whether students are completing CTE programs with the knowledge they need to continue their journey to a successful college and career experience.

2. It is a requirement that the results of annual evaluation be shared with the public in a variety of formats. Doing so with fidelity and creativity shows that a school's stated value of career preparation as the equal to college preparation ("college and careers") is matched by their actions. Describe the variety of formats, venues, and ways in which your results of annual evaluation are shared with the public.

The district created "Celebrate Our Schools" mailers to celebrate the accomplishments of our junior high and high schools. Several of the high school flyers included CTE participation rates and graduation rates. In addition, each school's School Accountability Report Card includes CTE pathway information, including graduation rates for students in CTE Pathways. Parents and community members also discussed CTE programs during the LCAP process.

3. All Perkins funds are supplemental support for CTE programs. In order to demonstrate that Perkins funds are supplemental and that the district is not supplanting funds, LEAs are to use a specific Goal Code (3800, 6000, 4630) with in the Standard Accounting Code Structure. Please describe the funding sources your LEA uses to support CTE programs in the Local Control Funding Formula (LCFF) and how do you ensure that these funds are correctly coded?

All of our programs have individual cost center numbers that separate the funds from each other depending on the resource code. Our accounting structure is based on the California School Accounting Manual and the Standardized Account Code Structure. Our process is set up so that various levels of staff and management review incoming revenue and outgoing expenditures for appropriate coding.

LCFF funds for ROP \$2,454,287

CTEIG funds \$5,434,461

Partnership Academies \$227,391

Carl D. Perkins \$607,554

4. Describe how your LEA manages the Perkins purchasing process so that all expenditures over \$500 and the highly piliferable items are added to the historical inventory as required by both federal regulations and California Education Code.

To fulfill the requirements of tracking assets we mark all of the assets over \$500 with an inventory barcode tag. If the program is for Perkins, Title I, or any other special program, the asset tag will show the name of that specific program. All of these items are tracked in our BiTech financial system and we can generate reports that show location, asset description, asset tag number, PO, etc., and can run based on program and location.

We conduct a physical asset inventory count every two years on a rotational basis, meaning we count approximately half of the district one year and the remainder the following year. As for piliferable items, we utilize additional strategies for inventory and loss prevention. For example, all Chromebooks in the district have software called Absolute placed on them as our District standard. These devices can be pinged and located at any time as long as they are connected to the internet. If there are any other items under \$500 that require tagging, the requesting department typically lets our purchasing department know and they would be asset tagged and counted with the bi-annual physical asset inventory.

5. Please share how student leadership development is included as an integral part of the CTE sequence of courses in pathways offered by your LEA.

Our schools have FBLA, HOSA, HERO, and SkillsUSA chapters where appropriate. Students participate in regular meetings and leadership activities, and participate in CTSO competitions. Annually, each high school receives a \$2,000 Perkins allocation to support the CTSO activities.

6. Share with us who your CTE teachers are and what type of credential they have that allows them to teach the CTE course(s) to which they are assigned. Complete and email the CTE Teacher Template/Matrix to [perkins@cde.ca.gov](mailto:perkins@cde.ca.gov) and enter the date you sent it below in the answer field.

CTE Teacher Matrix emailed 5/16/17.

**CTE Teacher Matrix**

Please download the [CTE Teacher Matrix](#).

**LEA Sign-off Section**

Progress Report Toward Implementing the Local CTE Plan section is complete and ready for CDE review.

**CDE Review and Sign-off Section**

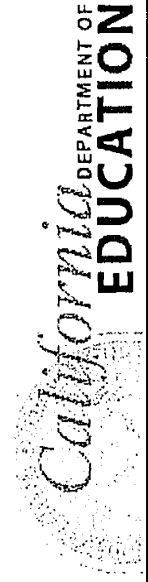
CDE Comments

Section Approval

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## Program Grant Management System (PGMS)

Anaheim Union High

2017-18 Application

### Section V - Sequence of Courses to Be Funded

Allocation Amount	\$507,309.00
Budgeted Amount	\$507,309.00
Indirect Amount	\$24,157.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Tuesday, May 23, 2017 5:00 PM
Application Status	Submitted For Review on May 16 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

\* Subject to change based on Capital Outlay and actual expenditures

#### Add Program

To budget funds in a pathway, click on the 'Budget' link to the right of each pathway.

Only those Pathways identified in an LEA's approved Local CTE Plan, or submitted in a revision to the Local Plan may be supported by Perkins IV funds.

To fund a pathway not currently listed on this page and the pathway is approved in your CTE Local Plan on file at the CDE, you must add the pathway to this list. To add a pathway, select the site at which the pathway is offered. Next, select the industry sector in which the pathway lies. Then, select the pathway you wish to add and click the 'Add Pathway' button.

If a pathway is no longer going to be offered by the District, delete it from the list below.

If you are not funding a pathway in this application, but may fund that pathway in future applications, do not remove it from the list below.

Other Site Name:

Industry Sector:  ▼

**Program Detail**

This section is used to budget expenditures for each pathway in an industry sector.

Site Name	Industry Sector	Career Pathway	Budget Amount	Action
Across All Sites	Across Multiple Sectors	Across	\$163,179.00	<u>Detail</u>
Anaheim High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$ .00	<u>Detail</u>
Anaheim High	Building and Construction Trades	Residential and Commercial Construction	\$20,000.00	<u>Detail</u>
Anaheim High	Information and Communication Technologies	Software and Systems Development	\$ .00	<u>Detail</u>
Cypress High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$10,000.00	<u>Detail</u>
Cypress High	Arts, Media, and Entertainment	Production and Managerial Arts	\$5,000.00	<u>Detail</u>
Cypress High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$8,000.00	<u>Detail</u>
Cypress High	Information and Communication Technologies	Software and Systems Development	\$53,320.00	<u>Detail</u>
John F. Kennedy High	Arts, Media, and Entertainment	Production and Managerial Arts	\$ .00	<u>Detail</u>
John F. Kennedy High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$8,000.00	<u>Detail</u>
John F. Kennedy High	Marketing, Sales, and Services	Entrepreneurship/Self Employment	\$15,000.00	<u>Detail</u>
Katella High	Arts, Media, and Entertainment	Production and Managerial Arts	\$35,000.00	<u>Detail</u>
Katella High	Building and Construction Trades	Residential and Commercial Construction	\$ .00	<u>Detail</u>
Katella High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$8,000.00	<u>Detail</u>
Loara High	Information and Communication Technologies	Software and Systems Development	\$50,000.00	<u>Detail</u>
Magnolia High	Information and Communication Technologies	Networking	\$100,000.00	<u>Detail</u>
Oxford Academy	Information and Communication Technologies	Software and Systems Development	\$ .00	<u>Detail</u>
Oxford Academy	Marketing, Sales, and Services	Entrepreneurship/Self Employment	\$16,810.00	<u>Detail</u>
Savanna High	Arts, Media, and Entertainment	Production and Managerial Arts	\$ .00	<u>Detail</u>
Western High	Arts, Media, and Entertainment	Production and Managerial Arts	\$15,000.00	<u>Detail</u>
		<b>Total</b>	<b>\$507,309.00</b>	

**Inventory Verification**

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Anaheim Union High conducts a historical inventory verification at least every 2 years for all of the following:

- Description
- Name
- Serial or other identification number
- Acquisition date
- Original cost
- Location (room)
- Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

Yes  No

Provide justification for not maintaining a historical inventory system that meet all of the above points.

LEA Sign-off Section

Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off Section

CDE Comments

Section Approval

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# Program Grant Management System (PGMS)

Anaheim Union High  
2017-18 Application

## Section VI - Budget and Expenditure Schedule

Allocation Amount	\$507,309.00
Budgeted Amount	\$507,309.00
Indirect Amount	\$24,157.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Tuesday, May 23, 2017 5:00 PM
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Certified Claims	
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\* Subject to change based on Capital Outlay and actual expenditures

To add more budget detail, go to Section V.

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically	(E) Special Populations Services	(F) Research Evaluation and Data Development			

	Student Organizations		Disadvantaged Participants		Counseling for Students Participating in CTE Programs	
1000 Certificated Salaries	\$16,892.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$0.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,208.00
4000 Books/Supplies	\$332,320.00	\$0.00	\$0.00	\$0.00	\$0.00	\$332,320.00
5000 Services/Operating Expenses	\$0.00	\$72,922.00	\$11,810.00	\$0.00	\$18,000.00	\$0.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	\$24,157.00
<b>Total</b>	<b>\$349,212.00</b>	<b>\$72,922.00</b>	<b>\$11,810.00</b>	<b>\$0.00</b>	<b>\$48,000.00</b>	<b>\$25,365.00</b>

**CDE Review and Sign-off Section**

Section Approved

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## Program Grant Management System (PGMS)

Anaheim Union High

2017-18 Application

### Section VII - Local CTE Plan Update

Allocation Amount	\$507,309.00
Budgeted Amount	\$507,309.00
Indirect Amount	\$24,157.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Tuesday, May 23, 2017 5:00 PM
Application Status	Submitted For Review on May 16 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

\* Subject to change based on Capital Outlay and actual expenditures

#### Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

Are there any changes made to the local CTE plan for ?

Yes No

Describe in detail the changes made to the CTE plan.

A Network Pathway is planned for Magnolia High School, Kennedy High School, and Western High School. AUHSD has partnered with Cypress College, University of California, Irvine (UCI), and the Department of Homeland Security to build a Cyber Security pathway program. The pathway will include a sequence of courses being collaboratively developed through the UCCI process and the National Integrated Cyber Innovation Research Center (NICIRC). The pathway will partner the district through dual enrollment opportunities with Cypress College. Students will be able to graduate with up to 30 college units. The college students will then transfer to majors at UCI aligned to the Cyber Security industry. Homeland Security will be an integral partner in developing the pathway to ensure the end result is quality, skilled employees.

Save Justification

LEA Sign-off Section

Local CTE Plan Update section is complete and ready for CDE review.

CDE Review and Sign-off Section

Section Approved

Save Save and Continue to Application Status

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ANAHEIM UNION HIGH SCHOOL DISTRICT  
SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)  
PARTICIPATION AGREEMENT

This AGREEMENT is hereby entered into this 1st day of July, 2017, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, Region 9 Local Educational Consortium (LEC), hereinafter referred to as SUPERINTENDENT, and the Anaheim Union High School District, 501 North Crescent Way, Anaheim, California 92801, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WITNESSETH:

WHEREAS, SUPERINTENDENT has entered into an Agreement with the California State Department of Health Care Services, hereinafter referred to as STATE, which is incorporated herein by this reference, to serve as the Local Educational Consortium (LEC) for the Region 9 in accordance with the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, SUPERINTENDENT has been designated by the STATE to represent school districts and county offices located in Region 9, hereinafter referred to as LEA (Local Education Agency) to administer School-based Medi-Cal Administrative Activities (SMAA) described as Administrative Claiming process in the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, the goal of the School-based Medi-Cal Administrative Activities (SMAA) Program is to improve the availability and

1 accessibility of Medi-Cal services to Medi-Cal eligible and  
2 potentially eligible individuals, and their families where  
3 appropriate, served by the SUPERINTENDENT and participating LEA'S;  
4 and

5 WHEREAS, DISTRICT is providing School-based Medi-Cal  
6 Administrative Activities and wishes to participate in the School-  
7 based Medi-Cal Administrative Activities Program.

8 NOW, THEREFORE, the Parties hereby agree as follows:

9 1.0 TERM. The term of this AGREEMENT shall be for a period of one  
10 (1) year commencing on July 1, 2017, and ending on June 30, 2018,  
11 subject to termination as set forth in this AGREEMENT.

12 2.0 RESPONSIBILITIES OF SUPERINTENDENT.

- 13 a. Responsibilities of SUPERINTENDENT and DISTRICT will be  
14 amended as necessary to comply with all Federal, state  
15 and SUPERINTENDENT'S program requirements.
- 16 b. "Certify" to the STATE the amount of DISTRICT'S general  
17 funds or any other funds allowed under Federal law and  
18 regulation expended on the allowable "Program  
19 activities".
- 20 c. Certify to the STATE the availability and expenditure of  
21 one hundred percent (100%) of the non-Federal cost of  
22 performing Program activities.
- 23 d. Certify to the STATE that DISTRICT expenditures  
24 represent costs that are eligible for Federal financial  
25 participation for that fiscal year.
- e. Act as liaison between STATE and DISTRICT.

- 1 f. As mandated, provide a software platform through a third  
2 party vendor, through which the DISTRICT shall utilize  
3 the Random Moment Time Survey (RMTS) process. Although  
4 the SUPERINTENDENT will make every reasonable effort to  
5 facilitate the use of the software platform, the  
6 SUPERINTENDENT is not responsible for problems resulting  
7 from software platform or system errors.
- 8 g. Represent DISTRICT'S issues, concerns, and questions at  
9 scheduled statewide LEC Advisory Committee meetings,  
10 STATE meetings, and SMAA Program work groups.
- 11 h. As mandated by STATE, attend STATE trainings.
- 12 i. Conduct Region 9 LEC DISTRICT SMAA Coordinator meetings  
13 and trainings.
- 14 j. On behalf of STATE, provide STATE approved training  
15 materials and updates to DISTRICT.
- 16 k. On behalf of STATE, provide program technical  
17 assistance.
- 18 l. Code all RMTS moments and make available to the DISTRICT  
19 its RMTS results.
- 20 m. Review and submit the Random Moment Time Survey (RMTS)  
21 quarterly invoice to the STATE on behalf of the DISTRICT  
22 and convey to the DISTRICT by warrant all funds received  
23 on behalf of DISTRICT from the STATE less any amount due  
24 the SUPERINTENDENT as defined in Section 5.0 of this  
25 AGREEMENT. No funds will be conveyed to DISTRICT for  
invoices that have been disallowed by the STATE.

- 1 n. Offer the DISTRICT the option of the LEC preparing the  
2 RMTS quarterly invoice for a mutually agreed to  
3 additional fee (See Appendix "B").
- 4 o. If necessary, assist the DISTRICT with the calculation  
5 of the LEA Medi-Cal Eligibility Rate or "Data Match  
6 percentage" from student data submitted by the DISTRICT.
- 7 p. Review DISTRICT'S quarterly invoice documents for  
8 accuracy and completeness and request corrections if  
9 necessary.
- 10 q. Review corrected documents for compliance with rules and  
11 regulations; work with DISTRICT to resolve any  
12 outstanding matters that prevent SUPERINTENDENT'S  
13 certification of claim.
- 14 r. Provide DISTRICT access to STATE SMAA Appeal Process  
15 upon request.
- 16 s. Appeal DISTRICT decision or action through the STATE  
17 SMAA Appeal Process if necessary.
- 18 t. Monitor compliance of DISTRICT with all Federal, STATE,  
19 and SUPERINTENDENT'S Program requirements.
- 20 u. Designate an employee to act as liaison to DISTRICT  
21 regarding issues relating to this AGREEMENT.

22 3.0 RESPONSIBILITIES OF DISTRICT.

- 23 a. Responsibilities of SUPERINTENDENT and DISTRICT will be  
24 amended as necessary to comply with all Federal, STATE  
25 and SUPERINTENDENT'S program requirements.

- 1           b.    RMTS software platform may be accessed only by employees  
2                   of the DISTRICT for RMTS purposes.   DISTRICT agrees to  
3                   comply with the confidentiality and other requirements  
4                   associated with use of the RMTS software platform.  
5                   DISTRICT shall be responsible for any unauthorized use  
6                   and understands that the DISTRICT may be held liable.
- 7           c.    Quarterly assess SMAA claiming potential within the  
8                   DISTRICT and determine which staff perform SMAA  
9                   activities and will participate in the Random Moment  
10                  Time Survey (RMTS) and what direct charges, if  
11                  applicable, will be claimed.
- 12           d.    Certify to the SUPERINTENDENT and STATE the amount of  
13                  DISTRICT'S general funds or any other funds allowed  
14                  under Federal law and regulations expended on the  
15                  allowable "Program activities".
- 16           e.    Comply fully with all Title XIX Federal, STATE, and  
17                  SUPERINTENDENT'S Program requirements.
- 18           f.    Certify to SUPERINTENDENT and STATE the availability and  
19                  expenditure, from allowable non-Federal funding sources,  
20                  of one hundred percent (100%) of the cost of performing  
21                  Program activities.
- 22           g.    Certify to SUPERINTENDENT and STATE expenditures  
23                  represent costs that are eligible for Federal financial  
24                  participation for that fiscal year.
- 25           h.    If subcontracting for certain administrative activities,  
                  provide SUPERINTENDENT with a copy of the DISTRICT'S

1 contract with vendor. DISTRICT may include vendor's  
2 allowable costs on its invoice, to the extent that same  
3 tasks are not performed by the SUPERINTENDENT and with  
4 the understanding that the total vendor fees cannot  
5 exceed fifteen percent (15%).

6 i. Ensure that DISTRICT'S designated SMAA Coordinator  
7 attends quarterly Region 9 LEC SMAA Coordinators  
8 trainings and meetings.

9 j. Adhere to timelines established by the STATE and  
10 SUPERINTENDENT for completion of Program documentation  
11 (e.g., Program invoices, Random Moment Time Survey  
12 (RMTS) Rosters, reports, etc.). Respond in a timely  
13 manner to all STATE and SUPERINTENDENT requests for  
14 information and documentation.

15 k. Respond to SUPERINTENDENT reviews with information and  
16 corrected documents upon request.

17 l. Work with SUPERINTENDENT to resolve any outstanding  
18 matters.

19 m. Appeal SUPERINTENDENT'S decision through the STATE  
20 SMAA LEA Appeal Process if necessary.

21 n. Complete quarterly Random Moment Time Survey (RMTS), as  
22 required by the Centers for Medicare and Medicaid  
23 Services (CMS), to determine the amount of paid time  
24 spent on Program claimable activities.

25 o. DISTRICT will maintain a minimum response rate of  
eighty-five percent (85%) of the moments assigned per



1 time study quarter. If DISTRICT is unable to maintain  
2 the required response rate, DISTRICT will have sanctions  
3 applied according to the School-based Medi-Cal  
4 Administrative Activities (SMAA) Manual.

5 p. Develop and maintain at the DISTRICT an Operational  
6 Plan/Audit File to include at a minimum the following:

- 7 • Training materials.
- 8 • Random Moment Time Survey (RMTS) Time Survey  
9 Participant (TSP) Roster Reports and other  
10 documentation, including validation of time  
11 survey participant attendance.
- 12 • Time certification and supporting documentation  
13 for direct charge staff.
- 14 • Position Descriptions/Duty Statements.
- 15 • Medi-Cal Percentage documentation.
- 16 • Invoice documents and supporting documentation.
- 17 • Contracts/MOU.
- 18 • Organizational Charts.
- 19 • School Calendar.
- 20 • Resource Directories and outreach materials.
- 21 • Program review documentation.

22 q. Prepare and certify School-based MAA invoices to the LEC  
23 in conformance with STATE requirements and timelines.

24 r. Provide SUPERINTENDENT with copies of SMAA invoice  
25 supporting documentation upon request.

s. DISTRICT agrees to maintain and preserve, documentation  
for a period of not less than five years after  
termination of Agreement Number 44326 and final payment  
from Department of Health Care Services (DHCS) to  
SUPERINTENDENT, to permit Department of Health Care  
Services (DHCS) or any duly authorized representative,  
to have access to examine or audit any pertinent books,

1 documents, papers and records related to this AGREEMENT  
2 and to allow interviews of any employee who might  
3 reasonably have information related to such records.

4 t. If DISTRICT'S AGREEMENT is in excess of Ten thousand  
5 dollars (\$10,000.00), DISTRICT shall agree and comply  
6 with the following terms and conditions:

7 1. Maintain books, records, documents, and other  
8 evidence, accounting procedures and practices,  
9 sufficient to properly reflect all direct and  
10 indirect costs of whatever nature claimed to  
11 have been incurred in the performance of this  
12 AGREEMENT, including any matching costs and  
13 expenses. The foregoing constitutes "records"  
14 for the purpose of this provision.

15 2. DISTRICT'S facility or office or such part  
16 thereof as may be engaged in the performance  
17 of this AGREEMENT and its records shall be  
18 subject at all reasonable times to inspection,  
19 audit, and reproduction.

20 3. The Department of Health Care Services (DHCS),  
21 the Department of General Services, the Bureau  
22 of State Audits, or their designated  
23 representatives including the Comptroller  
24 General of the Unites States shall have the  
25 right to review and to copy any records and  
supporting documentation pertaining to the

1 performance of this AGREEMENT. DISTRICT agrees  
2 to allow the auditor(s) access to such records  
3 during normal business hours and to allow  
4 interviews of any employees who might  
5 reasonably have information related to such  
6 records. Further, DISTRICT agrees to include a  
7 similar right of the STATE to audit records  
8 and interview staff related to performance of  
9 this AGREEMENT.

10 4. Preserve and make available its records (1)  
11 for a period of five (5) years from the date  
12 of final payment under this AGREEMENT, and (2)  
13 for such longer period, if any, as required by  
14 applicable statute, by any other provision of  
15 this AGREEMENT, or by subparagraphs (a) or (b)  
16 below:

17 (a) If this AGREEMENT is completely or  
18 partially terminated, the records  
19 relating to the work terminated shall be  
20 preserved and made available for a period  
21 of five (5) years from the date of  
22 resulting final settlement.

23 (b) If any litigation, claim, negotiation,  
24 audit, or other action involving the  
25 records has been started before the  
expiration of the five-year period, the

1 records shall be retained until  
2 completion of the action and resolution  
3 of all issues which arise from it, or  
4 until the end of the regular five-year  
5 period, whichever is later.

6 5. DISTRICT shall comply with the above  
7 requirements and be aware of the penalties for  
8 violations of fraud and for obstruction of  
9 investigation as set forth in Public Contract  
10 Code §10115.10, if applicable.

11 6. DISTRICT, may at its discretion, following  
12 receipt of final payment under this AGREEMENT,  
13 reduce its accounts, books and records related  
14 to this AGREEMENT to microfilm, computer disk,  
15 CD ROM, DVD, or their data storage medium.  
16 Upon request by an authorized representative  
17 to inspect, audit or obtain copies of said  
18 records, DISTRICT must supply or make  
19 available applicable devices, hardware, and/or  
20 software necessary to view, copy and/or print  
21 said records. Applicable devices may include,  
22 but are not limited to microfilm readers and  
23 microfilm printers, etc.

24 u. The STATE, through any authorized representatives, has  
25 the right at all reasonable times to inspect or  
otherwise evaluate the work performed or being performed

1 hereunder and the premises in which it is being  
2 performed. If any inspection or evaluation is made of  
3 the premises of DISTRICT, DISTRICT shall provide all  
4 reasonable facilities and assistance for the safety and  
5 convenience of the authorized representative in the  
6 performance of their duties. All inspections and  
7 evaluations shall be performed in such a manner as will  
8 not unduly delay the work.

9 v. In the event an invoice is revised or is disallowed by  
10 the STATE, agree to reimburse SUPERINTENDENT within  
11 thirty (30) days of receipt of an invoice from  
12 SUPERINTENDENT evidencing SUPERINTENDENT'S payment to  
13 the STATE for DISTRICT'S revised or disallowed invoice.

14 w. Ensure no duplicative billings.

15 x. Hold SUPERINTENDENT harmless from any Federal  
16 disallowance of SMAA claim payments made to DISTRICT by  
17 the STATE.

18 y. Designate an employee to act as a liaison with  
19 SUPERINTENDENT to provide DISTRICT specific information  
20 relative to SMAA Program administration and fiscal  
21 issues.

22 z. If necessary, provide SUPERINTENDET with student data  
23 files required for the calculation of the LEA Medi-Cal  
24 Eligibility Rate or "Data Match percentage".

25 aa. Complete and return with the fully executed AGREEMENT,  
SUPERINTENDENT'S School-based Medi-Cal Administrative

1           Activities (SMAA) District Information 2017-2018 form,  
2           Appendix "A", the School-based Medi-Cal Administrative  
3           Activities (SMAA) Service Fee Information 2017-2018  
4           form, Appendix "B" and Certification Regarding Lobbying  
5           form, Appendix "C", attached hereto and incorporated by  
6           reference herein.

7 4.0 DISTRICT CLAIM REIMBURSEMENT. Upon satisfactory compliance of  
8 DISTRICT'S responsibilities outlined in Section 3.0 of this  
9 AGREEMENT and after SUPERINTENDENT has received reimbursement from  
10 the STATE for DISTRICT'S quarterly SMAA claim(s), SUPERINTENDENT  
11 shall convey to DISTRICT by warrant, all funds received on behalf of  
12 DISTRICT from the STATE less any amount due the SUPERINTENDENT and  
13 STATE as determined in Section 5.0 below. No funds will be conveyed  
14 to DISTRICT for invoices that have been revised or disallowed by the  
15 STATE or Federal. Payment to DISTRICT shall be made within forty-  
16 five (45) days of receipt and reconciliation of STATE funds by  
17 SUPERINTENDENT.

18 5.0 FEE SCHEDULE.

- 19 a.     State RMTS Software Platform Fee. DISTRICT will be  
20 responsible for DISTRICT'S share of the State RMTS  
21 Software Platform Fee, which is based on the DISTRICT'S  
22 actual cost of utilizing the State RMTS Software  
23 Platform through a third party administrator selected by  
24 the Region 9 LEC for the Random Moment Time Survey.  
25 SUPERINTENDENT will bill DISTRICT for DISTRICT'S share  
of the software platform fees as described in the

1 School-based Medi-Cal Administrative Activities (SMAA)  
2 Service Fee Information 2017-2018 form, Appendix "B",  
3 attached hereto and incorporated by reference herein.

4 b. SUPERINTENDENT'S LEC Fees.

5 1. After SUPERINTENDENT has received  
6 reimbursement from the STATE for DISTRICT'S  
7 quarterly SMAA claim(s), SUPERINTENDENT will  
8 transfer to DISTRICT an amount equal to the  
9 Federal share of cost received as  
10 reimbursement for DISTRICT'S SMAA claim  
11 submitted by DISTRICT, less four and one-half  
12 percent (4.5%) fee per quarterly claim which  
13 will be used to support SUPERINTENDENT'S SMAA  
14 administration. The four and one-half percent  
15 (4.5%) fee may be amended as necessary to  
16 support compliance with all Federal, STATE and  
17 SUPERINTENDENT'S program requirements. LEC fee  
18 will include DISTRICT'S share of the STATE  
19 Participation Fee, which is based on the  
20 STATE'S cost for administering the SMAA  
21 claiming process.

22 2. Optional Services. If the DISTRICT selects the  
23 option of having the LEC prepare the RMTS  
24 quarterly invoice, an additional two percent  
25 (2.0%) will be added to the LEC Fee percentage  
mentioned in 5.b.1 above, but billed

1                   separately. SUPERINTENDENT will provide  
2                   Optional Services upon written request of  
3                   DISTRICT (See Appendix "B").

4           c.       The obligations of SUPERINTENDENT and DISTRICT under  
5                   this AGREEMENT are contingent upon the availability of  
6                   funds furnished by the United States Government and the  
7                   State of California. In the event that such funding is  
8                   terminated or reduced, this AGREEMENT may be terminated,  
9                   and SUPERINTENDENT'S and DISTRICT'S fiscal obligations  
10                  hereunder shall be limited to a pro-rated amount of  
11                  funding actually received by the SUPERINTENDENT and  
12                  DISTRICT from the United States Government and the  
13                  State of California under this AGREEMENT. SUPERINTENDENT  
14                  shall provide DISTRICT written notification of such  
15                  termination. Notice shall be deemed given when received  
16                  by the DISTRICT or no later than three (3) days after  
17                  the day of mailing, whichever is sooner. Complete and  
18                  return with the fully executed AGREEMENT,  
19                  SUPERINTENDENT'S School-based Medi-Cal Administrative  
20                  Activities (SMAA) District Information 2017-2018 form,  
21                  Appendix "A", the School-based Medi-Cal Administrative  
22                  Activities (SMAA) Service Fee Information 2017-2018  
23                  form, Appendix "B" and Certification Regarding Lobbying  
24                  form, Appendix "C", attached hereto and incorporated by  
25                  reference herein.



1 6.0 FEDERAL CLAIMING.

2 a. TITLE 31 - Money and Finance, Subtitle V - General  
3 Assistance Administration, Chapter 75 - Requirements for  
4 Single Audits, Section 7502 requires each pass through  
5 entity provide the sub-recipient program names and any  
6 identifying numbers from which such assistance is  
7 derived. The Catalog of Federal Domestic Assistance  
8 (CFDA) number for this Federal program is 93.778,  
9 Medical Assistance Program (Medi-Cal).

10 b. A "Vendor" means a dealer, distributor, merchant, or  
11 other seller providing goods or services that are  
12 required for the conduct of a Federal program. These  
13 goods or services may be for an organization's own use  
14 or for the use of beneficiaries of the Federal program.  
15 Additional guidance on distinguishing between a sub-  
16 recipient and a vendor is provided in OMB Circular A-  
17 133.

18 7.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of  
19 this AGREEMENT, shall be and act as an independent contractor.  
20 SUPERINTENDENT understands and agrees that he/she and all of his/her  
21 employees shall not be considered officers, employees or agents of  
22 the DISTRICT, and are not entitled to benefits of any kind or nature  
23 normally provided employees of the DISTRICT and/or to which  
24 DISTRICT'S employees are normally entitled, including, but not  
25 limited to, State Unemployment Compensation or Workers'  
Compensation. SUPERINTENDENT assumes full responsibility for the

1 acts and/or omissions of his/her employees or agents as they relate  
2 to the services to be provided under this AGREEMENT. SUPERINTENDENT  
3 shall assume full responsibility for payment of all Federal, STATE  
4 and local taxes or contributions, including unemployment insurance,  
5 social security and income taxes with respect to SUPERINTENDENT'S  
6 employees.

7 8.0 COPYRIGHT. DISTRICT understands and agrees that all forms,  
8 plans, and related instructional materials developed by  
9 SUPERINTENDENT or DISTRICT under this AGREEMENT shall become the  
10 exclusive property of the Department of Health Care Services. The  
11 Department of Health Care Services shall have all right, title and  
12 interest in said matters, including the right to secure and maintain  
13 the copyright, trademark and/or patent all forms and related  
14 instructional materials developed under this AGREEMENT.

15 9.0 HOLD HARMLESS.

16 a. SUPERINTENDENT hereby agrees to indemnify, defend, and  
17 hold harmless DISTRICT, its Governing Board, and its  
18 officers, agents, and employees from liability and  
19 claims of liability for bodily injury, personal injury,  
20 sickness, disease, or death of any person or persons, or  
21 damage to any property, real, personal, tangible or  
22 intangible, arising out of the negligent acts or  
23 omissions of employees, agents or officers of  
24 SUPERINTENDENT or the Orange County Board of Education  
25 during the term of this AGREEMENT.

1 b. DISTRICT hereby agrees to indemnify, defend, and hold  
2 harmless SUPERINTENDENT, the Orange County Board of  
3 Education, and its officers, agents, and employees from  
4 liability and claims of liability for bodily injury,  
5 personal injury, sickness, disease, or death of any  
6 person or persons, or damage to any property, real,  
7 personal, tangible or intangible, arising out of the  
8 negligent acts or omissions of employees, agents or  
9 officers of DISTRICT during the term of this AGREEMENT.

10 10.0 CONFIDENTIALITY.

11 a. SUPERINTENDENT and DISTRICT shall maintain  
12 confidentiality of their respective records and  
13 information, governing the confidentiality of client or  
14 student information for Medi-Cal clients served under  
15 this AGREEMENT. Applicable laws include, but are not  
16 limited to, 42 U.S.C. Section 1396a(a)7, 42 CFR Section  
17 431.300, Welfare and Institutions Code, Section 14100.2  
18 and 22 California Code of Regulations Section 51009 and  
19 all applicable Federal and/or STATE laws or regulations  
20 as each may now exist or be hereafter amended. The  
21 confidentiality obligations contained in this section  
22 shall survive termination of this AGREEMENT.

23 b. DISTRICT understands and agrees to take all reasonable  
24 steps to avoid unauthorized disclosure of any of  
25 SUPERINTENDENT'S agents' proprietary data provided for  
purposes of this AGREEMENT hereinafter defined as data

1 file specifications, related instructions, management  
2 reports, training materials, plans or other information  
3 relating to the performance of SUPERINTENDENT'S agents  
4 services hereunder, disclosed by SUPERINTENDENT to  
5 DISTRICT pursuant to this AGREEMENT. DISTRICT shall not  
6 during or after the term of this AGREEMENT, permit the  
7 copying, duplication, or use of any of SUPERINTENDENT'S  
8 agents' proprietary data by or to any person other than  
9 authorized employees, agents or representatives of  
10 DISTRICT.

11 11.0 ACCURACY OF INFORMATION. DISTRICT shall make reasonable effort  
12 to assure that the information supplied to SUPERINTENDENT hereunder  
13 shall be true, complete, and accurate in all respects. DISTRICT  
14 shall assume sole responsibility for the truth, completeness and  
15 accuracy of all information supplied to SUPERINTENDENT and agrees  
16 that SUPERINTENDENT shall have no responsibility or liability for  
17 the truth, completeness or accuracy of any information submitted by  
18 DISTRICT hereunder. SUPERINTENDENT reserves the right to not certify  
19 SMAA invoice(s) that do not comply with STATE and Federal SMAA  
20 requirements.

21 12.0 LIMITATION OF LIABILITY. SUPERINTENDENT shall not be liable  
22 for damages or losses to DISTRICT employees, agents, independent  
23 contractors or students relating to lost medical services or lost  
24 data under this AGREEMENT. SUPERINTENDENT shall not be liable for  
25 any sums DISTRICT does not obtain in reimbursement from the STATE,  
or for any incidental, indirect, special or consequential damages to

1 DISTRICT arising from the denial of any request for reimbursement  
2 from the STATE.

3 13.0 ASSIGNMENT. The obligations of the DISTRICT pursuant to this  
4 AGREEMENT shall not be assigned by the DISTRICT without prior  
5 written approval of SUPERINTENDENT.

6 14.0 COMPLIANCE WITH APPLICABLE LAWS. The services completed herein  
7 must meet the approval of the DISTRICT and shall be subject to the  
8 DISTRICT'S general right of inspection to secure the satisfactory  
9 completion thereof. SUPERINTENDENT and DISTRICT agree to comply  
10 with all Federal, STATE and local laws, rules, regulations and  
11 ordinances that are now or may in the future become applicable to  
12 SUPERINTENDENT or DISTRICT'S, equipment and personnel engaged in  
13 operations covered by this AGREEMENT or accruing out of the  
14 performance of such operations.

15 15.0 LOBBYING RESTRICTIONS AND DISCLOSURE CERTIFICATION. DISTRICT  
16 shall complete and return with the fully executed AGREEMENT the  
17 Certification Regarding Lobbying form, Appendix "C", attached hereto  
18 and incorporated by reference herein, that the DISTRICT has not  
19 made, and will not make, any payment prohibited by Item 1 of the  
20 Certification Regarding Lobbying form.

21 16.0 DEBARMENT AND SUSPENSION CERTIFICATION. By signing this  
22 AGREEMENT, DISTRICT certifies to the best of its knowledge and  
23 belief, that it:

- 24 a. Is not presently debarred, suspended, proposed for  
25 debarment, declared ineligible, or voluntarily excluded  
by any federal department or agency;

- 1           b.     Has not within a three-year period preceding this  
2           AGREEMENT been convicted of or had a civil judgement  
3           rendered against them for commission of fraud or a  
4           criminal offense in connection with obtaining,  
5           attempting to obtain, or performing a public (Federal,  
6           STATE or local) transaction or contract under a public  
7           transaction; violation of Federal or STATE antitrust  
8           statutes or commission of embezzlement, theft, forgery,  
9           bribery, falsification or destruction of records, making  
10          false statements, or receiving stolen property.
- 11          c.     Is not presently indicted for or otherwise criminally or  
12          civilly charged by a government entity (Federal, STATE  
13          or local) with commission of any of the offenses  
14          enumerated in Section 16.0(b) herein; and
- 15          d.     Has not within a three-year period preceding this  
16          AGREEMENT had one or more public transactions (Federal,  
17          STATE or local) terminated for cause or default.
- 18          e.     The terms and definitions herein have the meanings set  
19          out in the Definitions and Coverage sections of the  
20          rules implementing Federal Executive Order 12549.
- 21          f.     If DISTRICT is unable to certify to any of the  
22          statements in this certification, DISTRICT shall submit  
23          an explanation to SUPERINTENDENT.
- 24          g.     If DISTRICT knowingly violates this certification, in  
25          addition to other remedies available to the Federal  
                Government, the Department of Health Care Services

1 (DHCS) may terminate this AGREEMENT for cause or  
2 default.

3 17.0 HIPAA. DISTRICT agrees to inform all students and faculty of the  
4 importance of complying with all relevant State and Federal  
5 confidentiality laws, including the Health Insurance Portability and  
6 Accountability Act of 1996 (HIPPA) to the extent applicable. In  
7 addition, DISTRICT agrees to provide students and faculty with  
8 training in the requirements of the privacy and security provisions  
9 of HIPAA and to advise them of the importance of complying with  
10 Facility's policies and procedures relative to HIPAA.

11 18.0 NON-DISCRIMINATION. In the performance of this AGREEMENT,  
12 SUPERINTENDENT and DISTRICT agree that they shall not engage nor  
13 employ any unlawful discriminatory practices in employment of  
14 personnel or in any other respect on the basis of sex, race, color,  
15 ethnicity, national origin, ancestry, religion, age, marital status,  
16 medical condition, sexual orientation, physical or mental disability  
17 or any other protected group in accordance with the requirements of  
18 all applicable Federal or STATE law.

19 19.0 TOBACCO USE POLICY. In the interest of public health,  
20 SUPERINTENDENT provides a tobacco-free environment. Smoking or the  
21 use of any tobacco products are prohibited in buildings and  
22 vehicles, and on any property owned, leased or contracted for by the  
23 SUPERINTENDENT pursuant to SUPERINTENDENT' Policy 400.15. Failure  
24 to abide with conditions of this policy could result in the  
25 termination of this AGREEMENT.

1 20.0 TERMINATION. SUPERINTENDENT or DISTRICT may, at any time, with  
2 or without cause, terminate this AGREEMENT with the giving of thirty  
3 (30) days prior written notice to the other party. However, once  
4 SUPERINTENDENT has submitted a RMTS Roster Report to the Department  
5 of Health Care Services (DHCS), according to the School-based Medi-  
6 Cal Administrative Activities (SMAA) Manual, DISTRICT may not  
7 terminate until the next quarter survey period.

8 21.0 NOTICE. All notices or demands to be given under this  
9 AGREEMENT by either party to the other shall be in writing and given  
10 either by: (a) personal service or (b) by U.S. Mail, mailed either  
11 by registered or certified mail, return receipt requested, with  
12 postage prepaid. Service shall be considered given when received if  
13 personally served or if mailed on the third day after deposit in any  
14 U.S. Post Office. The address to which notices or demands may be  
15 given by either party may be changed by written notice given in  
16 accordance with the notice provisions of this section. As of the  
17 date of this AGREEMENT, the addresses of the parties are as follows:

18 DISTRICT: Anaheim Union High School District  
19 501 North Crescent Way  
Anaheim, California 92801  
Attn: \_\_\_\_\_

20 SUPERINTENDENT: Orange County Superintendent of Schools  
21 200 Kalmus Drive  
Costa Mesa, California 92626  
22 Attn: Patricia McCaughey

23 22.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek  
24 redress for violation of, or to insist upon, the strict performance  
25 of any term or condition of this AGREEMENT shall not be deemed a  
waiver by that party of such term or condition, or prevent a



1 subsequent similar act from again constituting a violation of such  
2 term or condition.

3 23.0 SEVERABILITY. If any term, condition or provision of this  
4 AGREEMENT is held by a court of competent jurisdiction to be  
5 invalid, void, or unenforceable, the remaining provisions will  
6 nevertheless continue in full force and effect, and shall not be  
7 affected, impaired or invalidated in any way.

8 24.0 GOVERNING LAW. The terms and conditions of this AGREEMENT  
9 shall be governed by the laws of the State of California with venue  
10 in Orange County, California.

11 25.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits  
12 attached hereto constitute the entire agreement among the Parties to  
13 it and supercedes any prior or contemporaneous understanding or  
14 agreement with respect to the services contemplated, and may be  
15 amended only by a written amendment executed by both Parties to the  
16 AGREEMENT.

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18 [THIS SECTION INTENTIONALLY LEFT BLANK]  
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IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: ANAHEIM UNION HIGH  
SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

BY: \_\_\_\_\_  
Authorized Signature

BY: *Patricia McCaughey*  
Authorized Signature

PRINTED NAME: \_\_\_\_\_

PRINTED NAME: Patricia McCaughey

TITLE: \_\_\_\_\_

TITLE: Administrator

DATE: \_\_\_\_\_

DATE: May 9, 2017

\_\_\_\_\_  
FEDERAL IDENTIFICATION NUMBER

Anaheim Union High SD-MAA(44326) 2017-2018-Rev 042817  
ZIP6



Local Educational Consortium School-Based Medi-Cal Administrative Activities  
Region 9 • Imperial, Orange, and San Diego Counties  
Administered by the Orange County Superintendent of Schools

**SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)  
DISTRICT INFORMATION  
2017-2018**

**1. DISTRICT/SCHOOL**

Anaheim Union High School District Orange  
District/School Name County

Claiming Unit: \_\_\_\_\_  
If different than name above.

**2. DISTRICT SMAA COORDINATOR**

Scott Reindl Career Readiness Specialist  
Name District Job Title

501 Crescent Way Anaheim, CA 92801  
Street Address City, State, Zip

\_\_\_\_\_  
Mailing Address (if different than street address) City, State, Zip

(714) 999-7709 (714) 520-9754 reindl\_s@auhsd.us  
Phone (please include extension) Fax Email

Check box for this person to be included in RMTS system.

**3. SUPERVISOR OF DISTRICT SMAA COORDINATOR**

Janet Queneau Director, Special Youth Services  
Name District Job Title

(714) 999-3256 (714) 520-9754 queneau\_j@auhsd.us  
Phone (please include extension) Fax Email

Check box for this person to be included in communications.

Check box for this person to be included in RMTS system.

**4. (a) ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE/ASSISTANT**

Veronica Medina, MSN, RN, NP Health Services Coordinator  
Name District Job Title

(714) 999-0814 (714) 520-9754 medina\_v@auhsd.us  
Phone (please include extension) Fax Email

Check box for this person to be included in communications.

Check box for this person to be included in RMTS system.



**SCHOOL-BASED MEDICAL ADMINISTRATIVE ACTIVITIES (SMAA)  
SERVICE FEE INFORMATION  
2017-2018**

**State RMTS Software Platform Fee**

DISTRICT will be responsible for DISTRICT'S share of the State RMTS Software Platform Fee, which is based on the DISTRICT'S actual cost of utilizing the State RMTS Software Platform through a third party administrator selected by the Region 9 LEC for the Random Moment Time Study. SUPERINTENDENT will bill DISTRICT for DISTRICT'S share of the software platform fees. The DISTRICT'S share of the software platform fees may be included in the DISTRICT's claim for reimbursement based on actual costs paid.

Current third party administrator under contract with SUPERINTENDENT is Public Consulting Group Inc. (PCG). The original contract term was for a period of three years ending September 30, 2017 and has been extended one year to conclude September 30, 2018. RMTS Software Platform Fees are currently structured on a monthly participant rate based on an aggregate participant count statewide of all LECs utilizing the PCG RMTS system each quarter. Since the California Department of Health Care Services (DHCS) does not require a time study for quarter 1, the July-September quarter, these charges will be half the rate of the monthly fee and based on prior quarter participant count.

<b>Quarter</b>	<b>Monthly Rate/Participant</b>
Q1: July - September	\$0.27/participant/month
Q2: October – December	\$0.54/ participant/month
Q3: January – March	\$0.54/ participant/month
Q4: April – June	\$0.54/ participant/month

**SUPERINTENDENT'S LEC Fee for Administrative Support**

After SUPERINTENDENT has received reimbursement from the STATE for DISTRICT'S quarterly SMAA claim(s), SUPERINTENDENT will transfer to DISTRICT an amount equal to the Federal share of cost received as reimbursement for DISTRICT'S SMAA claim submitted by DISTRICT, less four and one-half percent (4.5%) fee per quarterly claim which will be used to support SUPERINTENDENT'S SMAA administration. The four and one-half percent (4.5%) LEC fee may be amended as necessary to support compliance with all Federal, STATE and SUPERINTENDENT'S program requirements.

Included in the LEC fee is the DISTRICT'S share of the STATE Participation Fee assessed to each LEC region, based on the STATE'S cost for administering the SMAA claiming process. Also, if needed, the

SUPERINTENDENT will assist the DISTRICT with the calculation or transmission of student data files to the DHCS for calculation of the Medi-Cal Eligibility Rate or “Data Match percentage”.

**SUPERINTENDENT'S OPTIONAL SERVICES Fee**

The following optional service is offered to support the administrative SMAA program. If the DISTRICT selects the optional service, an additional two percent (2.0%) will be in addition to the LEC Fee percentage but billed separately by the SUPERINTENDENT so that the DISTRICT may submit the optional service costs for claim reimbursement based on actual costs paid.

SUPERINTENDENT will create and provide to DISTRICT a fiscal workbook to assist in gathering and preparing the fiscal information required to complete the SMAA invoice claim. The Time Study Participant pool lists and RMTS results will be integrated with the fiscal workbook which will reduce data entry and support consistency of information. SUPERINTENDENT will prepare SMAA invoice claims in accordance with program guidelines approved by DHCS, based on information supplied by the DISTRICT for each fiscal quarter during the Term of the Agreement. DISTRICT will print, sign and submit final invoice claim to SUPERINTENDENT for final review, audit and submission to DHCS for processing.

SUPERINTENDENT will provide annual training to the DISTRICT SMAA Coordinator and relevant finance/business office staff.

Please indicate below, the DISTRICT’s response to the optional service being offered and return with the fully executed AGREEMENT.

Optional Service		Effective Date
<input type="checkbox"/> YES	<input type="checkbox"/> NO	July 1, 2017 – June 30, 2018

\_\_\_\_\_

Name

\_\_\_\_\_

Date

\_\_\_\_\_

District Name

**CERTIFICATION REGARDING LOBBYING**

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency of the United States Government, a Member of Congress in connection with the making, awarding or entering into this Federal contract, Federal grant, or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of this Federal contract, grant, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency of the United States Government, a Member of Congress, an officer or employee of Congress, or an employee of a Member Congress in connection with this Federal contract, grant, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL., 'Disclosure of Lobbying Activities' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contractors, sub-grants, and contracts under grants and cooperative agreements) of \$100,000 or more, and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

DISTRICT: \_\_\_\_\_

BY: \_\_\_\_\_  
Authorized Signature

PRINTED NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

DATE: \_\_\_\_\_

## Memorandum of Understanding

Between Anaheim Union High School District and Boys Town California, Inc.

This memorandum of understanding is hereby entered between the two parties indicated below and for the purpose as stated in the scope of work:

### **Anaheim Union High School District**

Manuel Colon, Assistant Superintendent, Education  
Contact Person/Title

501 Crescent Way  
Anaheim, CA 92801  
Address

(714) 999-3567  
Phone Number

### **Boys Town California, Inc.**

Lawren Ramos, Executive Director  
Contact Person/Title

2223 Wellington Ave., 3rd floor  
Santa Ana, CA 92701  
Address

(714) 558-0303 x55801  
Lawren.Ramos@boystown.org  
Phone Number/Email

## **I. Purpose**

The purpose of this Memorandum of Understanding (MOU) is to maintain an effective working relationship established between Boys Town California (BT CA) and Anaheim Union High School District (AUHSD). AUHSD commits to provide referrals to BT CA when appropriate for Boys Town Community Support Services® for students and students' parent(s)/caregiver(s). The goal of this initiative is to help parents and students learn to reduce children's problem behaviors, minimize problems that disrupt family life, and build strong, healthy relationships by providing (at no cost) the following Boys Town Community Support Services®: Common Sense Parenting® Classes, Boys Town National Hotline®, Parenting.org®, Boys Town Family Support Line, YourLifeYourVoice.org, Community Support Groups, Family Matching, and Peer Mentoring to students and the parent(s)/caregiver(s) of students in AUHSD.

## **II. Term**

The Memorandum of Understanding shall begin July 1, 2017 and extend through June 30, 2018.

## **III. Scope of Work**

### **Description of Services**

1. AUHSD agrees to contact parent(s) referred for Common Sense Parenting® classes being offered at the school sites and provide the schedule of class times and dates and a brief description of the curriculum.
2. AUHSD agrees to provide appropriate-size rooms for a) delivering the Common Sense Parenting® classes, and b) providing child care as needed.



3. BT CA agrees to provide a certified Parent Trainer to facilitate Common Sense Parenting® classes at the school sites and provide a trained BT CA assigned Child Care Assistant to provide child care as needed.
4. AUHSD agrees to provide referrals to BT CA for Common Sense Parenting® classes, Boys Town National Hotline®, Parenting.org®, Boys Town Family Support Line, YourLifeYourVoice.org, Community Support Groups, Family Matching, and Peer Mentoring.
5. BT CA agrees to provide Common Sense Parenting® classes, Boys Town National Hotline®, Parenting.org®, Boys Town Family Support Line, YourLifeYourVoice.org, Community Support Groups, Family Matching, and Peer Mentoring at no cost to the students and parent(s)/caregiver(s) of students in AUHSD.
6. During the term of this Agreement, each party shall carry general liability insurance coverage in amounts not less than \$1 million per occurrence and \$3 million in aggregate. Each party will provide to the other current and renewal certificates of insurance showing satisfaction of these requirements.
7. During the term of this Agreement, each party shall carry general liability insurance coverage in amounts not less than \$1 million per occurrence and \$3 million in aggregate. Each party will provide to the other current and renewal certificates of insurance showing satisfaction of these requirements.
8. During the term of this Agreement, BT CA shall carry general liability insurance coverage in an amount not less than \$1 million per occurrence, include coverage for Workers' Compensation, and an additional insured endorsement naming Anaheim Union High School District.

**IV. Termination**

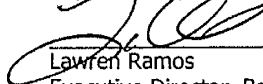
This Memorandum of Understanding shall be effective upon approval of both parties shown below and as dated by both parties for one year (12 months). This agreement may be renewed annually by a new document with term, modifications as needed and affixed signatures and dates. Should this Memorandum of Understanding require modification, such changes shall only be added by mutual agreement by both parties. This Memorandum of Understanding may be terminated by either party by issuing a written Notice of Termination (30 days written notice) delivered by email or mail.

Anaheim Union High School District

\_\_\_\_\_  
 Jaron Fried, Ed. D  
 Assistant Superintendent, Education

\_\_\_\_\_  
 Date

Boys Town California



\_\_\_\_\_  
 Lawren Ramos  
 Executive Director, Boys Town California, Inc.

05/15/2017

\_\_\_\_\_  
 Date



MENTORING YOUTH.  
CHANGING FUTURES.

1801 E. Edinger Ave. #101  
Santa Ana, CA 92705

T 714 544 7773  
F 714 544 7643

www.OCbig.org

## Beyond School Walls Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is an agreement between BIG BROTHERS BIG SISTERS of Orange County and the Inland Empire and Anaheim Union High School District. The purpose of this document is to outline each entity’s roles and responsibilities for the development and growth of the Anaheim Beyond School Walls Mentoring Program. The goal is to pair students (Littles) from Anaheim Union High School District with positive, caring, screened and trained adult corporate mentors (Bigs) through a tiered mentoring system. This tiered mentoring system will nurture relationships that provide positive modeling that leads to school and lifetime success. Term of this agreement is July 1, 2017 – June 30, 2018.

Anaheim Union High School District  
Dr. Jaron Fried, Assistant Superintendent  
501 N. Crescent Way, P.O. Box 3520  
Anaheim, CA 92803

Big Brothers Big Sisters of Orange County  
Cristal Ochoa  
Site Based Program Manager  
1801 E. Edinger Ave. #101  
Santa Ana, CA 92705

### Big Brothers Big Sisters of Orange County and the Inland Empire (“BBBSOC & IE”) agrees to:

- Work collaboratively with the identified Schools to provide their youth with strong and enduring, professionally supported one-to-one relationships, that can change their lives for the better, forever.
- Assign BBBSOC&IE staff members to work in partnership with the Anaheim Union High School District Schools. This person will coordinate program logistics, recruitment, and enrollment and bring the program to fruition.
- Provide insurance coverage for all mentors and mentee participants.
- Provide full screening of all mentors (i.e., interviews, references)
- Provide appropriate pre-match training to all mentors and provide on-going training opportunities.
- Assist school with identification of mentees that would be appropriate to participate in the program.
- Match mentors and mentees based on needs and common interests.
- Plan sessions for mentors and mentees to meet on a regular basis
- Provide activities and supervision at program meetings.
- Contact both the mentee and the mentor on a regular basis and provide support to each match.
- Meet with individual school staff to discuss individual match issues and program logistics on an as needed basis (e.g. when matches are made or when matches are closed)
- Plan and coordinate summer communication between mentors and mentees.
- Collect evaluations of matches and program during the course of the school year (surveying at the beginning of the school year and end of the school year).

- Share outcomes/feedback specific to the club at key points during the year.
- Report on successes, challenges, and opportunities within the partnership to the school at the end of each year.

**Responsibilities Anaheim Union High School District (AUHSD):**

- Promote the BBBSOC&IE Partnership with school personnel to enhance collaboration efforts
- Assign a district coordinator for the program and a site coordinator at each participating site. This team will collaborate and coordinate implementing the program and supply requested reporting information.
- Identify currently enrolled boys and girls in grades 7 through 12 that need and appear ready to benefit from extra attention through a match relationship with Big Brother and Big Sister.
- Recognize the school-based mentoring program as a year-round program.
- Provide a consistent location that is conducive to one-on-one BBBSOC programming. This space should allow for:
  - Child Interviews to take place
  - Group programming to occur
  - Individual matches to meet on a one on one basis
  - Match support to occur
- Provide access to mentee records (i.e. grades, suspensions, attendance) of participating mentees whose parents have given written consent.
- Maintain goal number of matches. If mentees leave the club, loses interest in the program or are dismissed from the program the identified schools will assist to replace those spots with newly recruited mentees.
- Provide BBBSOC&IE staff person with updated contact information and preferred methods of contact.
- Promote good attendance by ensuring mentees are aware of program meeting times and locations. This may include passing out reminder flyers and making announcements to remind mentees to meet.

Upon execution, the parties attest to their acceptance of the terms and conditions of this agreement. At the expiration of this agreement, the undersigned parties will meet at an agreed upon date prior to the end of this agreement to evaluate the partnership and to define future partnership parameters.

Agreed and approved by:

***Signature(s) from Anaheim Union High School District:***

Printed Name of AUHSD Representative: Dr. Jaron Fried

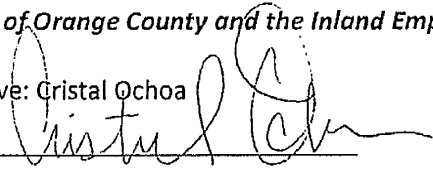
Signature: \_\_\_\_\_

Title: Assistant Superintendent

Date: \_\_\_\_\_

***Signature(s) from Big Brothers Big Sisters of Orange County and the Inland Empire:***

Printed Name of BBBSOC&IE Representative: Cristal Ochoa

Signature of BBBSOC&IE Representative:  \_\_\_\_\_

Title: Site Based Program Manager

Date: 5/12/17

**AMENDMENT TWO  
TO THE CLIENT AGREEMENT FOR DIGITAL CURRICULUM SOLUTIONS BETWEEN  
APEX LEARNING INC. AND ANAHEIM UNION HIGH SCHOOL DISTRICT**

This amendment effective on August 21, 2017 (“**Amendment Two**”) shall serve to amend the Client Agreement for Apex Learning Digital Curriculum Solutions with the Effective Date of July 22, 2011 (the “**Agreement**”), as previously amended, between Apex Learning Inc., a Washington corporation, with its principal place of business at 1215 Fourth Avenue, Suite 1500, Seattle, WA 98161 (“**Apex Learning**”) and Anaheim Union High School District with its principal place of business at 501 Crescent Way, Anaheim, CA 92801-5401 (“**Client**”).

Capitalized terms used but not defined herein shall have the meanings set forth in the Agreement. Other than the modifications under Amendment One and under this Amendment Two as provided below, the terms and conditions of the Agreement remain unchanged and in full force and effect. In consideration of the covenants and conditions set forth in this Amendment Two and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree to further amend the Agreement as follows:

**A. Modification of Representations and Warranties by Both Parties:** Section 6.1 of the Agreement is modified to include the following:

Each party further represents and warrants to the other party that it will comply with: (i) the California Student Online Personal Information Protection Act (Section 22584 of Division 8 of the California Business and Professions Code) (SOPIPA), including those provisions governing the confidentiality and protection of covered information against unauthorized disclosure by either party and/or any subcontractor engaged by either party, and (ii) California Education Code Section 49073.1 (AB No. 1584) as specified in Exhibit D attached hereto and incorporated herein.

**B. Term Extension:** The Agreement Term under Section 9.1 is extended through August 20, 2020.

**C. Notices:** The name and title of Client’s contact in the table in Amendment One, Section C is changed to Dr. Jaron Fried, Assistant Superintendent, Education Services.

**D. Renewal of Access to Apex Curriculum:**

- Apex Learning will provide Client with 1,800 Unlimited Enrollment Subscriptions to Comprehensive Courses during the period August 21, 2017 through August 20, 2020.

*Price:*           \$449,982.00

The number of students enrolled at one time may not exceed the number of Unlimited Enrollment Subscriptions purchased. Client may purchase additional subscriptions for access during each of the 12-month periods (i) August 21, 2017 through August 20, 2018, (ii) August 21, 2018 through August 20, 2019, and (iii) August 21, 2019 through August 20, 2020 at \$125.00 per Unlimited Enrollment Subscription per period.

**E. Additional Professional Services:** Apex Learning will deliver the following Professional Services to Client during the period August 21, 2014 through August 20, 2017 at a rate of one session per 12-month period specified in Section D above:

- Three (3) 6-hour onsite sessions.

*Price:*           \$6,600.00

**F. Payment Schedule:** Client will pay Apex Learning according to the following Payment Schedule:

- Apex Learning will invoice Client in the amount of \$152,194.00 on August 21, 2017.
- Apex Learning will invoice Client in the amount of \$152,194.00 on August 21, 2018.
- Apex Learning will invoice Client in the amount of \$152,194.00 on August 21, 2019.

Agreed.

**Apex Learning Inc.**

By: \_\_\_\_\_

Print Name: Cheryl Vedoe

Title: CEO

Date: \_\_\_\_\_

**Anaheim Union High School District**

By: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## EXHIBIT D

### California Education Code Section 49073.1 (AB No. 1584)

A. **DEFINITIONS.** The following terms will have the following meanings for purposes of this Addendum:

1. **“Deidentified Information”** means information that cannot be used to identify an individual Client student.
2. **“Eligible Pupil”** means a Client student who has reached 18 years of age.
3. **“Pupil-Generated Content”** means materials created by a Client student, including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of Client student content. **“Pupil-Generated Content”** does not include Client student responses to a standardized assessment where Client student possession and control would jeopardize the validity and reliability of that assessment.
4. **“Pupil Records”** mean both of the following:
  - a. Any information directly related to a Client student that is maintained by Client, and
  - b. Any information acquired directly from a Client student through the use of Apex Curriculum assigned to the Client student by a teacher or other Client employee.

**“Pupil Records”** do not mean any of the following:

- a. Deidentified Information, including aggregated deidentified information, used by Apex Learning to improve educational products for adaptive learning purposes and for customizing student learning,
- b. Deidentified Information, including aggregated deidentified information, used to demonstrate the effectiveness of Apex Learning’s products in the marketing of those products, or
- c. Deidentified Information, including aggregated deidentified information, used for the development and improvement of educational sites, services, or applications.

### B. **ADDITIONAL TERMS REGARDING PUPIL RECORDS/PUPIL-GENERATED CONTENT**

1. Pupil Records obtained by Apex Learning under this Agreement are and will continue to be the property of and under the control of Client.
2. Notwithstanding Section 1 above, Client students may retain possession and control of their own Pupil-Generated Content created using the Apex Curriculum as follows:

Students may retain a copy of each item of Pupil-Generated Content as it is generated (*e.g.*, by making a digital or hard copy).

3. Apex Learning will not use any information in any Pupil Record for any purpose other than those purposes required or specifically permitted by this Agreement. For clarification, these purposes include use of Pupil Records as reasonably necessary for Apex Learning to provide the Apex Curriculum and related services and support to Client and Client students under this Agreement.

4. A parent, legal guardian or Eligible Pupil may review personally identifiable information in a Client student's Pupil Records and correct erroneous information as follows:

Client students have access to their Pupil Records through their access to the Apex Curriculum. A parent, legal guardian or Eligible Pupil may contact Client to request a correction to erroneous personally identifiable information and Apex Learning will make such changes as directed by Client.

5. Apex Learning takes the following actions to protect the security and confidentiality of Pupil Records:

Pupil Records will be stored in electronic memory (on servers or other computers) operated and maintained by or on behalf of Apex Learning in the United States. The measures that Apex Learning will take to protect the security and confidentiality of Pupil Records containing personally identifiable Client student information while it is stored in that manner include, but are not necessarily limited to: encryption to protect personally identifiable information while in motion or at rest; restricted physical access to the servers/computers; software-based solutions intended to prohibit unauthorized entry such as regularly updated virus scans, firewalls, and use of passwords; and administrative controls such as selective user access rights, and including the designation and training of responsible individuals.

6. In the event of an unauthorized disclosure of a Client student's Pupil Records, the following procedures will be followed for notifying the parent, legal guardian or Eligible Pupil:

Apex Learning shall notify Client without unreasonable delay of any breach of security resulting in an unauthorized release of a Client student's personally identifiable information in a Pupil Record, by Apex Learning or its assignees in violation of applicable state or federal law.

7. Apex Learning certifies that Pupil Records will not be retained or available to Apex Learning upon completion of the terms of this Agreement. This certification will be enforced as follows:

As a term of this Agreement, the parties agree that following the expiration or termination of this Agreement, Apex Learning will store Pupil Records for renewed access by Client (*i.e.*, by way of renewal of this Agreement or execution of a subsequent Agreement with Apex Learning) until such time as Client provides written notice to Apex Learning that Client no longer wishes to have Apex Learning provide such ongoing storage. Within a reasonable time period following receipt of any such written notice from Client, Apex Learning will deidentify all such Pupil Records (*i.e.*, modify Pupil Records so that they cannot be used to identify an individual Client student and therefore no longer qualify as "Pupil Records").

8. Client agrees to work with Apex Learning to ensure compliance with the federal Family Educational Rights and Privacy Act (if applicable) pursuant to procedures agreed upon by the parties.
9. Apex Learning is prohibited from using personally identifiable information in Pupil Records to engage in targeted advertising.



**COLLEGE BOARD'S  
COLLEGE READINESS AND SUCCESS CONTRACT #: CB-00019370**

THIS AGREEMENT, including all appendices, exhibits, and schedules attached hereto (the "Agreement"), is made as of this April 18, 2017 ("Effective Date"), by and between Anaheim Union High School District ("Client") and the College Board (the "College Board").

WHEREAS, the College Board shall make available, and Client may order the following College Board exams, products, and services related to the College Board's College Readiness and Success System.

NOW, THEREFORE, in consideration of the foregoing, the mutual covenants and undertakings contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, hereby agree to the following:

**1.0 Services & Deliverables.** The College Board shall furnish Client with the exams, products, licenses, services and/or deliverables (collectively, "Deliverables") in accordance with the applicable schedules, which outline the Deliverables hereunder ("Schedule"); and attached hereto and incorporated herein by this reference. If Client has additional orders after the Effective Date of this Agreement, and during the Term (as defined in Section 2.1), the parties agree such Deliverables shall be added by an addendum signed by both parties.

**2.0 Term & Termination.**

**2.1 Term.** This Agreement shall be for a term beginning as of July 1, 2017 and, unless sooner terminated as provided herein, will expire on June 30, 2018 ("Initial Term"). Client may renew this Agreement in twelve (12) month increments ("Renewal Term"), upon notice to the College Board of its intent to renew within thirty (30) days prior to the expiration date of this Agreement. During any Renewal Term, this Agreement shall be subject to the College Board's then-current fees and policies at the time of renewal. The Initial Term and each subsequent Renewal Term shall be collectively referred to as the "Term." If, during the Term, Client decides to have the College Board support Client's administration of a digital College Board assessment, the College Board reserves the right to attach an additional schedule specific to such administration, containing operational policies and any additional terms and conditions.

**2.2 Termination.** If either party breaches any of the provisions of this Agreement (including but not limited to Client's failure to make any payment when due), either party shall have the right to give the other party written notice to cure such breach within thirty (30) days and, if such breach is not cured within a thirty (30) day period, either party shall have the right to terminate this Agreement, without waiver of any other remedy, whether legal or equitable; provided, however, if Client breaches the Representations and Warranties or Ownership of Intellectual Property, or both, then the College Board shall have the right to terminate this Agreement immediately.

**2.2.1 Rights After Termination.** If any Schedule is terminated for any reason, all rights granted to Client hereunder with respect to the Deliverables under that Schedule shall cease, and Client shall; (a) immediately cease all use of the applicable Deliverables and purge any and all software, content, and materials from Client's computer systems, storage media and files, and all copies thereof, as applicable, and (b) promptly return or destroy, at College Board's direction, content and materials, and all copies thereof, and all other confidential information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, the College Board shall terminate Client's access to any systems to which Client has access under this Agreement.

**2.2.2 Partial Payment Upon Termination.** Client will compensate the College Board for all services performed, products furnished, and licenses granted, including any costs associated with the initial deployment of resources in preparation for providing the services under this Agreement, through the effective date of any termination in accordance with invoices issued or to be issued by the College Board.

**2.2.3 Availability of Deliverables.** In addition to its other rights hereunder, the College Board may cease making certain Deliverables commercially available at any time by providing Client sixty (60) days written notice. In such event, the College Board will cease furnishing such Deliverable(s) under this Agreement and the Agreement shall continue in full force and effect, except for provisions specifically affecting such Deliverable(s). The College Board will refund Client any fees paid for the unused portion of such Deliverable(s).

**3.0 Fees and Payment.** Client shall pay those fees set forth in each Schedule for the services and deliverables furnished during the 2017-2018 implementation year. Unless otherwise indicated in a Schedule, payment terms are Net 30.

**4.0 Taxes.** Client agrees to pay any sales, use, value added or other taxes or import duties (other than the College Board's corporate income taxes) based on, or due as a result of, any fees paid to the College Board under this Agreement, unless Client is

exempt from such taxes as the result of Client's corporate or government status and Client has furnished the College Board with a valid tax exemption certificate.

## 5.0 Representations and Warranties.

**5.1 Authority.** Client represents and warrants that it is empowered under applicable state laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed, and delivered.

**5.2 College Board Services Warranty.** The College Board represents and warrants that it shall perform its obligations under this Agreement in a professional, workmanlike manner.

**5.3 College Board Disclaimer of Implied Warranties.** EXCEPT AS PROVIDED ABOVE, THE COLLEGE BOARD MAKES NO WARRANTIES WHATSOEVER AND PROVIDES THE SERVICES AND DELIVERABLES, AS APPLICABLE, ON AN "AS IS" AND "AS AVAILABLE" BASIS. THE COLLEGE BOARD HEREBY DISCLAIMS ALL OTHER WARRANTIES, WHETHER EXPRESS, IMPLIED, OR STATUTORY, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS. THE COLLEGE BOARD DOES NOT WARRANT THE OPERATION OF THE DELIVERABLES TO BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, THE COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE DELIVERABLES OR THE RESULTS OBTAINED THEREFROM OR THAT THE DELIVERABLES WILL SATISFY CLIENT'S REQUIREMENTS.

**6.0 Limitation of Liability.** TO THE EXTENT PERMITTED BY LAW, AND NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, THE TOTAL LIABILITY, IN THE AGGREGATE, OF THE COLLEGE BOARD AND ITS OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS AND THE COLLEGE BOARD'S SUBCONTRACTORS AND CONSULTANTS, AND ANY OF THEM, TO CLIENT AND ANYONE CLAIMING BY, THROUGH OR UNDER CLIENT, FOR ANY AND ALL CLAIMS, LOSSES, COSTS, OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY THE COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF THE COLLEGE BOARD OR THE COLLEGE BOARD'S OFFICERS, TRUSTEES, PARTNERS, EMPLOYEES, AGENTS, SUBCONTRACTORS OR CONSULTANTS OR ANY OF THEM, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO THE COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC DELIVERABLE SUBJECT TO THE DAMAGES CLAIM.

IN NO EVENT SHALL EITHER PARTY, THEIR AFFILIATES OR THEIR SUBCONTRACTORS BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY, OR PUNITIVE DAMAGES (INCLUDING, BUT NOT LIMITED TO, ANY DAMAGES FOR LOSS OF PROFITS OR SAVINGS, LOSS OF USE, BUSINESS INTERRUPTION OR THE LIKE), EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

**7.0 Indemnification.** To the extent permitted by law and notwithstanding any other provision of this Agreement, Client agrees to indemnify, hold harmless, and defend the College Board from and against any and all liabilities, demands, claims, fines, penalties, damages, forfeitures, and suits, together with reasonable attorneys' and witnesses' fees and other costs and expenses of defense and settlement, which the College Board may incur, become responsible for or pay out as a result of death or bodily injury or threat thereof to any person, destruction of or damage to any property, contamination of or adverse effect on natural resources or the environment, any violation of local state or federal laws, regulations, or orders, or any other damages claimed by third parties (collectively, "Damages") provided, however, that Client shall not be obligated to indemnify the College Board to the extent such Damages are caused directly by the negligence or willful misconduct of the College Board.

**8.0 Ownership of Intellectual Property.** Client agrees and acknowledges that all intellectual property provided under or pertaining to the Agreement, including, but not limited to, any College Board publications, College Board website(s), CD-ROMs, videos, examinations, and all items contained therein, including all copies thereof, all data and score reports and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to the Client except as specifically provided under a particular Schedule.

## 9.0 Miscellaneous.

**9.1 Cooperation.** Client shall cooperate fully with College Board, its agents, consultants, and subcontractors and provide all assistance as reasonably necessary for the College Board to furnish the Deliverables as applicable, including but not

limited to: (a) fulfilling its obligations under the applicable Schedule and (b) other assistance reasonably required by College Board to fulfill its obligations under this Agreement.

**9.2 Force Majeure.** No party will be responsible to the other, and such shall not be grounds to terminate this Agreement, for disruptions in usage of the Deliverables caused by acts of God, acts of terrorism, government action, curtailment of transportation facilities, Client's failure to cooperate as described in Section 9.1 (Cooperation), labor strikes, governmental authority, or all other events beyond the reasonable control of the party claiming rights under this Section (a "Force Majeure Event"); provided that the College Board shall have a duty to reasonably mitigate, or cause to be mitigated, any such disruptions (or parts thereof). The College Board's obligation to furnish the Deliverables shall be suspended (or reduced, as applicable) during the period and to the extent that provision of the Deliverables is disrupted by the Force Majeure Event, without such suspension or disruption constituting a material breach of its obligations under this Agreement.

**9.3 Governing Law and Choice of Forum.** This Agreement shall be construed in accordance with the terms and conditions set forth in this Agreement and the law of the State of California without regard to choice or conflict of laws principles that would cause the application of any other laws. Any dispute or controversy arising out of or relating to this Agreement or otherwise shall be determined by a court of competent jurisdiction in California State (or the Federal Court otherwise having territorial jurisdiction over such County and subject matter jurisdiction over the dispute), and not elsewhere, subject only to the authority of the Court in question to order changes of venue; provided, however, that prior to the instigation of any such action (other than an action for equitable relief) a meeting shall be held at a mutually agreed upon location, attended by individuals with decision-making authority to attempt in good faith to negotiate a resolution of the dispute. If within forty-five (45) days after such meeting the parties have not succeeded in resolving the dispute, either party may proceed at law, or in equity, in a court of competent jurisdiction.

**9.4 Notices.** All notices or other communications hereunder shall be deemed to have been duly given and made if in writing and if served by personal delivery upon the party for whom it is intended on the day so delivered, if delivered by registered or certified mail, return receipt requested, or by courier service on the date of its receipt by the intended party (as indicated by the records of such of the U.S. Postal Service or the courier service), or if sent by e-mail, or if not a business day, the next succeeding business day, provided that the email sender retains confirmation of a "read-receipt" which acknowledges recipient's opening of such email, or if not available, promptly confirms by telephone confirmation thereof, to the person at the address set forth below, or such other address as may be designated in writing hereafter, in the same manner, by such person:

<b>To College Board:</b> K-12 Contract Management  The College Board 250 Vesey Street New York, NY 10281 Tel: (212) 713-8000 Contractsmanagement@collegeboard.org	<b>With a copy to</b> Legal Department  The College Board 250 Vesey Street New York, NY 10281 Tel: (212) 713-8000 Legalnotice@collegeboard.org	<b>To Client:</b> Stephanie Henry Director, Assessment & Evaluation Anaheim Union High School District 501 North Crescent Way Anaheim, California 92801 Tel: (714) 999-5641 Email: henry_s@auhsd.us
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**9.5 Publicity.** Each party agrees to promptly inform the other party of all media inquiries prior to responding thereto and to permit the other party to review and approve prior to release any press releases regarding the products, services, and deliverables provided for under this Agreement.

**9.6 Relationship of the Parties.** The relationship of the Client and the College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees, or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. The College Board, its employees, and agents shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client. Client and the College Board recognize and agree that the College Board is an independent contractor.

**9.7 Third-Party Rights.** Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create, any right in or remedy of, or any duty or obligation to, any third party.

**9.8 Survival.** It is agreed that certain obligations of the parties under this Agreement, which, by their nature would continue beyond the termination, cancellation, or expiration of this Agreement, shall survive termination, cancellation, or expiration of this Agreement, including without limitation, payment, ownership of intellectual property, representations and warranties, limitation of liability, confidential and proprietary information, indemnification, term and termination, and Section 9 (Miscellaneous) herein.

**9.9 Amendment; Waiver.** Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party

against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power, or privilege hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power, or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

**9.10 Severability.** The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities, or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

**9.11 Order of Precedence.** In the event of conflict between the terms and conditions of any Schedule and the Agreement the terms and conditions of the Schedule shall prevail. The parties acknowledge and agree that each shall construe the terms, covenants, and conditions set forth in this Agreement, including each Schedule hereto, as consistent with one another insofar as possible, so as to give effect to the fullest extent possible to each particular clause. Client shall remit any Client-issued purchasing documents such as a contract or purchase order prior to the scheduled delivery of any Deliverable to ensure prompt payment for services and deliverables received under this Agreement ("Client Purchase Order"). Notwithstanding anything to the contrary, the parties hereby acknowledge and agree that the Client Purchase Order shall be subject to the terms and conditions of this Agreement and this Agreement shall override any terms and conditions included in the Client Purchase Order. Client acknowledges and agrees that the College Board may delay and/or withhold furnishing Deliverables if Client fails to issue the Client Purchase Order for such Deliverable, as applicable, prior to the scheduled delivery date for such Deliverable.

**9.12 Headings.** Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

**9.13 Integration, Execution and Delivery.** The Agreement includes the Schedules attached hereto and constitutes the entire agreement between the College Board and Client and supersedes all prior written or oral understandings, bids, offers, negotiations, or communications of every kind concerning the subject matter of this Agreement, including any Client Purchase Order. No course of dealing between parties and no usage of trade shall be relevant to supplement any term used in the Agreement. Acceptance or acquiescence in a course of performance rendered under the Agreement shall not be relevant to determine the meaning of the Agreement and no waiver by a party of any right under the Agreement shall prejudice that party's exercise of that right in the future. This Agreement may be executed through signatures to any number of counterparts, each of which shall be deemed an original, which together will constitute one Agreement. Delivery of an executed counterpart of this Agreement by electronic transmission, including through DocuSign, shall be equally as effective as delivery of an original executed counterpart of this Agreement. Any party delivering an executed counterpart of this Agreement by electronic transmission also shall deliver an original executed counterpart of this Agreement (except if the parties are using DocuSign), but the failure to deliver an original executed counterpart shall not affect the validity, enforceability, and binding effect of this Agreement. The foregoing execution and delivery shall apply to this Agreement.

ANAHEIM UNION HIGH SCHOOL DISTRICT

THE COLLEGE BOARD

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

PSAT/NMSQT: Fall 2017

**PSAT/NMSQT  
EARLY PARTICIPATION PROGRAM  
FIXED FEE SCHEDULE**

**I. BACKGROUND**

The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process at an earlier age while there is still time to inform instruction and learning, and increase students' readiness for college expectations. Additionally, earlier involvement in the PSAT/NMSQT<sup>1</sup> assessment will expose students to a wealth of college planning and preparation tools to get and keep them actively involved in the process. The College Board supports this initiative by providing Clients with access to additional savings when Clients pay to engage at least one entire grade of students in taking the PSAT/NMSQT as indicated on the budget schedule or elsewhere in this Schedule ('Participating Grade'). Shifting this financial obligation from the student to the Client provides greater access for students to the PSAT/NMSQT and initiates students' earlier entry on the road to college.

**II. DELIVERABLES**

The College Board shall furnish the PSAT/NMSQT and the following deliverables and reports to the schools designated by the Client in Section IV (List of Participating Schools):

**1. School and Student Deliverables:**

- a. PSAT/NMSQT test materials (student guides and test booklets)
- b. Student Paper Score Report (one copy sent to school)
- c. Student Online Score Report, delivered via the College Board website.
- d. Access to Official SAT Practice on Khan Academy; students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance
- e. School online access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via the College Board website.
- f. School online access to AP Potential™
- g. Educator Guide to the PSAT/NMSQT, PSAT 10 and PSAT 8/9 (one copy sent to each school)
- h. PSAT/NMSQT Supervisor Manual (copies sent to schools based on their test book order; one per 25 tests ordered)

**2. Client Deliverables:**

- a. Client online access to individual student score reports and aggregate score reports, and downloadable student data file, delivered via the College Board website.
- b. Client online access to AP Potential

**3. Delivering SAT Practice Tools and Support.** In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through the College Board's collaboration with Khan Academy. Practice materials for the SAT exam are available at the Khan Academy website (<http://satpractice.org>). Client and participants shall use the Khan Academy practice tool and materials in accordance with Khan Academy's guidelines.

**4. Required Information.** The Client shall furnish the College Board with: (i) a list of participating schools with their respective College Board school code as prescribed in Section IV (List of Participating Schools); (ii) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation For Service and Deliverables); and (iii) the Client's contacts as prescribed in Section VI (Contact Information), incorporated by reference herein. The Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation for Service and Deliverables). Changes to the list of participating schools cannot be made after **September 8, 2017**. Schools without a valid school code must submit a school request form by **August 25, 2017**.

In the event that any of the Client's schools are omitted from the List of Participating Schools or listed without valid high school codes, then such schools shall not be covered under this Schedule, and students in Participating Schools that incorrectly enter a grade or fail to enter grade on their answer sheets will be incorrectly depicted in words furnished under this Schedule, and no adjustments can be made to the reports furnished to Client under this Schedule as outlined in Section II (Deliverables).

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<sup>1</sup> PSAT/NMSQT is a registered trademark jointly owned by the College Board and the National Merit Scholarship Corporation, and should be so noted in all communications.

### III. PSAT/NMSQT TERMS AND CONDITIONS

1. **Ownership of Intellectual Property.** The College Board is the exclusive owner of all rights in and to the PSAT/NMSQT examination, all individual test items (questions) and all data collected there from, including but not limited to student scores derived from the exam, and collected under the registration and administration of the exam. In addition, the College Board is the exclusive owner of the publications and reports described in Section I (Background), including all copyrights, trademarks<sup>3</sup>, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). The Client acknowledges and agrees that, nothing in this Schedule shall be interpreted to indicate that the College Board is passing its proprietary rights in and to College Board Intellectual Property to the Client.
2. **PSAT/NMSQT Student Reports.** The College Board hereby grants the Client a limited, nonexclusive, nontransferable, non-assignable right to use the score reports and individual student data for internal purposes only, which includes Client-wide training sessions, as long as the data used during training preserves the confidentiality of students. The Client may not use or distribute the score reports externally or to third parties without the express written consent of the College Board.
3. **Confidentiality.** All information exchanged hereunder to which either party shall have access in connection with this Schedule, is confidential ('Confidential Information'), and except as otherwise expressly provided in this Schedule and to the extent permitted by law, neither party will authorize or permit the other party's Confidential Information to be disclosed to any third party, provided, however, that Confidential Information shall exclude any data or information that: (a) is publicly disclosed or expressly approved for public disclosure by the act of an authorized agent of either party; (b) becomes publicly known without breach of any confidentiality obligation; or (c) is required to be disclosed pursuant to any applicable law or regulation, government authority or duly authorized subpoena or court order.
4. **PSAT/NMSQT Assessment Administration.** The test shall be administered on **October 11, 2017**. The alternate test administration is on **October 25, 2017**. Client shall comply with the published security and administration guidelines set forth in the PSAT/NMSQT Supervisor Manual and Educator Guide to the PSAT/NMSQT, PSAT 10, and PSAT 8/9.

### IV. LIST OF PARTICIPATING SCHOOLS

DISTRICT NAME	SCHOOL NAME	SCHOOL CODE
Anaheim Union High School District	Anaheim High School	050090
Anaheim Union High School District	Cypress High School	050714
Anaheim Union High School District	Gilbert High School	050089
Anaheim Union High School District	John F Kennedy High School	050379
Anaheim Union High School District	Katella High School	050081
Anaheim Union High School District	Loara High School	050084
Anaheim Union High School District	Magnolia High School	050083
Anaheim Union High School District	Oxford Academy	050776
Anaheim Union High School District	Polaris High School	053931
Anaheim Union High School District	Savanna High School	050087
Anaheim Union High School District	Western High School	050092

### V. FEE CALCULATION FOR SERVICE AND DELIVERABLES

1. **Program Pricing.** The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grades as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule'), the official Free and Reduced Price Lunch (FRPL) percentage of the Client, and the assessment(s) purchased by the Client. The Client acknowledges that successful implementation of the Early Participation Program is contingent on the Client requiring 100% of their schools<sup>2</sup> to participate under this Agreement. If, during the term covered by this Schedule, the College Board is furnishing other assessments to Client in addition to the PSAT/NMSQT, or if multiple grades are being tested under this Schedule the fee calculation represents a greater discount. Please see the table below for specifics. For purposes of Suite Pricing under this Schedule, the PSAT/NMSQT and PSAT 10 are considered one assessment.

<sup>2</sup> The College Board acknowledges that certain high schools are excluded from this requirement, which include without limitation and by way of example, schools for the severely disabled, charter schools excluded from the administrative authority of the District, and schools primarily possessing students not enrolled to obtain a standard high school diploma.

Free and Reduced Price Lunch (FRPL) Percentage	PSAT/NMSQT and Suite assessments	PSAT/NMSQT and one other assessment <u>OR</u> PSAT/NMSQT and more than one grade tested	PSAT/NMSQT only with one grade tested
≥ 0% and <50%	\$12.00	\$13.00	\$15.00
≥ 50% and < 75%	\$11.00	\$12.50	\$14.00
≥ 75%	\$10.00	\$12.00	\$13.00

Clients will be charged a fixed fee based on enrollment, regardless of how many students actually take the PSAT/NMSQT assessments. The enrollment and total cost indicated in the Budget Schedule are estimates; the Client will be given an opportunity to adjust and review the enrollment in the fall to determine their final fee.

2. **Changes to Enrollment.** If the Client determines, after signing this Schedule, that the enrollment figures provided herein are incorrect by more than 5% (up or down), the Client must provide the College Board with the adjusted enrollment figures, and identify how and where College Board may confirm this information. The Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, to: PSAT/NMSQT Early Participation Program, College Board, 250 Vesey Street, New York, NY 10281 no later than **October 31, 2017**

Notwithstanding the foregoing, after the administration of the exam, the College Board may request a verification of enrollment by Participating Grade from the Client. If enrollment figures provided by the Client based on such request, differ from those provided herein, the College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds the Client's enrollment figures indicated herein, the Client shall remit payment to the College Board for any additional students at the full test fee of \$16.00 per student.

3. **Restrictions.** No student participating under this Schedule will be assessed an individual fee for taking the PSAT/NMSQT examination. Furthermore, there are no fee waivers granted for juniors should they be covered under this Schedule.

4. **Unused Tests.** Participating Schools will not incur unused test fees for Participating Grade(s); however, unused test fees will apply for all other grades ("non-Participating Grades"). A fee of \$4 per booklet will be charged if a school is calculated to have unused tests greater than 20% of their test books ordered by non-Participating Grade(s). Schools that use at least 80% of the tests ordered for non-Participating Grade(s) will not incur an unused test fee.

#### VI. CLIENT CONTACT INFORMATION

	Primary <sup>3</sup>	Data Recipient <sup>4</sup>	Billing <sup>5</sup>	Bulk Registration (optional) <sup>6</sup>
Name:	Stephanie Henry	Jamie Millan	Julie Payne	Stephanie Henry
Title:	Director, Assessment & Evaluation			Director, Assessment & Evaluation
Address:	501 N. Crescent Way P.O. Box 3520	501 North Crescent Way	501 North Crescent Way	501 N. Crescent Way P.O. Box 3520
City/State/ Zip:	Anaheim, California 92801	Anaheim, California 92801-5401	Anaheim, California 92801-5401	Anaheim, California 92801
Phone:	714 999-5641	(714) 999-3501	(714) 999-3501	714 999-5641
Email:	henry_s@auhsd.us	millan_j@auhsd.us	payne_j@auhsd.us	henry_s@auhsd.us

<sup>3</sup> This is the person to whom the College Board should direct primary communications.

<sup>4</sup> This is the person to whom the College Board should send applicable data/data access information for this Schedule, if different from the Primary Contact.

<sup>5</sup> This is the person to whom the College Board should send the invoice for this Schedule, if different from the Primary Contact.

<sup>6</sup> This is the person to whom the College Board should send the bulk registration information and access code for uploading the electronic file for processing.



**BUDGET SCHEDULE**

Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
PSAT/NMSQT EPP Fixed-Fee - 10th Grade	July 1, 2017	June 30, 2018	5264	\$ 16.00	\$ 84224.00	\$ 10528.00	\$ 73696.00

Subtotal: \$ 84,224.00

Total Discount: \$ 10,528.00

Total Cost: \$ 73,696.00

**2017-2018 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than **June 30, 2017**.

Anaheim Union High Schol District School District/Governing Board at its June 15, 2017 meeting,  
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2017-2018 school year as the school's league representative:

**PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL Anaheim High School  
 NAME OF REPRESENTATIVE Robert Saldivar POSITION Principal  
 ADDRESS 811 W. Lincoln Ave. CITY Anaheim ZIP 92805  
 PHONE 714-999-3717 FAX 714-772-6537 E-MAIL saldivar\_r@auhsd.us

NAME OF SCHOOL Cypress High School  
 NAME OF REPRESENTATIVE Jodie Wales POSITION Principal  
 ADDRESS 9801 Valley View St. CITY Cypress ZIP 90620  
 PHONE 714-220-4144 FAX 714-220-4174 E-MAIL wales\_j@auhsd.us

NAME OF SCHOOL Katella High School  
 NAME OF REPRESENTATIVE Ben Carpenter POSITION Principal  
 ADDRESS 2200 E. Wagner Ave. CITY Anaheim ZIP 92806  
 PHONE 714-999-3621 FAX 714-535-3991 E-MAIL carpenter\_b@auhsd.us

NAME OF SCHOOL Kennedy High School  
 NAME OF REPRESENTATIVE Rafael Santiago POSITION Assistant Principal  
 ADDRESS 8281 Walker St. CITY La Palma ZIP 90623  
 PHONE 714-220-4101 FAX 714-995-1833 E-MAIL santiago\_r@auhsd.us

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dr. Jaron Fried Signature \_\_\_\_\_  
 Address 501 Crescent Way City Anaheim Zip 92801  
 Phone 714-999-3557 Fax 714-520-9754

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.  
 SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

**2017-2018 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 30, 2017.**

Anaheim Union High School District \_\_\_\_\_ School District/Governing Board at its June 15, 2017 meeting,  
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2017-2018 school year as the school's league representative:

**PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL Loara High School  
NAME OF REPRESENTATIVE Katrina Callaway POSITION Principal  
ADDRESS 1765 W. Cerritos Ave. CITY Anaheim ZIP 92804  
PHONE 714-999-3677 FAX 714-999-3703 E-MAIL callaway\_k@auhsd.us

\*\*\*\*\*  
NAME OF SCHOOL Magnolia High School  
NAME OF REPRESENTATIVE Daphne Hammer POSITION Principal  
ADDRESS 2450 W. Ball Rd. CITY Anaheim ZIP 92804  
PHONE 714-220-4221 FAX 714-220-4233 E-MAIL hammer\_d@auhsd.us

\*\*\*\*\*  
NAME OF SCHOOL Oxford Academy  
NAME OF REPRESENTATIVE Hilda Vazquez POSITION Assistant Principal  
ADDRESS 5172 Orange Ave. CITY Cypress ZIP 90630  
PHONE 714-220-3055 FAX 714-527-7128 E-MAIL vazquez\_h@auhsd.us

\*\*\*\*\*  
NAME OF SCHOOL Savanna High School  
NAME OF REPRESENTATIVE Carlos Hernandez POSITION Principal  
ADDRESS 301 N. Gilbert St. CITY Anaheim ZIP 92801  
PHONE 714-220-4262 FAX 714-995-2544 E-MAIL hernandez\_c@auhsd.us

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dr. Jaron Fried Signature  
Address 501 Crescent Way City Anaheim Zip 92801  
Phone 714-999-3557 Fax 714-520-9754

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.  
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

**2017-2018 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 30, 2017.**

Anaheim Union High Schol District \_\_\_\_\_ School District/Governing Board at its June 15, 2017 meeting,  
(Name of school district/governing board) (Date)  
 appointed the following individual(s) to serve for the 2017-2018 school year as the school's league representative:

**PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL Western High School  
 NAME OF REPRESENTATIVE Joseph Carmona POSITION Principal  
 ADDRESS 501 S. Western Ave. CITY Anaheim ZIP 92804  
 PHONE 714-220-4040 FAX 714-220-4027 E-MAIL carmona\_j@auhsd.us

\*\*\*\*\*

NAME OF SCHOOL \_\_\_\_\_  
 NAME OF REPRESENTATIVE \_\_\_\_\_ POSITION \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_  
 PHONE \_\_\_\_\_ FAX \_\_\_\_\_ E-MAIL \_\_\_\_\_

\*\*\*\*\*

NAME OF SCHOOL \_\_\_\_\_  
 NAME OF REPRESENTATIVE \_\_\_\_\_ POSITION \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_  
 PHONE \_\_\_\_\_ FAX \_\_\_\_\_ E-MAIL \_\_\_\_\_

\*\*\*\*\*

NAME OF SCHOOL \_\_\_\_\_  
 NAME OF REPRESENTATIVE \_\_\_\_\_ POSITION \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_  
 PHONE \_\_\_\_\_ FAX \_\_\_\_\_ E-MAIL \_\_\_\_\_

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dr. Jaron Fried Signature \_\_\_\_\_  
 Address 501 Crescent Way City Anaheim Zip 92801  
 Phone 714-999-3557 Fax 714-520-9754

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.  
 SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

## Instructional Materials Submitted for Adoption

**June 15, 2017**

**May 9, 2017-June 15, 2017**

Curriculum	Basic/ Suppl.	Course Name (Number)	GR	Title	Publisher
English	Basic	AP Language and Composition (1553)	11	<i>Conversations in American Literature</i>	Bedford/St. Martin's
Career Technical Education	Suppl.	Culinary Techniques 1 & 2 (1120, 1130) Food Service and Hospitality (1140)	9-12	<i>Food, Nutrition, and Wellness</i>	McGraw Hill
Career Technical Education	Suppl.	Culinary Techniques 1 & 2 (1120, 1130) Food Service and Hospitality (1140)	9-12	<i>Culinary Essentials</i>	McGraw Hill
Social Science	Suppl.	American Ethnic Studies (2775)	11-12	<i>American Slavery 1619-1877</i>	Hill and Wang
Social Science	Basic	American Ethnic Studies (2775)	11-12	<i>A Different Mirror - A History of Multicultural America</i>	Back Bay Books
Social Science	Suppl.	American Ethnic Studies (2775)	11-12	<i>Becoming Mexican American</i>	Oxford University Press
Career Technical Education	Basic	To be determined	9-12	<i>Sports Medicine Essentials</i>	Cengage Learning
Math	Basic	Math 1 (3452) Math 1 Honors (3453)	7	<i>Middle School Math Solution - Course 2</i>	Carnegie Learning
Math	Basic	Math 2 (3462) Math 2 Honors (3463)	8	<i>Middle School Math Solution - Course 3</i>	Carnegie Learning

<b>Curriculum</b>	<b>Basic/ Suppl.</b>	<b>Course Name (Number)</b>	<b>GR</b>	<b>Title</b>	<b>Publisher</b>
World Languages	Suppl.	Spanish for Spanish Speakers 1,2,3 (2167, 2172, 2178)	9-12	<i>Senderos Fronterizos</i>	Houghton Mifflin
World Languages	Suppl.	Spanish for Spanish Speakers 1,2,3 (2167, 2172, 2178)	9-12	<i>Mas alla de mi</i>	Houghton Mifflin
World Languages	Suppl.	Spanish for Spanish Speakers 1,2,3 (2167, 2172, 2178)	9-12	<i>La travesia de Enrique</i>	Delacorte Press

## Instructional Materials Submitted for Display

**June 15, 2017**

June 15, 2017-July 13, 2017

Curriculum	Basic/ Suppl.	Course Name (Number)	GR	Title	Publisher
World Languages	Suppl.	Spanish for Spanish Speakers 2, 3 (2178)	8-12	<i>Los de abajo</i>	Penguin
World Languages	Suppl.	Spanish for Spanish Speakers 2, 3 (2178)	8-12	<i>Me llamo Rigoberta Menchu y asi me nacio la conciencia</i>	Primera Edicion

**Field Trip Report**

Board of Trustees

June 15, 2017

1. Cypress High School: Boys Basketball (16 male students)  
 Adviser/Lead Chaperone: Derek Mitchell (male)  
 Chaperones: Paul Kim (male) and Josh Lozano (male)  
  
 To: Westmont College, Santa Barbara, CA  
 Dates: June 23, 2017 to June 25, 2017  
 Purpose: Team competition and team bonding  
 Expenses: Parent/Student-meals, transportation, accommodations  
             Booster Club-registration  
             Westmont College-meals, 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
  
2. Cypress High School: Best Buddies (1 male student)  
 Adviser: Kathy Lewis (female)  
 Chaperone: Best Buddies International provides the male chaperone for the student  
  
 To: University of Indiana, Bloomington, IN  
 Dates: July 21, 2017 to July 24, 2017  
 Purpose: Leadership Conference  
 Expenses: Best Buddies International-registration, transportation, accommodations  
             Parent/Student-meals  
  
 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: Science Field Club (109 students-56 male, 53 female)  
 Adviser/Lead Chaperone: Darren Sandvig (male)  
 Chaperones: Erik Sandvig (male), Ryan Poole (male), Alastair Inman (male), Jeff Burmeister (male), Heather Dillard (female), Sara Moore (female), Sharlene Cook (female) and Deanne Burmeister (female)  
 Chaperones from the organization will assist in meeting District guidelines.  
  
 To: Catalina Island Marine Institute, Catalina, CA  
 Dates: September 15, 2017 to September 17, 2017  
 Purpose: Hands on science field work  
 Expenses: ASB/Club Fundraisers-substitutes  
             Parent/Student-registration, meals, transportation, accommodations  
  
 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



**Field Trip Report**

Board of Trustees

June 15, 2017

4. Katella High School: Cheer (37 students-2 male, 35 female)  
Adviser/Lead Chaperone: Brianna Barnes (female)  
Chaperones: Elaine Loayza (female), Maria Flammer (female), Eileen Tello (female),  
Debbie Morgan (female), and Denise Morgan (male)  
  
To: University of California, Santa Barbara  
Dates: July 28, 2017 to July 31, 2017  
Purpose: Summer Cheer Camp  
Expenses: ASB/Club Fundraisers-registration, meals, transportation  
  
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
  
5. Kennedy High School: Cheer (25 female students)  
Adviser/Lead Chaperone: Gloria Rodriguez (female)  
Chaperones: Sarah McGrew (female), Sarah Anderson (female) and Tiana Scott (female)  
  
To: Great Wolf Lodge, Garden Grove, CA  
Dates: July 24, 2017 to July 27, 2017  
Purpose: Summer 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
  
6. Kennedy High School: Cross Country (14 students-7 male, 7 female)  
Adviser/Lead Chaperone: Dean Wang (male)  
Chaperones: Daniel Sanchez (male) and Julia Wadamar (female)  
  
To: Big Bear Lake, CA  
Dates: July 27, 2017 to July 31, 2017  
Purpose: Aerobic and Physical Strength Training  
Expenses: ASB/Club Fundraisers-transportation  
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

**Field Trip Report**

Board of Trustees

June 15, 2017

7. Oxford Academy: Yearbook (15 students-2 male, 13 female)  
Adviser/Lead Chaperone: Jin Young Chang (male)  
Chaperone: Jennifer Hipolito (female)  
Chaperones from the organization will assist in meeting District guidelines.
- To: California State University, Long Beach  
Dates: July 29, 2017 to August 2, 2017  
Purpose: Yearbook Camp  
Expenses: ASB/Club Fundraisers-registration, meals, 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. Oxford Academy: ASB (40 students-16 male, 24 female)  
Adviser/Lead Chaperones: Tina Matic (female)  
Chaperones: Sarah Anderson (female), Sarah Binford (female), Alison Cook (female),  
Lorena Dayton (female), Sara Daddario (female), Scott Wilmoth (male), and Paul  
Chylinski (male)
- To: Chapman University, Orange, CA  
Dates: July 31, 2017 to August 2, 2017  
Purpose: Leadership Development  
Expenses: ASB/Club Fundraisers-registration, meals, 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
9. Oxford Academy: Counseling (40 students-16 male, 24 female)  
Adviser/Lead Chaperones: Janet Low (female) and Victoria Bessonov (female)  
Chaperones: Amanda Bean (female), Carlos Hernandez (male) and David Alcala (male)
- To: Northern California Colleges  
Dates: November 6, 2017 to November 8, 2017  
Purpose: Tour Northern California colleges and student panels  
Expenses: ASB/Club Fundraisers-meals, transportation, accommodations, substitutes
- Number of school days missed for this trip: 3  
Number of school days missed previously: 0  
Total number of days missed by this group: 3

**Field Trip Report**

Board of Trustees

June 15, 2017

10. Western High School: Cheer (18 female students)  
Adviser/Lead Chaperone: Shannon Brown (female)  
Chaperones: Karen Bobadilla (female) and Juanis Garcia (female)

To: University of California, Santa Barbara  
Dates: July 28, 2017 to July 31, 2017  
Purpose: Universal Cheerleaders Association Spirit Camp  
Expenses: Parent/Student-registration, meals, transportation, accommodations  
Booster Club-transportation

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

## Memorandum of Understanding 2017-2018

*between*

**The Association of California School Administrators (ACSA) -  
Foundation for Educational Administration (FEA)  
and ANAHEIM UNION HIGH SCHOOL DISTRICT**

**RE: ANAHEIM UNION HIGH SCHOOL DISTRICT in the Network of ACSA Local Programs**

### **Network of ACSA Local Programs**

The **Network of ACSA Local Programs** is created and administered through a partnership of the Association of California School Administrators (ACSA)/ Foundation for Educational Administration (FEA) and Local Education Agencies. This includes ACSA-FEA *Affiliated Local Programs* providing ACSA's approved Commission on Teacher Credentialing Clear Administrative Credential Program and services. Operated through regional Local Educational Agencies.

### **Purpose**

The purpose of this Memorandum of Understanding is to clarify the collaboration between ACSA-FEA and ANAHEIM UNION HIGH SCHOOL DISTRICT regarding the services and responsibilities of ACSA and the ANAHEIM UNION HIGH SCHOOL DISTRICT in the Network of ACSA Local Programs pertaining to:

- ◆ Professional development of leadership coaches in ACSA Leadership Coaching skills, strategies, and resources through ACSA and Lead Learner Associates;
- ◆ Professional development of leadership coaches in building confidential, trust-based relationships with credential candidates, goal setting and action plan development, in the use of CACP Assessments, Leadership Coach Tools, and Strategies, and other resources;
- ◆ Ongoing professional development of new and experienced leadership coaches deepening and broadening coaching capacity, providing coaching practice and feedback, providing opportunities for professional collegial networking, and current policy, research, and trends impacting school leadership;
- ◆ Certification of demonstrated competence by leadership coaches in the application of ACSA Leadership Coaching, skills, strategies and tools; and
- ◆ Support and networking of Affiliated Local Program Coordinators;
- ◆ Localized implementation of ACSA's Clear Administrative Credential Program.

While ACSA-FEA has their own Clear Administrative Services Credential (ASC) program, their partnership has a broader interest in supporting the induction and development of school leaders through leadership coaching that is provided by well-trained coaches in independent Affiliate Clear Administrative Services Credential programs.

ACSA-FEA has the responsibility for alignment of procedures and adherence to credential program requirements of the Commission on Teacher Credentialing for the Affiliated Local Programs; it is the responsibility of the Affiliated Local Programs to determine charges for coaching services as well as the hiring of coaches.

**Local Program Affiliation includes:**

- ACSA Leadership Coaching (ALC) 2-day training \*
- Program Orientation Training \*
- California Network of School Leadership Coaches (CNET) \*
- ACSA Leadership Coach Certification \*
- Clear Administrative Credential Local Program affiliation

*\*required for ALL Clear Administrative Credential Program Leadership Coaches*

**Services provided by ACSA-FEA will include:**

- ◆ Two (2) days of professional development in ACSA Leadership Coaching strategies, skills, and resources through (2-day training) in an ACSA-FEA approved regional location. Services include:
  - 2 qualified presenters
    - Presenter lodging, air/ground transportation, all meals included
    - Presenter provides laptop w/PowerPoint and video clips
  - Materials for each participant
  - Supplemental materials
    - sign in sheets
    - name tents
    - session evaluation
  - Daily continental breakfast for participants
  - Daily lunch for participants
  
- ◆ One (1) day of professional development, Program Orientation, for all New Coaches in an ACSA-FEA approved regional Affiliate Local Program. Services include:
  - 1-2 qualified presenters
    - Presenter lodging, air/ground transportation, all meals included
    - Presenter provide laptop w/PowerPoint and video clips
  - Materials for each participant
  - Supplemental materials
    - sign in sheets
    - name tents
    - session evaluation
  - Continental breakfast for participants
  - Lunch for participants
  
- ◆ Two (2) days of training of CNET professional development for all coaches, new and experienced, in an ACSA-FEA approved regional location in Fall and Spring. Services include:
  - 1-2 qualified presenters
    - Presenter lodging, air/ground transportation, all meals included

- Presenter provide laptop w/PowerPoint and video clips
  - Materials for each participant
  - Supplemental materials
    - sign in sheets
    - name tents
    - session evaluation
  - Daily continental breakfast for participants
  - Daily lunch for participants
- ◆ Review of Coach Certification Portfolios by an ACSA team who will:
  - Provide a letter of certification and a certificate to all coaches who meet the certification criteria
  - Provide specific feedback to coaches who did not meet the certification portfolio review criteria with a date for resubmittal and further review
- ◆ Local Program Coordinator with support and professional consultation of other Affiliate coordinators and of Clear Administrative Credential Program (CACP) coordinators through in-person (4 times/year), video-conference collaborations (as scheduled) and Local Program Coordinator Retreat (1 time per year).
- ◆ Development and support for CTC approved Clear Administrator Credential Program (CACP) beginning July 1, 2016.
  - Research and development of Clear Administrative Services Credential (ASC) Program
  - Liaison between CTC and Clear ASC program including annual data collection and reports, Biennial reports, Program Assessment, CTC fees, and timely responses to requests for correspondence, data, and other reports
  - Liaison between Clear ASC program Local Program/Coordinator, coaches, and clear credential candidates
  - Respond to requests/inquiries from organizations and Local Programs in a timely and appropriate manner
  - Provide logistics and support for program implementation including application, enrollment, monitoring, and recommendation for candidate credentials
  - Provide logistics and support for program coaches implementing Clear ASC program components and using program tools
  - Research, develop, and support for candidate professional development
  - Implement and maintain online Learning Management System (LMS) for CACP candidates, coaches and Local Program Coordinators
  - Provide marketing and advertisement
  - Ensure education code law and CTC policy and procedures are adhered

**Responsibilities of the Local Program Affiliate will include:**

- ◆ Provide professional development room
- ◆ Designate site Local Program\_PD coordinator who will:
  - Schedule and secure room reservation
  - Coordinate room set up including
    - Tables and seating in presentation room (tables seating 4-6 participants)

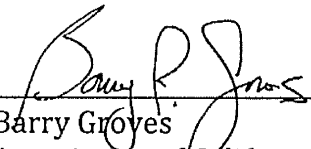
- Tables and seating positioned so that all participants can clearly see presenter and screen
  - Ensure screen, sound, projection equipment is provided and in good working order
  - Advise ACSA PD coordinator re: local options for catering services
  - Receive training materials, sign-in sheets, name cards sent by ACSA-FEA to support training
  - Ensure that training materials sent by ACSA-FEA are available in professional development room one (1) hour prior to each session
- ◆ Designate a local Program Coordinator who will:
  - Respond to ACSA-FEA communications
  - Assume responsibility for communicating any local questions, suggestions, or requests to ACSA-FEA presenters
  - Participate consistently and actively in Affiliated Local Program Coordinator meetings four times each year
  - Distribute annual CNET and CACP surveys
  - Require and monitor coach attendance and active participation in all CACP program components and required professional development (ACSA Leadership Coaching and ongoing CNET)
  - Communicate, advise, and monitor candidate progress towards program completion
  - Report to and resolve issues connected with coaches and candidate progress (including change in employment status and location)
- ◆ Clear Administrative Credential Program (CACP)
  - Designate individual or designee to manage CACP Local Program
  - Provide information and respond to requests to interested CACP candidates
  - Recruit, match, and hire coaches for CACP candidates
  - Ensure program coaches register and participate in required program training
  - Meet with Local Program coaches a minimum of four times per year
  - Act as Academic Advisor to CACP candidates
  - Respond to requests for information/data to credential program office
  - Participate in program meetings, surveys, and evaluations
  - Liaison between coaches and candidates
  - Liaison between educational partners and credential program office

**ACSA Local Program Agreement for 2017-2018 calculated as follows:**

ACSA/FEA Educational Services Training	Cost per coach	Number of participants	Registration Fees
ACSA Leadership Coaching training: 2 consecutive days	\$650.00/new coach		\$
Program Orientation 1 day <i>Open only to ACSA Clear Administrative Credential Program (CACP) coaches.</i>	No Charge		\$
CNET training 2-days: FALL/SPRING	\$185.00/credential coaches \$450.00/non credential coaches		\$2405.00 \$
ACSA Leadership Coach Certification	\$75.00/per portfolio submission		
<b>Total Registration Fees</b>			<b>\$2405.00</b>

Affiliate fee in Leadership Coach training will be invoiced by Association of California School Administrators with instructions for payment no later than 45 days from invoice.

\_\_\_\_\_  
 Brad Jackson  
 Anaheim Union High School District  
 Assistant Superintendent

  
 \_\_\_\_\_  
 Barry Groves  
 Association of California School Administrators  
 Senior Director Ed Services

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 April 28, 2017  
 Date



## ATTORNEY - CLIENT RETAINER AGREEMENT

This document (the "Agreement") is the written fee contract that California law requires lawyers to have with their clients. We, Artiano Shinoff, APC ("Attorneys"), agree to provide legal services to Anaheim Unified 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 advice 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 \$80.00 per hour;
- (b) Associate attorneys' time at \$190.00 per hour; and
- (c) Senior Counsel/Partner's time at \$200.00 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 thirty (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, 2017 through June 30, 2018.

DATED: \_\_\_\_\_, 2017 ANAHEIM UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_  
Michael Matsuda, Superintendent

DATED: May 17, 2017 ARTIANO SHINOFF, APC

By: Daniel R. Shinoff  
Daniel R. Shinoff

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):

15th	day of	June 2017	
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by and between

Monjaras & Wismeyer Group, Inc.
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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:

Steve Monjaras, consultant, will provide development of essential function job analyses, facilitate accommodation meetings and manage return to work program.
---

Site/School:	As needed	Funds (Cost Center):	General Funds (1040)
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2. List of Other Supportive Staff or Consultants:

Regina De La Rosa, as needed.
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3. Consultant shall commence providing services under this AGREEMENT on:

Date:	July 1, 2017
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and shall diligently perform as specified and complete performance by:

Date:	June 30, 2018
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Consultant shall perform said services as an independent contractor calling 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:

Human Resource personnel will provide job descriptions and other relevant information to setup and facilitate meetings with staff requiring accommodation.

5. District shall pay Consultant the maximum amount of

\$10,000

for services rendered

to # of people:	As needed	# hours per day:	As needed	# of days:	As needed
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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:

This agreement will improve the management of the District's return to work program and ensure proper documentation of the rights of employees and the District.

12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

Consultant has unique knowledge and experience with the laws that govern the return to work program.

List any technical support that will need to be supplied by District:

none

**COMMON-LAW FACTORS  
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant:

- 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:

<b>CONSULTANT:</b>		<b>DISTRICT:</b>	
Typed Name: Steve Monjaras, President		Brad Jackson, Human Resources	
Monjaras & Wismeyer Group, Inc.		Anaheim Union High School District	
Authorized Signature: <i>Steve Monjaras</i>		Signature of Assistant Superintendent:	
Street Address: 115 Pine Avenue, Suite 350		Street Address: 501 Crescent Way, P.O. Box 3520	
City, State, Zip Code Long Beach, CA 90802		City, State, Zip Code Anaheim, CA 92803-3520	
Date: 05/16/17		Date:	

Mark Appropriately:

Independent/Sole Proprietor:	Yes		No	X
Corporation:	Yes	X	No	
Partnership:	Yes		No	X
Other/Specify:				

Social Security Number or Federal Identification Number

	20-2210968
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Telephone Number:

E-mail Address:

(877) 984-7969	steve@gortw.com
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If a corporation is being approved, the signature must be that of a responsible person. Typed corporation name must be identical to that on front page.

If an individual consultant, signature must match name on front page.

**PRINCIPAL/DISTRICT ADMINISTRATOR:**

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature: <i>Brad Jackson</i>	Date: 6/1/17
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RETAINER AGREEMENT

1  
2 THIS AGREEMENT is made and entered into effective this 1st day of July, 2017, by and  
3 between the ANAHEIM UNION HIGH SCHOOL DISTRICT, referred to as the "DISTRICT," and  
4 PARKER & COVERT LLP, hereinafter referred to as "Attorneys."

5  
6 **WITNESSETH**

7 WHEREAS, the DISTRICT desires to obtain from Attorneys certain legal services to be  
8 rendered at the request and direction of the governing board of the DISTRICT pursuant to Education  
9 Code section 35041.5; and

10 WHEREAS, the DISTRICT has determined that it is in the best interest of the DISTRICT to  
11 appoint Attorneys to represent DISTRICT in the matters that are hereinafter specified;

12 NOW THEREFORE, in consideration of the mutual promises herein contained, the parties  
13 hereto agree as follows:

14 1. DISTRICT retains Attorneys for the purpose of providing specific legal services. For  
15 the purpose of requesting specific legal services, the Board President, the Superintendent or the  
16 Superintendent's designee is hereby designated as the DISTRICT's representatives in selecting the  
17 legal services to be rendered.

18 2. DISTRICT shall pay Attorneys for the services herein performed at the rates set forth  
19 in Exhibit "A" which is attached hereto and by this reference incorporated herein. These rates will  
20 be in effect from July 1, 2017 through June 30, 2019.

21 3. Attorneys shall perform the services herein provided at the rates set forth in said  
22 Exhibit, plus expenses:

- 23 a. "Hours" are defined as hours of direct service to the Client, as well as  
24 reasonable travel time to and from the Client's site.  
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1 In witness whereof, this Retainer Agreement was duly approved by the DISTRICT's  
2 Board of Education.

3 ANAHEIM UNION HIGH SCHOOL DISTRICT  
4

5  
6 Date: June 15, 2017

7 By: \_\_\_\_\_  
8 Brad Jackson  
9 Title: Assistant Superintendent, Human Resources

10 PARKER & COVERT LLP

11 Date: May 9, 2017

12 By: Steven Montanez  
13 Steven Montanez  
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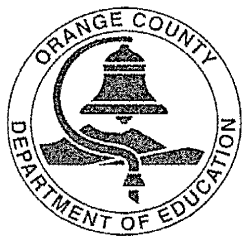
**EXHIBIT "A"**

**Rates 7/1/2017 to 6/30/2018**

PARTNERS	\$245.00 per hour
ASSOCIATES	\$225.00 per hour
JR. ASSOCIATES	\$215.00 per hour
LAW CLERKS/PARALEGALS	\$125.00 per hour

**Rates 7/1/2018 to 6/30/2019**

PARTNERS	\$255.00 per hour
ASSOCIATES	\$235.00 per hour
JR. ASSOCIATES	\$225.00 per hour
LAW CLERKS/PARALEGALS	\$125.00 per hour



April 28, 2017

**ORANGE COUNTY  
DEPARTMENT  
OF EDUCATION**

200 KALMUS DRIVE  
P.O. BOX 9050  
COSTA MESA, CA  
92628-9050

(714) 966-4000  
FAX (714) 432-1916  
[www.ocde.us](http://www.ocde.us)

**AL MIJARES, Ph.D.**  
County Superintendent  
of Schools

**ORANGE COUNTY  
BOARD OF EDUCATION**

JOHN W. BEDELL, PH.D.

DAVID L. BOYD

REBECCA "BECKIE" GOMEZ

LINDA LINDHOLM

KEN L. WILLIAMS, D.O.

**To:** Michael B. Matsuda, Superintendent, Anaheim Union High School District  
**From:** Nicole Savio Newfield, Administrator, Community and Student Support Services  
**Subject:** Williams Settlement Legislation 3<sup>rd</sup> Quarter Report

I am pleased to provide the third quarter Williams Settlement Legislation report for the 2016-17 fiscal year. This report represents activity conducted by the Orange County Department of Education (OCDE) during January, February, and March 2017. California Education Code section 1240(2)(H) requires this report to be provided to your Board at a regularly scheduled meeting held in accordance with public notification requirements.

**THIRD QUARTER REPORT**

**School Accountability Report Card**

- In February 2017, all schools in deciles 1-3 were required to submit to OCDE the School Accountability Report Card (SARC) published in the 2016-17 school year. OCDE conducted a review to verify the accuracy of data reported on the SARC with respect to the sufficiency of instructional materials and the condition of facilities. SARC verification results are enclosed.

**Uniform Complaint Procedures (UCP)**

- OCDE requested data regarding uniform complaints related to textbooks and instructional materials, facility conditions, and teacher vacancies or misassignments received during the second quarter.
- No complaints were filed in your district during the period of October through December 2016.

**Upcoming Quarter**

- Teacher assignment monitoring
- Uniform Complaint Procedure reporting

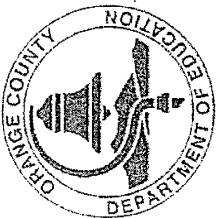
If you have any questions regarding this report, please contact me at (714) 966-4385 or [nsavio@ocde.us](mailto:nsavio@ocde.us).

On behalf of Dr. Al Mijares, County Superintendent of Schools, thank you and your staff for your diligent efforts to address the Williams Settlement Legislation requirements.

NSN:ts

Enclosure

c: Al Mijares, Ph.D., County Superintendent of Schools  
Susan Stocks, Director, Special Programs, Education Division



**Orange County Department of Education**  
**Williams Settlement Legislation**  
**3<sup>rd</sup> Quarter Report 2016-17**  
**Anaheim Union High School District**

**SCHOOL ACCOUNTABILITY REPORT CARD (SARC) VERIFICATION**

The SARCs published in 2016-17 for the following schools were reviewed to determine the accuracy of the information reported for sufficiency of textbooks and instructional materials and safety, cleanliness, and functionality of school facilities.

School	SARC Review Date(s)	Instructional Materials Accurate	Instructional Material Discrepancies	Facility Conditions Accurate	Facility Conditions Discrepancies
Ball Junior High	March 17, 2017	Yes	N/A	Yes	N/A
Magnolia High	March 17, 2017	Yes	N/A	Yes	N/A
South Junior High	March 17, 2017	Yes	N/A	Yes	N/A
Sycamore Junior High	March 17, 2017	Yes	N/A	Yes	N/A

Respectfully submitted,

  
 \_\_\_\_\_  
 Nicole Savio Newfield  
 Administrator, Community and Student Support Services  
 Date 4/28/17

**Wellness Programs for  
Anaheim Union High School District 2017-2018**

**Healthy Adventures Foundation**

Wendy Hileman, Ph.D., MPH, MSW, MS  
(619) 840-4386 cell  
619-466-4386 x110 office  
[wendy@healthyadventuresfoundation.org](mailto:wendy@healthyadventuresfoundation.org)  
[www.healthyadventuresfoundation.org](http://www.healthyadventuresfoundation.org)



## Anaheim Union High School District 2017-2018

### *Organizational Qualifications*

#### Who is Healthy Adventures Foundation

Healthy Adventures Foundation (501)(c)(3) has been around since 1997, formerly as a for profit organization. We are unique since we are a non-profit wellness company, driven by mission instead of profit. We have been actively engaged in research since 2006, as a primary researcher and as associate researchers in several projects with California Schools VEBA, UnitedHealthcare, and the Rand Corporation in genetic testing and lifestyle markers, type II diabetes, and wellness participation variances based on neighborhood and workplace income assumptions based in zip (where you live and work matters to your health outcomes).

We are a well-rounded wellness company that uses evidence-based practices for a variety of target audiences: organizations, employees, communities, groups, and youth. We are a full-service, high-touch wellness company. We are willing to try new things and to think outside the box to meet our client's needs.

#### Healthy Adventures Foundation History

We currently serve wellness programs to more than 130 organizations, primarily in schools, non-profits, for-profit corporations, public sector, and youth-based. Our services are offered to more than 200,000 people per year. We have organizational clients in four states. In California, we are mostly in Southern California but currently have reach in 6 counties.

#### Healthy Adventures Foundation's Capabilities

##### *Locations*

We have two locations, currently. We have an office in downtown San Diego and Escondido (close to Riverside County). We also have staff in LA county and San Diego county.

##### *Support*

We currently offer wellness consulting, which is important for an adequate needs assessment, program planning, development, implementation, and evaluation. We also support the development of wellness champions within the organization, can provide training on what it means to be a wellness champion and provide on-going support to those champions.

We offer a wide vary of wellness services for the organizations and their employees (spouses and dependents can also be included, if desired):

- On-site, phone, or a variety of platform options
  - health coaching (in-person, usually at work site or our office; telephone with email follow-up; electronic face-to-face through on-line platforms; group sessions, usually at work; or theme-based group track coaching),
  - wellness workshops,

- healthy cooking classes,
  - exercise classes,
  - train-the-trainer, staff development workshops,
  - speakers for special engagements or events (conferences, etc.),
  - client-based wellness (for the clients/patients that the organization serves)
  - on-site health screenings with immediate results and health coaching
  - on-site fitness testing
  - on-site assistance to complete health risk assessments
- On-line or remotely
    - online health tools (health risk assessments with outreach for identified risk, tracking tools, health calculators, rewards store/incentive management, wellness challenge registrations, and health coaching application/qualification quiz),
    - wellness competitions or challenges,
    - wellness rewards and incentive programs
    - wellness marketing: newsletters and communication emails/flyers
    - able to integrate, supplement, and promote other vendors' services that are already in-place (EAP, Best Doctors, Carrier wellness services that are available) as part of the total wellness package

#### *Flexible and Adaptable*

We understand that situations change and that sometimes plans need to be shaken up for a variety of reasons: new situations, change in funding, new locations, change in leadership with a different vision, etc.

#### *Innovative*

We specialize in healthy programming, employee wellness, health coaching, adult and youth lifestyle programs, healthy cooking classes, gardening, grant writing, program development, and more.

Our staff receives continuing education funding and training throughout their employment with Healthy Adventures Foundation, keeping them current with the latest research and best practices with wellness service delivery.

We also have partnered with many of our non-profit based partner organizations and organizational clients on new pilot programs, grant-funded projects, and research to offer new wellness options, test out new program, and to be more of a partner in wellness, instead of just another wellness vendor. Over the years, we have brought in about \$300,000 in grant funds that provided services, resources, and incentives to our partner organizations.

#### Healthy Adventures Foundation's Approach

Get to know the organization and who their employees are, as it is important to learn about their job and how it impacts their perceived ability to be healthy. We have embraced one of the key social work principles – which is to start where the client is, this includes the organizational client. It doesn't really make sense to offer exercise to someone who is intimidated or hates



exercise. You need to start earlier in the process to start to change the way they think about exercise first! This does not always provide the fittest or healthiest employees initially; however, it is critical in creating opportunities for actual long-term changes and activating the client towards actionable change.

We believe that health and wellness efforts need to follow the Ecological Model of Health, which is to change policies, the environment, the culture and the individual in health and wellness strategies. This means efforts will not create sustainable change unless efforts and support comes from top down, from the bottom up and from sides, as well.

There is no cookie cutter formula for wellness. Each organization is different, every employee is different and every situation is different. You have to take some time getting to know the organization, their employees and to understand their current and future needs. Wellness strategies need to adapt to the client, not the other way around.

### ***Staff Qualifications***

Our staff is highly skilled, with degrees in public health, social work, physical education, kinesiology, and nutrition, with a variety of expertise, education, experiences, and certifications.

Staff is provided with annual continuing education reimbursement funding, on-going training workshops, certification opportunities, flexible work schedules with employees who choose to go back to school or are currently working towards a higher educational degree, community-based training, intensive training schedules during the holidays (when we tend to be slow), and research opportunities for our graduate student employees and graduate student interns.

### ***Program Goals***

The Anaheim Union High School District 2017-2018 overall goal is to create a healthier workforce among all the organizational membership and their employees. The program aims to educate, engage and empower approximately 2500 employees to make healthy lifestyle choices, which impacts their mental and physical well-being. Helping professionals are particularly vulnerable to health risks due to the nature of what they do and potential exposure, stress, and healthcare associated infections.

Healthier employees tend to have higher productivity rates, lower absenteeism, higher life satisfaction, lower morbidity and mortality, lower health care utilization, and lower worker compensation claim incidences and costs per incidence. We want to educate staff on ways they can influence their health, which assists them in knowing that they can make a difference in how they feel and to feel confident in taking charge of their nutrition, physical activity, and overall health in a proactive, coordinated, and cost-effective manner.

## SERVICES AGREEMENT

This Services Agreement, including all Attachments and Exhibits, (collectively referred to as the "Agreement") is made and entered into on July 1, 2017 ("Effective Date") by and between Healthy Adventures Foundation, a California non-profit corporation, with offices at 2941 4<sup>th</sup> Avenues, San Diego, CA 92103. Healthy Adventures Foundation and Client may individually be referred to as the "party" or collectively as "the Parties".

WHEREAS, Healthy Adventures Foundation is in the business of providing incentive fulfillment services; and

WHEREAS, Client desires to engage Healthy Adventures Foundation for the provision of incentive fulfillment services;

NOW THEREFORE, in consideration of the promises set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

### ARTICLE 1: DEFINITIONS

1.1 **Definitions.** Unless otherwise specifically provided, the capitalized terms used in this Agreement shall have the meanings set forth in Exhibit A attached hereto and incorporated by reference.

### ARTICLE 2: RESPONSIBILITIES OF HEALTHY ADVENTURES FOUNDATION

2.1 **Services.** Healthy Adventures Foundation shall provide wellness services ("Services") for Client subject to the terms of the Healthy Adventures Foundation Service Specifications attached hereto as Attachment A and as specified throughout this Agreement. Unless otherwise specified, Services and related deliverables are provided in English only.

2.2 **Insurance.** Healthy Adventures Foundation shall maintain at its sole expense valid policies of (a) workers compensation insurance, (b) commercial general liability insurance with minimum limits of \$1,000,000 per occurrence and \$2,000,000 annual aggregate, and (c) professional liability insurance with minimum limits of \$1,000,000 per occurrence and \$2,000,000 annual aggregate during the term of this Agreement.

2.3 **Healthy Adventures Foundation Personnel.** All Personnel provided by Healthy Adventures Foundation shall be employees or contractors of Healthy Adventures Foundation or its operating subsidiaries, and not of Client.

2.4 **Reporting.** Healthy Adventures Foundation shall provide Client with relevant de-identified and aggregate reporting regarding Services as specified in the Service Specifications. Unless otherwise specified or unless reporting available on-demand by Client, reporting shall be

provided at the end of the Program Year. Client may request additional reports and if Healthy Adventures Foundation is able to provide such reports, additional fees may apply and shall be agreed by the parties in advance of the production of same.

### ARTICLE 3: BILLING AND COMPENSATION

3.1 **Compensation.** In consideration of the Services under this Agreement, Client shall pay Healthy Adventures Foundation undisputed fees and expenses as set forth in the Billing and Payment Schedule attached hereto as Attachment A. All billing cycles shall begin on the first of the month. Electronic invoices for all payments shall be presented to Client within one month of the delivery of Services and unless otherwise specified in this Agreement, payment for Services shall be due within thirty (30) days of the date of the invoice. Notwithstanding the provisions of the Billing and Payment Schedule, payments not received within thirty (30) days of the date of the invoice will accumulate interest, until paid, at the rate of one and one-half percent (1 1/2%) per month on the unpaid balance, equal to an annual percentage rate of eighteen percent (18%), or the maximum rate permitted by applicable law, whichever is less. If Client's account is more than 90 days past due, in addition to other rights and remedies it may have, Healthy Adventures Foundation, without liability to Client, reserves the right to suspend Services until the past due undisputed amount is paid in full.

3.2 **Expenses.** Unless otherwise explicitly provided in the Agreement, travel, expenses, and sales and other state taxes are not included in the Services.

#### 3.3. Billing Contact.

Name of person to receive invoices:

Name: Liliana Carrillo

Title: Coordinator, Wellness Program

Phone number: 714-999-1512

Email address: carrillo\_l@auhsd.us

Billing address: 501 N. Crescent Way, Anaheim, CA 92801

### ARTICLE 4: RESPONSIBILITIES OF CLIENT

4.1 **Fulfillment.** The process of preparing to deliver Services under this Agreement is referred to as the "Fulfillment" process. Client shall designate a "Fulfillment Coordinator" to work with the designated staff at Healthy Adventures Foundation.

4.2 **Fulfillment File.** Client understands that a Fulfillment File containing the required data for all employees to have access to the online portal: first name, last name, work email address. This file will be in an excel spreadsheet or .csv file. In addition, any onsite activities scheduled must include dates and time, target locations to receive services, and a point person for each location with their specific phone number and email address necessary for the performance of Services and agrees to the following:

4.2.1 Client will provide the Fulfillment File in accordance with Healthy Adventures Foundation's Specifications no later than fifteen (30) days prior to the fulfillment period. Permits will need to be pulled for each location and must be submitted no later than 30 days prior and includes the information required for any fingerstick testing: address, phone number, date, day of the week, start/end times, and a contact person (name, phone, email).

4.2.2 Client is responsible for identifying and notifying Healthy Adventures Foundation of any changes at least 5 days prior to event days and will be charged for any changes that must be made to permits that have already been submitted.

4.3 Notice of Privacy Practices. Healthy Adventures Foundation will provide a Release of Information in compliance with the applicable sections of the Health Insurance Portability and Accountability Act ("HIPAA"). Only participants with signed Release of Information forms will be included in any shared data. Client must provide information as to which organizations are authorized to receive identified information 30 days prior to the first date of events. All reports provided to the Client will be in aggregate and de-identified form only. Identified data will not be shared with the district or any of its employees. An example of an appropriate share would be the healthcare carrier group for a shared wellness effort.

## ARTICLE 5: TERM

5.1 Term. The Initial Term of this Agreement shall be from the Effective Date of this Agreement and shall continue for a period of one (1) year or until the fulfillment of services is complete.

5.2 Renewal Term. Upon expiration of the Initial Term, this Agreement shall automatically renew as an evergreen contract, which may terminate by either party with a 30-day notice.

5.3 Termination. Notwithstanding anything to the contrary contained in this Agreement, this Agreement may be terminated:

5.3.1 by either Party, upon written notice to the other, if the other Party (the "Defaulting Party") shall materially breach any obligation or covenant of the Defaulting Party hereunder and if such breach shall remain uncured for thirty (30) days following notice of such breach given by the non-Defaulting Party to the Defaulting Party.

5.3.2 immediately and automatically upon the filing of a voluntary or involuntary petition for reorganization or bankruptcy by or against a party.

5.3.3 at the discretion of Healthy Adventures Foundation if Client is more than ninety (90) days past due on payments owed to Healthy Adventures Foundation under this Agreement and subject to the terms of paragraph 8.7 of this Agreement.

5.3.4 by Client, upon 30 days advance written notice to Healthy Adventures Foundation, if sufficient funds are not allocated by the appropriating government agency or agencies. The terms of this Agreement, and the services to be provided under it, are contingent upon the approval of funds by the appropriating government agency or agencies, whose appropriations. Nothing in this section limits or otherwise affects the right of Healthy Adventures Foundation to inspect public records under the California Public Records Act.

5.4 Rights of the Parties. Termination or expiration of this Agreement shall not alter or impair any rights of either Party accrued under this Agreement through the date of termination or expiration.

## ARTICLE 6: CONFIDENTIALITY

6.1 Confidential Information. All written, electronic, or oral proprietary or confidential information or documentation received by a party hereto (the "Receiving Party") from the other party or trade secrets of the other party (the "Disclosing Party") shall be deemed to be the Disclosing Party's proprietary and confidential information ("Confidential Information") including information disclosed prior to the effective date of this Agreement but disclosed in anticipation of its execution or the services contemplated herein. Confidential Information includes any and all information, know-how, and data, technical or non-technical, whether written, graphic, or oral, furnished by either party or on its behalf, to the other, that is confidential and proprietary or is treated as such by the Disclosing Party and shall include without limitation (i) content contained in or derived from Healthy Adventures Foundation website, including all source code, object code, executable formats, files, modifications, processes, and any and all derivative works of Healthy Adventures Foundation website); (ii) financial information, pricing information, trade secrets, intellectual property, ideas, concepts, designs, research and technical information, business and operational policies, processes, procedures and strategies, business plans, and system design and operating specifications; (iii) other information disclosed in writing by the Disclosing Party and marked as proprietary, confidential, or with a similar designation; (iv) other information disclosed in writing that the Disclosing Party, within thirty (30) days of disclosure, specifies in writing as being Confidential Information; and (v) other information disclosed orally or not in a tangible medium of expression that the Disclosing Party, within thirty days of disclosure, describes and specifies in writing as being Confidential Information. Confidential Information does not include information which, at the time of its disclosure, is in the public domain or which, after disclosure, becomes part of the public domain by publication or otherwise through no action or fault of the receiving party. The parties agree and covenant as follows:

6.1.1 Ownership. All Confidential Information furnished, disclosed or exchanged is and shall be considered for all purposes to be the property of the Disclosing Party.

6.1.2 Disclosure. The Receiving Party shall comply with this Article 6 using at least the same degree of care as used to protect its own important confidential or proprietary information, but in any case using no less than a reasonable degree of care. The Receiving Party may disclose the Disclosing Party's Confidential Information to its and its affiliates' employees and

independent contractors who have a need to know such information and who agree to protect the Confidential Information from unauthorized use and disclosure under standard provisions of employment or under the terms of a written agreement containing restrictive covenants at least as restrictive as those set forth herein.

The terms and conditions of this Agreement shall be considered the Confidential Information of both parties. Confidential Information shall not include material, data or information which is known to the Receiving Party prior to the disclosure by the Disclosing Party, which is generally available to the public or in the industry, or which has been obtained from a third party (which, to the Receiving Party's knowledge, has a right to disclose the same). Except as contemplated by or required to perform its obligations under this Agreement, the Receiving Party shall not, either directly or indirectly, use or disclose to any third party any Confidential Information without the prior written consent of the Disclosing Party. The Receiving Party may disclose Confidential Information:

- (i) as required by any court or other governmental body (provided it shall give the Disclosing Party prompt notice, prior to the disclosure, so that the Disclosing Party may take steps to oppose such disclosure);
- (ii) as otherwise required by law;
- (iii) to legal counsel of the parties;
- (iv) in connection with the requirements of an initial public offering or securities tiling;
- (v) in confidence, to accountants, banks, and financing sources and their advisors;
- (vi) in confidence, in connection with the enforcement of this Agreement or rights under this Agreement; or
- (vii) in confidence, in connection with a merger or acquisition or proposed merger or acquisition, or the like.

6.1.3 Survival. The provisions of this section shall survive termination of the Agreement.

## ARTICLE 7: GENERAL TERMS

7.1 Independent Contractors. The parties enter into this Agreement as independent contractors, and nothing contained in this Agreement will be construed to create a partnership, joint venture, agency, or employment relationship between the parties. Additionally, under no circumstances shall the employees, agents, or subcontractors of one party be considered employees or agents of the other party.

7.2 Non-Solicitation of Personnel. From the date hereof until one (1) year following the termination of this Agreement, the parties agree that they will not engage in any activities that would cause either party's personnel to leave the employment of the other, without the prior written consent of the other party, that includes but is not limited to: (i) directly soliciting or employing for full-time or part-time work with the other party or on behalf of a third-party or, (ii) soliciting or accepting employment applications directly or from a third-party from the other party's personnel. If it appears that one party is (or threatens to be) in violation of this covenant,

the other party shall be entitled to injunctive relief to restrain the first party from further violation. Neither party shall be prohibited by this provision from pursuing other remedies, including a claim for losses and damages, or termination of this Agreement for cause.

7.3 Service Modification. Healthy Adventures Foundation reserves the right to make modifications to the Services outlined below for the express purpose of continuously improving the effectiveness and or efficiency of the Services. Healthy Adventures Foundation will provide advance written notice to Client of any material modifications where feasible.

7.4 Business Associate Status. The parties acknowledge that in providing the Services specified in this Agreement Healthy Adventures Foundation is a Business Associate under HIPAA, and that the parties have entered or will enter into the Business Associate Agreement (BAA) as a condition of this Agreement. Healthy Adventures Foundation's BAA is attached hereto as Exhibit B.

7.5 Compliance with Laws. Healthy Adventures Foundation agrees that all Services provided pursuant to this Agreement shall be performed in compliance with all applicable federal or state laws, rules and regulations.

7.6 Indemnification. Healthy Adventures Foundation agrees to indemnify and hold harmless Client, and its directors, officers, employees, and agents from and against any and all claims, actions, or liabilities which may be asserted against them by third parties determined to have arisen out of, the negligent acts or omissions of Healthy Adventures Foundation, its directors, officers, employees or agents in providing services under this Agreement. Client agrees to indemnify and hold harmless Healthy Adventures Foundation, and its directors, officers, shareholders, employees and agents, from and against any and all claims, actions, or liabilities which may be asserted against them by third parties determined to have arisen out of the negligent acts or omissions of Client, its directors, officers, employees, contractors or agents under this Agreement. The parties agree to provide prompt written notice to the other party of any claim or circumstance that likely will give rise to a request for indemnification.

7.7 Limitation of Liability. Neither Healthy Adventures Foundation nor Client will be responsible for special, indirect, incidental, punitive, consequential, or other similar damages, including but not limited to lost profits, that the other party may incur or experience in connection with this Agreement, whether in contract, tort, or otherwise, however caused, even if such party has been advised of the possibility of such damages. Notwithstanding the foregoing, in the event of a default by Client of any of the provisions of this Agreement, Healthy Adventures Foundation, without limiting any other remedies provided for In this Agreement, at law or in equity, shall be entitled to immediately accelerate and recover any and all amounts then due or to become due from Client pursuant to the provisions of this Agreement during the remaining term of this Agreement.

7.8 Applicable Law. The validity of this Agreement and any of its terms and provisions or the parties' rights and duties shall be interpreted and enforced in accordance with the laws of the State of California, without regard to its principles of conflict of laws. Any dispute or claim from this Agreement shall be resolved exclusively in the federal or state courts of the State of

California and the parties hereby irrevocably submit to the personal jurisdiction of said courts and waive all jurisdictional defenses thereto.

7.9 Mediation. If any dispute arises out of or relates to this Agreement, including any dispute by and between Healthy Adventures Foundation and Client and, if the dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by mediation before resorting to litigation. The mediation shall be conducted in a mutually agreed upon location with a mediator who is agreeable to each of the parties to the dispute. The mediation shall be conducted in accordance with the mediator's rules. The fees, costs and expenses of the mediation will be borne equally by the parties. Each party will also bear the fees and expenses of its own counsel. This mediation clause shall survive the termination of this Agreement.

7.10 Attorneys' Fees. In the event mediation is unsuccessful, if either party is then required to obtain legal assistance to enforce its rights under this Agreement, or to collect any monies due hereunder, the prevailing party shall be entitled to recover from the other party, in addition to all other sums due, reasonable attorneys' fees, court costs and expenses, if any, incurred enforcing its rights and/or collecting its monies.

7.11 Force Majeure. Neither Client nor Healthy Adventures Foundation shall be deemed to be in default of any provision of this Agreement, or for failures in performance, resulting from acts or events beyond its reasonable control. Without limitation, such acts may include acts of Nature, civil or military authority, terrorists, civil disturbance, war, strikes, fires, other catastrophes, labor disputes, parts shortages, or other events beyond the Parties' control. If a party's non-performance under this section extends for thirty (30) days or longer, the party affected by such non-performance may terminate this Agreement by providing written notice thereof to the other party.

7.12 No Waiver. The failure of either party hereto to enforce at any time any of the provisions of this Agreement, or the failure to require at any time performance by the other party of any of the provisions of this Agreement, shall in no way be construed to be a present or future waiver of such provisions, nor in any way affect the validity of either party to enforce each and every such provision thereafter. The express waiver by either party of any provision, condition or requirement of this Agreement shall not constitute a waiver of any future obligation to comply with such provision, condition, or requirement.

7.13 Assignment. No party may assign any of its rights or delegate any of its obligations under this Agreement without the prior written consent of the other party, except that a merger, acquisition, change in control, change of ownership or a majority interest, or the sale of a significant portion of the assets of either party shall not constitute an assignment or delegation hereunder. Notwithstanding the foregoing, this Agreement will apply to, be binding in all respects upon and inure to the benefit of the successors and permitted assigns of the parties. Nothing expressed or referred to in this Agreement will be construed to give any party other than the parties to this Agreement any legal or equitable right, remedy or claim under or with respect to this Agreement or any provision of this Agreement, except such rights as shall inure to the successors and assigns of either party permitted under the first sentence of this section.



7.14 No Third Party Beneficiaries. Healthy Adventures Foundation and Client intend that this Agreement will not benefit or create any right or cause of action in or on behalf of any person or entity other than the Parties.

7.15 Notices. Any notice or demand required under this Agreement, other than rate adjustment or renewal notices, will be in writing, will be personally served or sent by certified mail, return receipt requested and postage prepaid, or by a recognized overnight carrier which provides proof of receipt, and will be sent to the attention of person(s) at the address specified below Rate adjustment notices or renewal notices may be provided by standard commercial means, including e-mail or facsimile transmission.

Invoices shall be submitted to Kimberly Vallée, Coordinator, Wellness Program; payments to go directly to Healthy Adventures Foundation.

7.16 Headings. The headings of the sections and subsections of this Agreement are for reference only and will not affect in any way the meaning or interpretation of this Agreement.

7.17 Severability. In the event that one or more provision of this Agreement is deemed invalid, unlawful and/or unenforceable, then only that provision will be omitted, and will not affect the validity or enforceability of any other provision; the remaining provisions will be deemed to continue in full force and effect.

7.18 Entire Contract; Counterparts. This Agreement and the Schedules, Attachments and Exhibits hereto constitute the entire contract between Client and Healthy Adventures Foundation regarding the Services to be provided hereunder. Any agreements, promises, proposals, negotiations, or representations (whether written, oral, express, or implied) which are not expressly set forth in this Agreement are of no force or effect. This Agreement may be executed in any number of counterparts, each of which will be deemed to be the original, but all of which shall constitute one and the same document. No amendments to this Agreement will be effective unless made in writing and signed by duly authorized representatives of both parties. The parties acknowledge and agree that the execution and delivery of this Agreement by facsimile or e-mail transmission shall be valid and binding.

Attachment(s): Attachment A-Healthy Adventures Foundation Service Specifications

IN WITNESS WHEREOF, by placing their duly authorized signatures below, the Parties hereby agree to be bound by the terms and conditions of this Agreement as of the Effective Date.

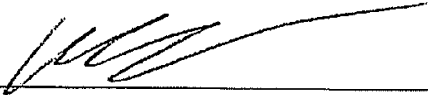
**FOR ANAHEIM UNION HIGH SCHOOL DISTRICT:**

Brad Jackson  
Assistant Superintendent, Human Resources  
Anaheim Union High School District  
501 N. Crescent Way  
Anaheim, CA 92801  
714-999-0816  
jackson\_b@auhsd.us  
www.auhsd.us

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**FOR HEALTHY ADVENTURES:**

  
\_\_\_\_\_  
Signature  
Wendy Hileman, Ph.D., MPH, MSW, MS  
Chief Executive and Financial Officer  
Healthy Adventures Foundation  
2941 4<sup>th</sup> Avenue, San Diego, CA 92103  
619-466-4386 ext 110  
wendy@healthyadventuresfoundation.org  
www.healthyadventuresfoundation.org

  
\_\_\_\_\_  
Date

**ATTACHMENT A**  
*Wellness Programming Options for Anaheim Union High School District*

HEALTHY ADVENTURES FOUNDATION SERVICE SPECIFICATIONS

Client has selected the following Services. The fees for selected Services are listed in the Summary of Services. Any modifications or adjustments to the Standard reports, programs, materials, or other deliverables shall be subject to additional fees including but not limited to an hourly rate of \$150 per hour for time estimated to accommodate the Client requested customization. "Standard" shall be defined as provision of Services and other deliverables in the manner, frequency, and format that is customary for Healthy Adventures Foundation in the normal course and scope of its business. Products or Services not expressly listed in Attachment A are not included.

BILLING AND PAYMENT SCHEDULE

**Summary of Services:**

*\*Client is billed only for services used.*

A. Exercise Classes/Workshops:	\$10,000
B. Health Coaching:	\$10,000
C. Online Tools:	\$7,500
D. Biometric/Health Screenings:	\$20,000
E. Wellness Consulting:	<u>\$4,750</u>
Total for Services*:	\$52,250

**Detailed Description of Services:**

A. Exercise classes, staff development workshops, healthy cooking classes:

Exercise classes, staff development workshops:	\$100 each (1 hour)
Healthy cooking	\$150 each (1 hour)

The most popular workshops are: Foods and Moods, Healthy Cooking classes, Exercise Classes, and Stress Management – Hands on techniques. We also do workshops on disease prevention and management for diabetes, hypertension, hyperlipidemia, and weight.

Cooking classes and demonstrations include samples for up to 30 people. Samples for more than 30 are \$1/per person. Classes for 50 or more people (up to 99) require an additional chef to assist at \$60/hour. Classes for 100 or more people will need a separate quote.

## B. Health Coaching

\$45/hour with no travel (phone, web-based, email)

\$60/hour for any onsite (plus travel expenses, mileage and travel time)

Coaching onsite for any service is \$480/day or \$60/hour.

## C. On-line tools – health risk assessments, incentive management and challenges. Includes the following (Cost is \$1/PEPM with an annual contract):

- a. 20 mini health risk assessments, with reporting capabilities
  - i. Health coach follow up and support for all at-risk scoring
  - ii. English/Spanish
- b. Point-based incentive management program with on-line store for redemption (incentives and fulfillment/shipping is not included in costs)
  - i. Customizable point based store
  - ii. Fulfillment and cost of incentives (extra costs)
  - iii. Branding and/or customization (extra costs)
- c. Communications
  - i. Monthly customized newsletter
  - ii. Email communications
  - iii. Flyers
- d. Survey development and reporting
  - i. Wellness interest surveys
  - ii. Beginning/end of program
  - iii. Satisfaction surveys
- e. Wellness challenge planning, development, implementation, management and evaluation (2-4 challenges per year)
  - i. Online registration
  - ii. Weekly or bi-monthly update emails
  - iii. Phone support for challenge
  - iv. Promotional and communication emails/outreach
- f. Health coach support line
  - i. Telephone and email support
- g. Health coaching eligibility quiz
- h. Evaluation
  - i. Participation rates
  - ii. Wellness challenges outcomes
  - iii. Health risk assessments, aggregate reports

\*Note: Store set-up, developing an incentive plan, branding and any customization is extra. If you choose from items that are already available, store set-up comes in the PEPM model.

The cost of the incentives and any fulfillment costs (shipping and handling) is an additional fee.

#### D. Biometric / Health Screenings

- 1) Heart health
  - a. Heart rate
  - b. Respirations
  - c. Total cholesterol (extra, if you want lipid panels, due to cost of the strips).
  - d. Blood pressure
- 2) Pulmonary screenings
  - a. Respirations
  - b. Oxygen saturation
  - c. Heart rate
- 3) Weight management
  - a. Height
  - b. Weight
  - c. Body mass index (BMI)
  - d. Body composition (either bio-impedance or skinfold)
  - e. Girth measurements (neck, waist, hips)
  - f. Body scanning
    - i. Body age
    - ii. Visceral fat
    - iii. BMI
    - iv. Body fat %
    - v. Skeletal muscle %
    - vi. Resting metabolism
    - vii. Weight
- 4) Disease risk
  - a. Girth measurement (neck, waist, hips)
    - i. Sleep apnea
    - ii. Preventable disease risk related to visceral fat
  - b. Waist-to-hip ratio
  - c. Blood glucose (can be added onto lipid for \$0.50 per person).
  - d. A1C (extra, due to the cost of the strips and disposable machine).
  - e. Total cholesterol (lipid panel is extra).
  - f. Body scanning
    - i. Body age
    - ii. Visceral fat
    - iii. BMI
    - iv. Body fat %
    - v. Skeletal muscle %
    - vi. Resting metabolism
    - vii. Weight
- 5) All the above or any combination of the above screenings

NOTE: The most important health screenings for disease risk are: blood pressure, heart rate, body scanning, glucose, cholesterol, A1C, and girth measurements.

Healthy Adventures can provide any combination of services with a print out of results and a brief health coaching session to discuss the results. Additionally, Healthy Adventures will work with Client to setup a referral system to assist anyone with results out of normal ranges, with any organizations that Healthy Adventures is not currently offering on-going health coaching.

Health screening supplies: are \$15/person for lipids/ \$15/person for A1C/\$0.50/person for glucose as an add-on to lipid testing + staffing + travel.

Handouts are billed at \$.10/page. For screenings, it is usually billed at \$1/person, which includes all the handouts, referrals, data collection papers, recommendations, etc.

Minimal aggregate report is an additional \$150. A more comprehensive report can be requested for an additional fee.

#### E. Wellness Consulting (for Wellness Program leaders)

Consulting includes program planning, development, implementation and evaluation.

Services included with annual agreement.

Outside annual agreement: \$150/hour or 10% of program annual budget

Comprehensive wellness consulting services available:

- Planning, developing and implementing services
- Survey development and evaluation
- Gaining leadership support
- Developing and facilitating wellness committee support
- Program evaluation – Group data, de-identified data to demonstrate group progress, participation rates, and strengths and areas for improvement for the group

#### F. Grant writing / Fundraising

This is offered to all non-profit, government and public entities that we partner with. There is no fee associated with this service.

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**1. Resignations/Retirements, effective as noted:**

Buckholz, Cynthia      Resignation      5/26/17

**2. Leaves of Absence:**

Elder, Dean, Anaheim, to serve as President of Teachers United/ASTA, effective for the 2017-18 school year, with pay and with benefits. The cost reimbursement by ASTA at the long-term substitute rate of pay per Board Policy 6306.

Galasso, Sarah, for professional growth, without pay and without health benefits from 8/7/17 through the end of the working day on 5/25/18.

Rae, Derek, for personal necessity, without pay and without health benefits from 5/9/17 through the end of the working day on 5/26/17.

**3. Employment:****A. Teacher(s)/Probationary:**

		<u>Column</u>	<u>Step</u>
Barredo, Karyn	8/7/17	3	11
Eng, David	8/7/17	4	9
Harvey, Melanie	8/7/17	3	4
Kocal, Kimberly	8/7/17	3	2
McCarthy, Eileen	8/7/17	4	5
Meza, Susanna	8/7/17	4	6
Shammas, Razan	8/7/17	1	2
Tran, Aric	8/4/17	3	1
Zavala, James	8/7/17	4	9

**B. Teacher(s)/Temporary:**

		<u>Column</u>	<u>Step</u>
Gonzalez, Paola	8/4/17	3	1

**C. Counselor(s)/Temporary:**

		<u>Column</u>	<u>Step</u>
Ambriz, Amalia	7/19/17	3	11
Felix, Stephanie	5/27/17	3	1
Felix, Stephanie	7/1/17	3	2
Johnson, Kendra	7/19/17	3	3
Kretz, Cory	7/19/17	3	2

**D. Day-to-Day Substitute Teacher(s) for Extended School Year with authorization to teach in subject areas where they have adequate preparation, effective 6/5/17:**

Alfares, Waleed  
Atkinson, Dorothy  
Griffin, Sean  
Harris, Daniel  
Ho, Deanna  
Johnson, Heather  
Link, Tom

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Kirby, Meredith  
McKinney, Kellie  
Olson, Ryan  
Quezada, Angelica  
Rolph, Neil Todd  
Russo, Jessica  
Saldivar, Carlos  
Schloesser, Alisha  
Souza, Jessica  
Torres, Ricardo  
Weston, Daniel  
Wheeler, David

**4. Extra Service Compensation:**

- A. Bilingual Authorization Stipend, to be paid to the following individual(s) for an earned Bilingual Cross-cultural Language and Academic Development (BCLAD) or equivalent certification, effective as noted:

Pineda-Garcia, Juvenal	2/14/17
Rodela, Jacqueline	8/8/16
Rosenberg, Paola	8/8/16
Reyes, Randall	8/8/16

- B. Extended School Year (ESY) Administrator Stipend, for the following individual(s) who served as principal administrator of ESY, June 5 through June 30, 2017, at the total amount specified: (General Funds)

Carson, Ken	\$1,250
Griffin, Matthew	\$1,250
Guggino, Patrick	\$1,250
Konrad, Alison	\$1,250
Kovar, Jana	\$1,250
Krueger, Celeste	\$1,250
Santiago, Rafael	\$1,250

- C. Instrumental Music Curriculum Workshop Stipend, for the following individual(s) to develop curriculum for two days in May 2017, for the 2017-18 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed four hours per person, per day: (Title I)

Hench, Sandra	Western
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- D. Special Education Collaboration Workshop Stipend, for the following individual(s) to develop curriculum for two days in May and June 2017, for the 2017-18 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (Title I)

Adams, Clare	Western
Evangelista, Marius	Western
Palus, Joseph	Western
Robertson, Steve	Western
Trask, Traci	Western

- E. AIME Summer Internship Coordinator Stipend, for the following individual(s) who will oversee 122 high school students selected for a paid summer internship with business partners. Coordinators will work for seven weeks from May 30, 2017, through July 14, 2017. Individuals will be paid \$7,000 per person, to be paid in two equal payments. (AIME Funds)

Pfeiffer, Sean  
Morales, Mario  
Paterson, Mandy

- F. Summer Language Academy Administrator Stipend, for the following individual(s) who served as principal administrator of ESY, June 5 through June 30, 2017, at the total amount specified: (General Funds)

Beltran-Hernandez, Roxanna    \$5,000

- G. AUHSD Summer Language Academy (SLA), Teachers will be paid at the hourly rate of pay of \$44.29 per person. SLA hours will vary depending on the planned activities and will be in session from May 31, 2017, through June 29, 2017. (Title III Funds)

Camarena, Jenni  
Holt, Matilde  
Rosenberg, Paola  
Salazar, Valentin

- H. Professional Development for Science Stipend, this is a date correction to the previously approved item on May 9, 2017, for the following individual(s) to develop curriculum May 30-31, 2017, for the 2017-18 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed three hours per person, per day: (Title I)

Abril, Yvonne	Western
Durrego, Corina	Western
Jaramillo, Samuel	Western
Parikh, Sneha	Western
Reta, Karen	Western

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- I. Revolutionary YouTube Academy Stipend, for the following individual(s) to develop curriculum for two days in June 2017, for the 2017-18 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (Title I)
- Olmedo, Adrian                      Western  
Sporn, Dana                          Western
- J. French Curricula Stipend, for the following individual(s) to develop curriculum for four days in June 2017, for the 2017-18 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed five hours per person, per day: (Title I)
- Ngo, Diana                              Western
- K. Math Credit Recovery Stipend, for the following individual(s) for the period of May 30, 2017, through July 7, 2017, to be paid at the hourly rate of pay of \$44.29 per person. (Instructional Services Funds)
- Albrecht, Camille  
Alvarez, Juan  
Atkinson, Dorothy  
Duarte, Thomas  
Kile, Ryan  
Okula, Eric  
Saldivar, Carlos  
Shammas, Razan  
Torres, Ricardo
- L. Math Enrichment Stipend, for the following individual(s) for the period of May 30, 2017, through July 7, 2017, to be paid at the hourly rate of pay of \$44.29 per person. (Instructional Services Funds)
- Harper, Elizabeth
- M. Communications Seminar Stipend, for the following individual(s) for the period of May 30, 2017, through July 7, 2017, to be paid at the hourly rate of pay of \$44.29 per person. (Title I Funds)
- Apollo, Odette  
Corcoran, Matthew  
Ho, Deanna  
Lang, Charlene  
Lecesne-Switzer, Julie  
Russo, Jessica  
Souza, Jessica  
Schloesser, Alisha  
Ward, Mary

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- N. APEX Stipend, for the following individual(s) for the period of May 30, 2017, through July 7, 2017, to be paid at the hourly rate of pay of \$44.29 per person. (Title I Funds)

Cook, Sharlene  
Davidson, Daniel  
Erickson, Brian  
Frese, Janelle  
Haley, Benjamin  
Jespersen, Mary  
Jimenez, William  
Kuka, Lindsey  
Karapoulios, Eleni  
Leighton, Brandon  
McDaid, Gileen  
Reuter, Ryan  
Rollerson, Terrence  
Shickler, Edward  
Shank, Dane  
Smith, David  
Washington, Tracy  
West, Janae  
Worthington, Tracey

**5. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:**

Aguilar, Jesseacruz	5/23/17
Ahumadatrujillo, Maria	5/11/17
Barrera, Valentina	5/15/17
Balch, Sarah	5/18/17
Bergmann, Denisse	5/2/17
Bogash, Hannah	5/15/17
Byers, Emily	5/17/17
Cabral, Ephinio III	5/23/17
Castro, Alexis	5/17/17
Compau, Kristie	5/11/17
Delacruzaispuro, Guillermo	5/25/17
Forteza, Elsa	5/2/17
Galvan, Shadey	5/11/17
Galentino, Kellie	5/26/17
Gonzalez, Margarita	5/5/17
Gu, Jiyeong	5/8/17
Gumpertz, Jeffrey	5/23/17
Keres, Drew	5/10/17
King, Nathan	5/26/17
Klatzker, Barry	5/2/17
Lopez, Ana	5/12/17
Nozuka, Jacqueline	5/2/17
Ohanessian, Gabriella	5/15/17
Orsbun, Marrieta	5/19/17

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Osorio, Brandon	5/12/17
Pollock, Ashley	5/24/17
Purpura, Mary	5/24/17
Ramirez, Kevin	5/5/17
Riveracarranza, Marcela	5/16/17
Riveralyden, Antoinette	5/8/17
Rodriguez, Juan	5/5/17
Salcedo, Patricia	5/11/17
Sears, Amanda	5/16/17
Seidlitz, Ashley	5/15/17
Suh, Faith	5/15/17
Tjakralaksana, Nicole	5/16/17
Tran, Tegan	5/19/17
Trias, Naomi	5/25/17
Westfall, Laura	5/16/17
Yabroff, Sarah	5/17/17

**6. Extra Service Assignments, employment effective as noted:**

**Classified:**

	<u>Salary</u>	<u>Term</u>	<u>Effective</u>
<u>Katella</u>			
Hurley, Dustin Football, Asst./Lower Level	\$3,023	Season	8/1/17
Prince, Diondre Basketball, Head Varsity, Women	\$4,197	Season	11/15/17
Schlotter, Michael Drill Team, Percussion, Asst. Coach	\$1,000	2 <sup>nd</sup> Semester	1/27/17
<u>Kennedy</u>			
Kim, Mike Wrestling, Head Varsity, Women	\$4,197	Season	11/6/17
<u>Loara</u>			
Valdez, Alex Football, Assistant	\$3,350	Season	7/31/17
<u>Magnolia</u>			
Catolico, Shawn Tennis, Asst. Lower Level	\$3,023	Season	8/1/17
De La Cruz, Jose Golf, Head Varsity	\$3,023	Season	8/1/17
Hernandez Lomera, Desmond Football, Head Coach	\$5,442	Season	8/7/17
Jones Jr., Erland Cross Country, Head Varsity, Women	\$3,350	Season	7/1/17

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Pedre, Larissa Volleyball, Asst. Lower Level	\$3,023	Season	8/1/17
Velasco, Wilfredo Cross Country, Head Varsity, Men	\$3,350	Season	7/1/17
Viramontes, Jesse Football, Assistant Varsity	\$3,571	Season	7/1/17
Winterburn, Sara Volleyball, Asst. Lower Level	\$3,023	Season	8/1/17
<u>Western</u>			
Brown, Tramaine Football, Assistant Varsity	\$3,571	Season	8/7/17
Canto, Kaylee Volleyball, Assistant	\$3,023	Season	8/7/17
Clark, George Cross Country, Head Varsity, Women	\$3,350	Season	8/7/17
Conner Jr, Donald Tennis, Asst./Lower Level	\$3,023	Season	8/7/17
Conner Jr, Donald Swimming, Head Varsity, Women	\$3,350	Season	2/13/18
Conway II, Joseph Football, Assistant Varsity	\$3,571	Season	8/7/17
Davidson, Daniel Football, Head Varsity	\$5,442	Season	8/7/17
Davidson, Jeremy Football, Assistant Varsity	\$3,571	Season	8/7/17
Hawkins, Cassandra Drill Team	\$2,721	1 <sup>st</sup> Semester	8/7/17
Hawkins, Cassandra Drill Team	\$2,721	2 <sup>nd</sup> Semester	1/8/18
Kahssay, Munir Cross Country, Head Varsity, Men	\$3,350	Season	8/7/17
Leang, Charlene Photo Advisor	\$1,409	1 <sup>st</sup> Semester	8/7/17
Leang, Charlene Photo Advisor	\$1,409	2 <sup>nd</sup> Semester	1/8/18

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Leang, Charlene Yearbook	\$1,589	2 <sup>nd</sup> Semester	1/8/18
Lewis, Andrew Basketball, Head Varsity, Women	\$4,197	Season	11/6/17
Maniscalco, Kimberly Tennis, Assistant	\$3,023	Season	8/7/17
Mikels, Lynsey Colorguard	\$2,721	1 <sup>st</sup> Semester	8/7/17
Mikels, Lynsey Colorguard	\$2,721	2 <sup>nd</sup> Semester	1/8/18
Millhouse, Steven Volleyball, Head Varsity	\$3,350	Season	8/7/17
Neeper, John Soccer, Head Varsity, Men	\$3,350	Season	11/6/17
Takahama, Paul Tennis, Head Varsity	\$3,350	Season	8/7/17
Taylor, Dexter Football, Junior Varsity	\$1,675	Season	8/7/17
Van Grootheest, Tess Volleyball, Asst./Lower Level	\$3,023	Season	8/7/17
Wright, Sean Water Polo, Assistant	\$3,023	Season	8/7/17
Wright, Sean Water Polo, Assistant	\$3,023	Season	11/6/17
Wright, Sean Swimming, Assistant	\$3,023	Season	2/13/18
Young, March Asst. Band Director	\$1,589	1 <sup>st</sup> Semester	8/7/17
Young, Marc Asst. Band Director	\$1,589	2 <sup>nd</sup> Semester	1/8/18

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1. **Retirements/Resignations/Terminations, effective as noted:**

	<u>Location:</u>	<u>Effective:</u>
Chase, Melanie Instructional Assistant – Special Abilities	Hope School	04/27/2017 (Revised Date)
Currier, Connie Food Service Assistant I	Food Service Department	06/16/2017 (Revised Date)
Greer, Connie Food Service Assistant I	Magnolia High School	05/25/2017
Guzman, Victor Credentials Technician	Human Resources – Certificated	05/29/2017
Lacayo, Alexandria Athletic Trainer	Katella High School	06/16/2017
Moseray, Magnus Instructional Assistant – Behavioral Support	Lexington Jr. High School	05/25/2017
Murillo-Virgen, Edder Custodian	Cypress High School	05/02/2017
Nakayama, Ryan Instructional Assistant – Behavioral Support	Cypress High School	05/25/2017
Navarro, Maria Food Service Assistant I	Food Service Department	06/16/2017 (Revised Date)
Ruiz, Anna Marie Senior Administrative Assistant - School Support	Kennedy High School	06/16/2017 (Revised Date)

2. **Leaves of Absence:**

REVISED – Martinez, Shannon, for educational purposes, without pay and without health benefits from 1/20/17 through the end of the working day on 5/12/17.

Gonzalez-Zuniga, Fernando, for personal necessity without pay and without health benefits from 5/3/17 through the end of the working day on 6/16/17.

Peralta, Francine, for child care, without pay and without health benefits from 10/30/17 through the end of the working day on 12/22/17.

Stephens, Thomas for educational purposes, without pay and without health benefits from 8/7/17 through the end of the working day on 5/24/18.

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**3. Employment, effective as noted:**

<b>Permanent Employees:</b>	<b><u>Range/Step:</u></b>	<b><u>Effective:</u></b>
Barraza, Marisa Instructional Assistant – Behavioral Support	51/01	05/08/2017
Beer, Nancy Bus Driver	55/01	05/23/2017
Delgado, Angelica Instructional Assistant – Adult Transition	51/01	05/05/2017
Heathington, Travis Maintenance Electrician	66/03	06/07/2016
Osorio-Serrane, Victor Bus Driver	55/01	05/03/2017
Shehadeh, Ahmad Instructional Assistant – Behavioral Support	51/01	05/22/2017
<b>Promotions:</b>		
Carrillo, Liliana Executive Assistant	63/03	04/24/2017
Dufur, Michelle Food Service Assistant III	49/05	05/22/2017
Moreno, Alfred Maintenance Foreman	06/10	05/10/2017
<b>Substitute Employees:</b>		
Alvarez-Rojas, Marysol Substitute Instructional Assistant – Behavioral Support	51/01	05/01/2017
Alvarez-Rojas, Marysol Substitute Instructional Assistant – Behavioral Support	51/01	05/01/2017
Alvarez-Rojas, Marysol Substitute Instructional Assistant – Specialized Academic Instruction	43/01	05/01/2017
Becerra, Isabella Substitute Instructional Assistant – Adult Transition	51/01	05/15/2017



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Becerra, Isabella Substitute Instructional Assistant – Behavioral Support	51/01	05/15/2017
Becerra, Isabella Substitute Instructional Assistant – Specialized Academic Instruction	43/01	05/15/2017
Chase, Tiffany Summer Tutor	\$14.53/Hr.	05/23/2017
Figueroa, Christian Substitute Instructional Assistant – Adult Transition	51/01	08/09/2017
Figueroa, Christian Substitute Instructional Assistant – Behavioral Support	51/01	08/09/2017
Figueroa, Christian Substitute Instructional Assistant – Specialized Academic Instruction	51/01	08/09/2017
Freels, Kimberly Substitute Instructional Assistant – Behavioral Support	51/01	05/01/2017
Freels, Kimberly Substitute Instructional Assistant – Specialized Academic Instruction	43/01	05/01/2017
Gonzalez-Zuniga, Ana Substitute Instructional Assistant – Bilingual	47/01	04/18/2017
Gonzalez-Zuniga, Ana Substitute Secretary - Bilingual	53/01	04/13/2017
Guerrero, Randi Substitute Secretary	51/01	05/10/2017
Guerrero, Randi Substitute Secretary – Bilingual	53/01	05/10/2017
Harrison, Kiyon Substitute Food Service Assistant I	41/01	05/15/2017
Haynes, Clinton Substitute Food Service Assistant I	41/01	05/17/2017
Kennedy, Holly Substitute Instructional Assistant – Medically Fragile	51/01	05/10/2017

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Ngo, Bruce Substitute Technology Service Technician	57/01	05/15/2017
Roberts, Shylaine Substitute Health Service Technician	51/01	04/26/2017
Salgado, David Substitute Food Service Assistant I	41/01	05/15/2017
Zamora, Anna Substitute Health Service Technician	51/01	04/25/2017

4. **Workability, current minimum wage or stipend of \$256 effective as noted:**  
(Workability Grant Funds)

**Effective**

Aguilar, Tatiana	05/25/2017
Arciniega, Brenda Noemi	05/04/2017
Bahena, David	05/30/2017
Bedolla, Vincent	05/19/2017
Bermejo, Valeria	05/25/2017
Brito, Samuel	04/28/2017
Campos, Denise	05/10/2017
Castro, Zaira	04/28/2017
Ceja, Yesenia	05/30/2017
Cervantes, Juan	05/16/2017
Chavez, Giselle	05/18/2017
Cruz, Sierra	05/12/2017
Daniel, Jorge	04/28/2017
De La Torre, Omar	05/19/2017
Doss, Geralyn	05/04/2014
Escalante, Steven	04/28/2017
Espino, Jonathan	05/04/2017
Files, Daniel	05/19/2017
Galaviz, Geniva	05/22/2017
Garcia, Xitlaly	05/04/2017
Goglas, Justin	04/28/2017
Goodman, Nicholas	05/19/2017
Guevara, Alena	05/18/2017
Guzman, Nicolas	05/25/2017
Hart, Jackson	05/25/2017
Hernandez, Jonathan	05/12/2017
Horner, Michael	04/28/2017
Jimenez, Lindsay	05/04/2017
Lievanos, Karen	05/02/2017
Lopez, Alex	05/10/2017
Lopez, Jadeline	05/30/2017
Lopez, Maria	05/30/2017
Lopez, Sergio	05/02/2017
McIver, Kody	05/04/2017
Medina, Joseph	05/30/2017

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Montalvo, Andrea	04/28/2017
Navarrete, Jonathan	05/19/2017
Nguyen, Harrison	05/04/2017
Paul, Brian	05/19/2017
Pineda, Andrew	05/25/2017
Reyes, Austin	05/25/2017
Rodriguez, Joseph	05/25/2017
Rodriguez, Richard	05/04/2017
Salas, Skyla	05/18/2017
Sanchez, Karina	05/18/2017
Soria, Justin	05/02/2017
Tran, Anthony	05/30/2017
Trujillo, Miguel	05/22/2017
Valencia, Ingrid	05/16/2017
Villalpando-Valencia, Freddy	05/19/2017
Zarate, Brian	05/04/2017
Zepeda, Joseph	05/04/2017
Zuniga, Jorge	05/19/2017

5. **Summer Employment other than Extended School Year, effective as noted:**

	<b><u>Range/Step</u></b>	<b><u>Effective:</u></b>
Aguilar, Dahlia Custodian	48/01	05/30/2017
Aguirre, Brandy Instructional Assistant – Specialized Academic instruction (Bilingual)	47/10	07/25/2017
Amador, Silvia Food Service Assistant I	41/10	06/05/2017
Armenta, Amber Instructional Assistant – Behavioral Support	51/02	07/25/2017
Arnold, Angela Food Service Assistant III	52/10	06/16/2017
Ascencio, Laura Instructional Assistant – Behavioral Support	51/10	07/25/2017
Asturi, Victoria Food Service Assistant III	50/10	06/16/2017
Banks, Landy Secretary – Attendance (Bilingual)	53/07	07/25/2017
Bastida, Joaquin Bus Driver	55/03	06/05/2017

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Van Kellogg, Vanessa Bus Driver	55/03	06/05/2017
Velasquez, Maria Food Service Assistant I	41/10	06/05/2017
Villarreal, Sandra Instructional Assistant – Bilingual (Spanish)	47/10	07/24/2017
Waage, Gary Warehouse Worker – Food Service	51/05	06/05/2017
Zelaya, Kevin Bus Driver	55/02	06/05/2017
Zuniga, Monica Food Service Assistant II	49/10	05/30/2017

4. **Extended School Year Employment, effective as noted:**

	<b><u>Range/Step</u></b>	<b><u>Effective:</u></b>
Armas, Norma Secretary – School Support	53/10	06/19/2017
Gaggiano, Wendy Licensed Vocational Nurse	55/03	06/19/2017
Macias, Martha Office Assistant – Bilingual	47/10	06/05/2017
Park, Karen Sr. Administrative Assistant – School Support	61/05	06/02/2017

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Beard, Rosa Food Service Assistant II	49/10	05/30/2017
Berry, Ron Bus Driver	55/02	06/05/2017
Bevins, Stephen Custodian	48/01	05/30/2017
Bidwell, Judy Food Service Assistant III	50/10	06/16/2017
Bousman, Gene Warehouse Worker – Central Warehouse	51/04	06/26/2017
Bravo, Edelmira Food Service Assistant I	41/10	06/05/2017
Bullard, Leah Food Service Manager I	03/10	06/01/2017
Burns, Phillip Sous Chef	55/09	06/05/2017
Calderas, Gabriela Instructional Assistant - Bilingual	47/10	04/25/2017
Campos, Hermelinda Food Service Assistant I	41/10	06/05/2017
Carr, Vanessa Secretary – Attendance (Bilingual)	53/10	06/05/2017
Casarrubias, Lourdes Food Service Assistant III	50/10	06/16/2017
Casillas, Maria Custodian	48/01	05/30/2017
Castro, Nora Food Service Assistant III	50/10	06/16/2017
Castro-Acuna, Maria Custodian	48/01	06/19/2017
Cazares, Maribel Food Service Assistant	49/10	06/05/2017
Chinchilla, Silvia Food Service Assistant I	41/10	05/30/2017

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Clausson, Robert Warehouse Worker – Central Warehouse	51/08	06/26/2018
Correa, Albert Bus Driver	55/03	06/05/2017
Cornejo, Patricia Custodian	48/01	05/30/2017
Cox, Dolores Bus Driver	55/03	06/05/2017
Crocitto, Matthew Instructional Assistant – Behavioral Support	51/02	07/25/2017
Deanda, Consuelo Food Service Assistant I	41/10	05/30/2017
De Morneau, Laura Instructional Assistant – Specialized Academic Instruction	43/02	07/25/2017
De Navarro, Alma Food Service Assistant I	41/10	06/05/2017
Doiron, David Bus Driver	55/02	06/05/2017
Dolores, Gabriela Food Service Assistant I	41/10	06/05/2017
Evers, Roger Food Service Manager II	05/05	06/01/2017
Farias, Lorena Office Assistant - Bilingual	47/02	05/31/2017
Fernandez, Leticia Secretary - Registrar/Records (Bilingual)	53/10	06/19/2017
Fite, Esperanza Instructional Assistant – Bilingual (Spanish)	47/10	07/26/2017
Flores, Lourdes Food Service Assistant I	41/10	06/05/2017
Fragoza, Veronica Instructional Assistant – Bilingual (Spanish)	47/10	05/09/2017
Gaggiano, Wendy Licensed Vocational Nurse	55/03	06/05/2017

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Gamarro, Mario Bus Driver	55/04	06/05/2017
Garcia, Jasmine Office Assistant	43/10	07/27/2017
Garcia, Marlene Bus Driver	55/03	06/05/2017
Garcia, Tracy Family and Community Engagement Specialist	56/01	06/19/2017
Giron, America Food Service Assistant III	52/10	06/16/2017
Gomez, Velia Food Service Assistant I	41/10	06/05/2017
Gonzalez, Maria Custodian	48/01	06/05/2017
Gonzalez, Yolanda Secretary – Registrar/Records	51/10	06/19/2017
Gutierrez, Leo Custodian	48/01	05/30/2017
Hernandez, Norma Food Service Production Assistant	51/07	06/05/2017
Hernandez-Gutierrez, Geovania Food Service Assistant I	41/10	05/30/2017
Huttner, Heather Licensed Vocational Nurse	55/06	06/05/2017
Islas, Brian Bus Driver	55/03	06/05/2017
Islas, Brian Warehouse Worker – Central Warehouse	51/01	06/26/2017
Jemerson, Troy Custodian	48/01	05/30/2017
Jimenez-Nunez, Xochilt Instructional Assistant – Specialized Academic Instruction	43/03	07/25/2017
Jones, Angelique Health Services Technician	51/01	07/25/2017

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Jones, Jackie Food Service Assistant IV	51/10	05/30/2017
Juarez, Laura Food Service Assistant I	41/10	05/30/2017
Judge, Juanita Secretary – Program Support	51/07	05/30/2017
Kneeskern, Ana Campus Safety Aide	41/10	07/25/2017
Kratz, Delores Warehouse Worker – Central Warehouse	51/01	06/26/2017
Lant, Roy Warehouse Worker – Central Warehouse	51/04	06/26/2017
Lara de Gorkin, Sanjuana Warehouse Worker – Central Warehouse	51/01	06/26/2017
Lazo, Victoria Food Service Assistant II	49/10	06/05/2017
Lazcano, Lidia Office Assistant - Bilingual	47/10	05/30/2017
Lizarraga-Victorio, Aquilina Custodian	48/01	05/30/2017
Lopez, Alexander Food Service Manager II	05/06	06/01/2017
Lopez, Yamilet Food Service Assistant III	50/10	06/16/2017
Loya, Leonor Food Service Assistant I	41/10	05/30/2017
Lujan, Celina Bus Driver	55/04	06/05/2017
Maldonado, Richard Bus Driver	55/01	06/05/2017
Maldonado-Leon, Martha Food Service Assistant I	41/10	06/05/2017
Martinez, Jose Bus Driver	55/03	06/05/2017



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Martinez, Maria Custodian	48/01	05/30/2017
Martinez, Maricela Custodian	48/01	05/30/2017
Melendez, Raquel Office Assistant - Bilingual	47/05	06/20/2017
Melillo, Calli Health Services Technician	51/03	07/24/2017
Mendez, Alma Food Service Assistant I	41/10	06/05/2017
Mercado, Michael Bus Driver	55/03	06/05/2017
Morton, Frances Food Service Assistant III	52/10	06/16/2017
Mugica, Charlene Custodian	48/01	05/30/2017
Noel, Tom Bus Driver	55/02	06/05/2017
Ochoa, Cirilo Bus Driver	55/02	06/05/2017
Osorio, Victor Bus Driver	55/01	06/05/2017
Patanella, James Food Service Manager I	03/10	06/01/2017
Perez, Rosa Bus Driver	55/04	06/05/2017
Pina, Leticia Food Service Assistant I	41/10	06/05/2017
Perez, Elvira Food Service Assistant II	49/10	06/05/2017
Preston, Ruthie Instructional Assistant – Behavioral Support	51/02	07/25/2017
Ramirez, Israel Instructional Assistant – Specialized Academic Instruction	43/02	07/25/2017

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Ramirez, Sylvia Food Service Assistant I	41/10	06/05/2017
Ramirez, Yenev Office Assistant - Bilingual	47/03	05/31/2017
Rees, Nancy Bus Driver	55/01	06/05/2017
Rios, Rosalba Food Service Assistant I	41/10	05/30/2017
Rodriguez, Yolanda Food Service Assistant I	41/10	06/05/2017
Ruelas-Palomino, Socorro Food Service Assisat I	41/10	06/05/2017
Ruhl, Laura Office Assistant	43/10	05/31/2017
Ruth, Lynnetta Food Service Assistant III	50/10	06/16/2017
Salgado, Alfredo Bus Driver	55/02	06/05/2017
Santana, Jose Bus Driver	55/01	06/05/2017
Serrao, Vincent Instructional Assistant – Behavioral Support	51/05	07/25/2017
Simmons, Madeline Food Service Production Assistant	51/10	06/05/2017
Sobhana, Zakeya Food Service Assistant III	50/10	06/16/2017
Swetland, Scot Custodian	48/01	05/30/2017
Trujillo, Wendy Food Service Assistant III	50/10	06/16/2017
Valerio, Geovannie Bus Driver	55/02	06/05/2017
Valle, Maria Food Service Assistant I	41/10	06/05/2017

**ANAHEIM UNION HIGH SCHOOL DISTRICT**

501 N. Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, [www.auhsd.us](http://www.auhsd.us)

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**BOARD OF TRUSTEES**  
**Minutes**  
**Thursday, April 13, 2017**

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**UNADOPTED**

1. **CALL TO ORDER—ROLL CALL**

Board President Piercy called the regular meeting of the Anaheim Union High School District Board of Trustees to order at 2:46 p.m.

Present: Anna L. Piercy, president; Katherine H. Smith, clerk; Al Jabbar, assistant clerk; Brian O'Neal and Annemarie Randle-Trejo, members; Michael B. Matsuda, superintendent; Jaron Fried, Ed.D., Brad Jackson, assistant superintendents; and Jeff Riel, District counsel.

Absent: Jennifer Root, assistant superintendent.

2. **ADOPTION OF AGENDA**

Staff requested the following amendments to the agenda:

- Exhibit G, replace exhibit
- Exhibit U, replace exhibit
- Exhibit OO, replace exhibit
- Exhibit DDD, replace page 1
- Exhibit III, replace page 1

On the motion of Trustee Jabbar, duly seconded and unanimously carried, following discussion, the Board of Trustees adopted the agenda as amended.

3. **PUBLIC COMMENTS, CLOSED SESSION ITEMS**

There were no requests to speak.

4. **CLOSED SESSION**

The Board of Trustees entered closed session at 2:49 p.m.

Jennifer Root entered the meeting at 5:05 p.m.

5. **RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT**

5.1 **Reconvene Meeting**

The Board of Trustees reconvened into open session at 6:00 p.m.

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

Student Representative to the Board of Trustees Ruthie Mendez led the Pledge of Allegiance to the Flag of the United States of America and provided a moment of silence.

5.3 **Clerk's Report**

Board Clerk Smith reported the following actions taken during closed session.

- 5.3.1 No reportable action taken regarding public employee performance evaluation, superintendent.
- 5.3.2 No reportable action regarding anticipated litigation.
- 5.3.3 No reportable action taken regarding negotiations.
- 5.3.4 No reportable action taken regarding personnel.
- 5.3.5 The Board of Trustees took formal action, with a 5-0 vote, to dismiss employee HR-2016-17-16.
- 5.3.6 The Board of Trustees took formal action, with a 5-0 vote, to have District counsel prepare a settlement agreement in Case No. 30-2012-00570626.
- 5.3.7 The Board of Trustees took formal action, with a 5-0 vote, to file a writ of mandate in OAH Case No. 2016040305.
- 5.3.8 The Board of Trustees took formal action, with a 5-0 vote, to accept the settlement on Claim AUHSD 16-04, Tort Claim #373.
- 5.3.9 The Board of Trustees took formal action, with a 5-0 vote, to approve the settlement agreement OAH Case No. 2017010784.
- 5.3.10 The Board of Trustees took formal action to approve the expulsion of the following students.
  - 1. 16-21 under Education Code 48900(c)
  - 2. 16-22 under Education Code 48900(a)(1) and 48915(a)(1)
  - 3. 16-23 under Education Code 48915(a)(1)

6. **INTRODUCTION OF GUESTS**

The Board of Trustees recognized our community stakeholders for their interest in the Anaheim Union High School District and for attending our Board meeting. Thank you for your participation and contribution as we create an educational environment that graduates socially aware, civic-minded students who are college and career ready for the 21<sup>st</sup> century.

In addition, Board of Trustees' President Piercy introduced Dean Elder, ASTA president; Cheryl Ing, ASCPTA president; Ryan Ruelas, Anaheim Elementary School District board president; Larry Larsen, Anaheim Alumni Association; Claudia Peña, representative for Assemblywoman Sharon Quirk-Silva; Rachel Rolnicki, representative for Congressman Lou Correa; Katerina Ioannides, representative for Senator Josh Newman; and Jackie Brock, CSEA president.

7. **BOARD OF TRUSTEES' RECOGNITION**

7.1 **Anaheim Union High School District Teachers of the Year**

The Board of Trustees recognized teachers of the year, John Bautista, Emilia Leon, and Alfonso Rodriguez, who were among the 20 teachers identified as the Anaheim Union High School District's Teachers of the Year for 2016-17. They have been selected to represent the District in the Orange County Teachers of the Year Program.

7.2 **California Association of Bilingual Education (CABE), 2017 Administrator of the Year**

The Board of Trustees recognized Anaheim Union High School District Superintendent Michael B. Matsuda for being named the CABE 2017 Administrator of the Year.

7.3 **Spelling Bee Winners**

The Board of Trustees recognized the following students for their outstanding accomplishments as winners of the District's Spelling Bee.

Junior High Spelling Bee

1 <sup>st</sup> Place	Edward Park	Oxford Academy
2 <sup>nd</sup> Place	Mashal Khan	Lexington Junior High School
3 <sup>rd</sup> Place	Ha Duong	Dale Junior High School

7.4 **Donations**

The Board of Trustees recognized the following individuals for their generous donation to the District.

Yamaha Corporation of America and Mr. Holland's Opus Foundation	22 Yamaha Keyboards Estimated value \$2,700	Dale Junior High School
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8. **REPORTS**

8.1 **Principals' Report**

Jennifer Brown, Kennedy High School interim principal, and Dr. Kirsten Levitin, Walker Junior High School principal, presented a report on their school site branding plan.

8.2 **Student Representative's Report**

Ruthie Mendez, student representative to the Board of Trustees, reported on student activities throughout the District.

8.3 **Reports of Associations**

Jackie Brock, CSEA president, said she is looking forward to a short negotiation and will be in full contract mode for next year. She also noted its a busy time and will begin visiting school sites.

8.4 **Parent Teacher Student Association (PTSA) Reports**

Cheryl Ing, ASCPTA president, reported on the 4<sup>th</sup> District Administrator's Dinner, PTA Convention in San Jose, and the Honorary Service Awards Dinner. In addition, she invited the Board and District staff to the "Emerging Drug Trends" event scheduled for April 27. She also stated that she will continue to be the ASCPTA president for next year.

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

- 9.1 Michael Buss, Anaheim Arts Council president, complimented the work of our students who participated, as well as expressed his disappointment regarding the participation at the AUHSD Theater and Dance Festival. He also expressed concerns regarding the new health course requirements and hopes the District will find a way to not impact the other electives.
- 9.2 Claudia Peña, representative for Assemblywoman Sharon Quirk-Silva, said she was honored to be here tonight and present certificates to all being recognized.
- 9.3 Rachel Rolnicki, representative for Congressman Lou Correa, also thanked the Board for allowing her to present certificates and said she looks forward to working with our District.

10. **PRESENTATION**

10.1 **Civic Engagement Teams**

Background Information:

A cohort of teachers from Anaheim, Katella, Loara, and Savanna high schools, applied for an Institute for Teaching (IFT) grant offered by the California Teachers Association (CTA) in April 2016. The name of the grant, "Students Leading Students: Creating Change in Anaheim," focused on providing students from the four eastside school sites with an opportunity to get involved in the community through various civic engagement and community service projects, all of which are student created and student driven.

Current Consideration:

Students from Anaheim High Schools' BROS and CROWN organizations, who played a significant role in writing this grant and planning the various roundtable meetings at Anaheim, Katella, Loara, and Savanna high schools, presented the various activities and opportunities the IFT grant from CTA has provided them with. Daniel Ayala, the BROS ambassador, and other participants from the roundtable meetings, provided a brief presentation and testimony of the impact this grant has had in establishing better school-community relations at these four school sites.

Budget Implication:

There is no impact to the budget.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, the Board officially received the information.

10.2 **Community Service Learning Project, Sami Brown**

Background Information:

Civic engagement and civic service learning have become a high interest of the District. A new graduation requirement, which requires students to earn a minimum of 40 community

service hours by graduation was approved beginning with the Class of 2020. Thousands of District students participated in campus and local community service events, including the Servathon, each year. Additionally, a number of students participated in civic learning projects outside of school.

Current Consideration:

Sami Brown presented on her civic learning project entitled Work in Progress (WIP). The project is geared toward informing junior high school students of STEAM-related high school academic and extracurricular opportunities.

Budget Implication:

There is no impact to the budget.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, the Board officially received the information.

10.3 **YMCA, Anaheim Achieves Program**

Background Information:

The After School Education and Safety (ASES), as well as 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens (ASSETs) programs are state and federally funded initiatives to provide literacy, academic enrichment, and safe constructive alternatives for students. Through these grants, the District has partnered with the YMCA to provide Extended Learning opportunities during the school year and summer through Anaheim Achieves. Anaheim Achieves currently serves students at Ball, Brookhurst, Dale, Orangeview, South, and Sycamore junior high schools, as well as Anaheim, Katella, Loara, Magnolia, and Western high schools.

Current Consideration:

Jamie Millan, director of guidance and student services, as well as Chris Moises and Donna Frey of the YMCA, provided an update and presentation on the current Anaheim Achieves partnership with the District.

Budget Implication:

There is no impact to the budget.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, the Board officially received the information.

11. **ITEMS OF BUSINESS**

**RESOLUTIONS**

11.1 **Resolution No. 2016/17-B-22, Zero-Emission School Bus Grant Funding Program Application through North Coast Unified Air Quality Management District (NCUAQMD)**

Background Information:

The District requested to apply for NCUAQMD funding under the Rural School Bus Pilot Project Grant for the purchase of new electric school buses. The grant is for approximately \$400,000 for each school bus awarded, including sales tax. Additionally, NCUAQMD will

provide \$5,000, per school bus for infrastructure for every electric school bus awarded. If approved by NCUAQMD, the District would utilize the grant funding for one electric school bus.

Current Consideration:

NCUAQMD has posted an opportunity for school districts to apply for grants for 100 percent funding for new fully electric school buses with a 41 passenger capacity, plus wheel chair lift. NCUAQMD will pay 100 percent of the purchase price, including sales tax, plus up to \$5,000, per bus for electric recharging stations. The applying school district must pay for any optional equipment above the "base model" bus price, such as wheel chair lift and/or air conditioning.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar and duly seconded, the Board of Trustees adopted Resolution No. 2016/17-B-22. The roll call vote follows.

Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

11.2 **Resolution No. 2016/17-B-23, Temporary Interfund Transfer**

Background Information:

The Board of Trustees requested to adopt Resolution No. 2016/17-B-23, Temporary Interfund Transfer. In the past as part of the State's solution to its own cash flow or budgetary problems, it deferred the payment of principal apportionment to school districts from the year in which it is normally received, to the following year. Currently, there is one partial cash deferral from June to July. While major cash flow needs are not anticipated for 2017-18 year, cash low points can occur during the year, which may need to be covered temporarily.

Current Consideration:

This resolution provides as much flexibility as possible for 2017-18 year within the District's cash resources. This resolution allows for temporary interfund cash transfers from the Capital Project Funds, Special Reserve Funds, Special Revenue Funds, and Self-Insurance Funds to the General Fund.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar and duly seconded, the Board of Trustees adopted Resolution No. 2016/17-B-23. The roll call vote follows.

Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

11.3 **Resolution No. 2016/17-HR-08, Classified Reduction in Force**

Background Information:

Instructional assistants (IAs) provide a valuable service to students at school sites. Some instructional assistants work one-on-one with students and are assigned to one student, due to the nature of the student's disability. When a disabled student leaves the District or no



longer requires services, there may be a surplus of instructional assistants, specifically those classified as IA-medically fragile/orthopedically impaired.

Current Consideration:

This resolution is a reduction in force, due to lack of work. The reduction includes the elimination of one instructional assistant-medically fragile/orthopedically impaired position and one instructional assistant-adult transition position, which is currently vacant, effective August 24, 2017. The layoff will be implemented in accordance with the requirements of the Education Code.

Budget Implication:

The reduction of classified personnel will reduce the budget by \$100,600.

Action:

On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2016/17-HR-08. The roll call vote follows.

Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

11.4 **Resolution No. 2016/17-HR-09, Classified Reduction in Force**

Background Information:

Economic conditions including declining enrollment, increased employer contribution to CalSTRS and CalPERS, and increased employee health and welfare costs have caused deficit spending which has had an adverse impact on the finances of the District. According to the 2017-18 adopted budget, which is a three-year forecast, the District will be required to reduce approximately 21.6 million dollars in expenditures over the next three years. Due to this economic uncertainty, the District will need to begin reducing expenditures with the 2017-18 adopted budget. These needed reductions necessitate a reduction in force among personnel in certificated, classified, and management positions.

Current Consideration:

This resolution is a revision of Resolution No. 2016/17-HR-07, and a reduction in force, due to lack of work and/or lack of funds. The eliminated positions are listed in Exhibit E and will be effective July 1, 2017. Though services will be reduced in these areas, essential services will continue to be provided. The layoff will be implemented in accordance with the requirements of the Education Code.

Budget Implication:

The reduction in force will reduce costs by approximately \$2.1 million.

Action:

On the motion of Trustee O'Neal and duly seconded, following discussion, the Board of Trustees adopted Resolution No. 2016/17-HR-09. The roll call vote follows.

Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

## **BUSINESS SERVICES**

### **11.5 *New Board Policy 41010, Debt Policy, First Reading***

#### Background Information:

On September 12, 2016, Governor Brown signed Senate Bill (SB) 1029 (Hertzberg) that requires school districts, beginning January 1, 2017, to certify that they have adopted a debt policy, and that each proposed issuance of debt is consistent with the policy. The certification will be required in the Report of Proposed Debt Issuance that is filed with the California Debt & Investment Advisory Commission (CDIAC) prior to the issuance of debt.

#### Current Consideration:

The Board of Trustees were asked to consider adoption of the Debt Policy. The policy meets the requirements of Government Code Section 8855, which was amended by SB 1029.

#### Budget Implication:

There is no impact to the budget.

#### Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, the Board officially reviewed new Board Policy 41010.

### **11.6 *Revised Board Policy 9701.01, Community Use of School Facilities, First Reading***

#### Background Information:

California legislators have amended sections of Education Codes 38130-38139 to better define use of school district buildings and grounds. The amendments also allow districts to recoup direct costs necessitated by an organization's use of school facilities.

#### Current Consideration:

Board Policy 9701.01 has been revised to ensure compliance with California State Assembly and Senate updates to Education Code Sections 38130-38139.

#### Budget Implication:

Revisions to the policy will help to reduce expenses resulting from non-District use of school facilities to the General Fund.

#### Action:

Although this was as information item only, requiring no formal action by the Board of Trustees, the Board officially reviewed and discussed Board Policy 9701.01, as amended prior to the adoption of the agenda.

### **11.7 *Rejection of Liability Claim***

The Board of Trustees was requested to reject a liability claim that was filed on March 20, 2017, and identified as AUHSD 17-04 (Tort Claim 376). After review, staff determined that the claim was not a proper charge against the District.

#### Action:

On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees rejected AUHSD 17-04 (Tort Claim 376) as not a proper charge against the District, and authorized staff to send the notice of rejection.

11.8 **Public Road and Utility Easement**

Background Information:

The city of Anaheim has secured funding for the Cerritos Avenue Sidewalk Gap Closure Project. It is a project that will directly benefit Loara High School's pedestrian students and the community at large. City staff met with the District to view and discuss the proposed improvements that will focus on pedestrian safety in the immediate area surrounding the intersection of Cerritos Avenue and Euclid Avenue. The work will entail the construction of approximately 387 lineal feet of new concrete sidewalk along Cerritos Avenue, east of Euclid Avenue, the reconstruction of new accessible (ADA compliant) curb ramps at the four corners of the intersection, and the relocation of one traffic signal pole at the northwest corner by Loara High School. The city of Anaheim anticipates starting construction in late November 2017, upon certification of right of ways.

Current Consideration:

The easement is necessary in order for the City to construct the accessible (ADA compliant) ramp/landing, sidewalk and traffic signal pole relocation to current standards and code regulations. An easement of approximately 183 square feet will allow for the reconstruction of an accessible curb ramp and landing. Any future maintenance, repairs, and graffiti abatement in the easement area will be the responsibility of the city of Anaheim.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, following discussion, the Board of Trustees approved granting a Public Road and Utility Easement to the city of Anaheim.

11.9 **Approval of Prequalification Process for the New Kitchen Project**

Background Information:

Public Contract Code (PCC) 20111.5 allows a school district to require each prospective bidder for a contract to complete and submit a standardized questionnaire and financial statement. A uniform system of rating bidders on the basis of the completed questionnaire and financial statements must be adopted by the governing board of a school district.

Current Consideration:

The District anticipates a large expenditure and the need for highly qualified contractors for the New Central Kitchen Project and intends to require prequalification of all contractors. A uniform system of rating bidders on the basis of completed questionnaires and financial statements has been developed and will be utilized upon approval by the Board of Trustees. This enhanced prequalification process enables the District to build a pool of contractors that have demonstrated they meet certain qualifications to complete this project.

Budget Implication:

There is no impact on the budget.

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees adopted the uniform system of prequalifying and rating prospective bidders for prequalification for the New Central Kitchen Project pursuant to PCC 20111.5.

11.10 **Zonar Systems, Inc.**

Background Information:

Bus drivers, as well as school staff, need to be able to quickly identify approved District bus riders. Bus drivers also need to be able to identify students in the event of an accident or other catastrophic event. Currently, students at three schools have stickers attached to their student identification card to identify them as bus riders.

Current Consideration:

Zonar Systems, Inc. offers a bus pass system called Zpass. Student bus riders will be issued a bus pass. The bus pass will have the student, school, and bus information on the front. On the back will be simple reminders, regulations, and a Radio Frequency Identification (RFID) barcode. There will be an RFID reader placed just inside the bus door that reads each card as the student enters and exits the bus. The reader will record the time, date, and location of the entrance and exit. The system will increase student safety in case of an emergency. It will also automate Medicaid reimbursement reporting. Zpass will help transportation staff answer parent and school staff questions faster and accurately, as well as reduce parent inquiries.

Budget Implication:

The cost to purchase Zpass, training, and three years of an annual service fee will not exceed \$44,000. The District will be charged an annual service fee of \$7,584 (\$96 per bus) for each subsequent year. (General Funds)

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, following a lengthy discussion, the Board of Trustees approved the purchase of Zpass.

11.11 **National School Lunch Program Price Increase**

Background Information:

School program regulations require school districts participating in the National School Lunch Program to annually review their lunch prices for the full price meal students. For 2016-17 year. School Food Authorities (SFAs), which on a weighted average, charged less than \$2.86 for paid lunches, are required to adjust their weighted average lunch price or add non-federal funds to the non-profit school food service account for the 2017-18 year.

Current Consideration:

Anaheim Union High School District's paid lunch price or weighted average price, for 2016-17 year is \$2.75, thus, an increase is mandated. Full price meals for AUHSD were last increased over ten years ago. It is the recommendation of the Food Services Department that meal prices be increased for the 2017-18 year as follows:

Meal Type:

Junior and High School Lunch

Current Price:

\$2.75

Proposed Price:

\$3.00

Budget Implication:

Food Services is a self-sustaining fund, there is no impact to the General Fund.

Action:

On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees approved the price increase.

11.12 **Agreement, Government Financial Strategies, Inc. (GFS)**

Background Information:

At various times the District requires financial advisory services which include, but are not limited to, a range of topics such as: review of facilities needs and costs, review of short and long term cash flow schedules, potential revenue sources, assistance with the production of a comprehensive financial plan, financial advisory services in connection with any debt issues, real estate acquisition and lease agreements, allocation of revenues to expenditures, development of financial strategies, as well as reviews of documents and presentations if needed to the governing board.

Current Consideration:

The District wishes to continue its relationship with GFS, headed by President Lori Raineri, to provide financial advisory services to the District. The current scope of work includes a specific project for the potential issuance of the 2017 General Obligation Bonds (GO Bonds).

Budget Implication:

The scope of work that is in relationship to the issuance of the 2017 GO Bonds provides a fixed fee not to exceed \$58,750, plus \$1,500 for expenses (mainly printing and distribution of the official statements). (Measure H and General Funds)

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the agreement with GFS.

**EDUCATIONAL SERVICES**

11.13 **Memorandum of Understanding (MOU), Anaheim Convention Center**

Background Information:

In 1965, the Anaheim Union High School District and the city of Anaheim entered into a Joint Powers Agreement (JPA) to assist with the financing for the original construction of the Anaheim Convention Center. The JPA created the Convention Center Authority for oversight of the debt obligation and the convention center. Under the agreement, District property was used as collateral for the initial loan to construct the convention center. Under the JPA, the District was provided periodic access and use of the convention center for school related activities and events. The JPA extended for 40 years or until the debt obligations under the JPA were retired. In December 2014, the City paid the debt obligation under the JPA. As such, the JPA has no further obligations. On April 4, 2017, the city of Anaheim terminated the JPA and the Community Center Authority because there was no longer any purpose for either.

Current Consideration:

The District would like to continue access to the convention center for school related activities and events. The city of Anaheim is interested in continuing the District's access to the convention center. The proposed MOU permits the District's continued use of the

convention center which is relatively consistent with the District access and use of the convention center, under the JPA. On April 4, 2017, Anaheim City Council approved the attached MOU permitting the District continued use of the Anaheim Convention Center.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the MOU.

11.14 **Client Services Agreement, Hanover Research Council**

Background Information:

On September 23, 2016, Governor Jerry Brown signed the Safe Neighborhoods and Schools Fund: Learning Communities for School Success program into law. This new program will provide grants to local school districts to implement research-based strategies to improve school climate and to mitigate the school-to-prison pipeline. The Request for Proposal (RFP) from California Department of Education was released during the week of April 3, 2017. This grant opportunity aligns to current work in the District and our community with a focus on early intervention for students, reducing chronic absenteeism, and preventing student dropout. Due to the demographics of the students served by the District, as well as crime rates for the cities we serve, the District will be a strong candidate for these grant funds. If awarded, the Learning Communities for School Success grant award is \$50 per pupil enrolled during the 2015-16 year, each year for three consecutive years. The District award, based on enrollment of 31,276 students, would equal \$1,563,800 each year for the 2017-18, 2018-19, and 2019-20 years. Hanover Research Council is a full-service, research company that offers on-demand, custom research, through a partnership model, as well as grant services and support. The District has contracted with Hanover Research Council since 2014-15 to develop research reports, and is now seeking to contract with the Grant Development Team for proposal development and application for the Learning Communities for School Success Grant.

Current Consideration:

Hanover Research, Grant Division, in collaboration with the District, will assist in the development of a full grant proposal by the May 10, 2017, deadline. Services will include program and research design and consulting, as well as full proposal development. This agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

The total cost is not to exceed \$10,500. (LCFF Funds)

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees ratified the agreement.

11.15 **Agreement, AccentCare Home Health of California**

Background Information:

Students who attend schools in the District may require health and nursing services, which are documented within the Individualized Education Plan (IEP) and provided by personnel employed by the District. These students also often receive in-home health care services provided by a licensed nurse, who is not employed by the District. On occasion, parents will

request that the nurse who assists the student within the home setting also provide the student's health and nursing services at school rather than have these services provided by District employees.

Current Consideration:

The District had an agreement with Dignity Health Trinity Care Extended Care since August 10, 2016. However, this company will be going out of business as of April 15, 2017. Therefore, parents of a student have requested a new private-duty nurse provide health and nursing services at school.

An AccentCare Home Health of California private-duty nurse will accompany the student to school and provide the doctor-ordered specialized health care procedures. Services are being provided April 1, 2017, through July 1, 2017.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees ratified the agreement.

11.16 **Educational Consulting Agreement, Mohammed Forouzesh, Ph.D., MPH**

Background Information:

The District became the lead fiscal agency for a Tobacco Use Prevention Education (TUPE) consortium grant, in the amount of \$1,850,094 for a three-year term from 2014-17. The District and the Anaheim Elementary School District (AESD) are consortium partners. The grant is targeted for grades 6-12 and mandates that curriculum, specific to the appropriate grade levels, is taught at participating schools, including 24 AESD elementary school sites and all District comprehensive school sites, as well as Gilbert and Polaris high schools. In addition, youth development activities related to tobacco and e-cigarette cessation and prevention are expected by each participating school, as well as ongoing prevention education for staff, students, and parents. Action-oriented student assemblies will enhance the TUPE curriculum and provide students with real world experiences and information related to overall goals of the TUPE program.

Current Consideration:

Dr. Mohammad Forouzesh, an experienced and highly regarded TUPE consultant for the Orange County Department of Education, has provided professional learning workshops for TUPE School Site Advisors (SSAs) at the District-held TUPE consortium meetings in January and February 2017. Teachers learned how traumatic life experiences and substance addiction can affect cognition and learning, as well as learned various strategies needed to effectively identify students who are in need of additional support and resources. They also learned about tobacco and vaping products. Services were provided on January 26, 2017, and February 16, 2017.

Budget Implication:

The total cost is not to exceed \$900. (TUPE Funds)

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees ratified the educational consulting agreement.

11.17 **School-Sponsored Student Organizations**

Background Information:

The Board of Trustees gave approval for the establishment of all student organizations. The proposed organizations shall not engage in any activities, other than those that are organizational in nature, until the Board of Trustees has approved its application.

Current Consideration:

The following schools have submitted school-sponsored student organization applications.

- 11.17.1 Social Justice Club, Loara High School
- 11.17.2 The High Rollers Guild, Loara High School
- 11.17.3 Magnolia Fitness Dance, Magnolia High School

Budget Implication:

Each school-sponsored student organization offsets operational costs through donations and fundraising efforts.

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the school-sponsored organization applications.

**HUMAN RESOURCES**

11.18 **Initial Contract Proposal, AUHSD to APGA**

Background Information:

In accordance with Board Policy 6500.01, the District's initial contract proposal to APGA must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. The District's initial contract proposal to APGA for 2016-17 year is presented to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, the Board officially received the proposal in order to proceed to the public hearing.

11.19 **Public Hearing, Initial Contract Proposal, AUHSD to APGA**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the District's initial contract proposal to APGA.

Current Consideration:

The Board must hold a public hearing of the District's initial contract proposal to APGA for the 2016-17 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.



Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal, 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 Anaheim Personnel and Guidance Association (APGA) for 2016-17, at 9:18 p.m.

There were no requests to speak.

Board President Piercy closed the public hearing at 9:18 p.m.

11.20 **Initial Contract Proposal, APGA to AUHSD**

Background Information:

In accordance with Board Policy 6500.01, the Anaheim Personnel and Guidance Association's (APGA) initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. APGA's initial contract proposal to the District for 2016-17 year is presented to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees officially received the proposal in order to proceed to the public hearing.

11.21 **Public Hearing, Initial Contract Proposal, APGA to AUHSD**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the Anaheim Personnel and Guidance Association's (APGA) initial contract proposal to the District.

Current Consideration:

The Board must hold a public hearing of APGA's initial contract proposal to the District for the 2016-17 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the Anaheim Personnel and Guidance Association's (APGA) initial contract proposal to the Anaheim Union High School District (AUHSD) for 2016-17, at 9:18 p.m.

There were no requests to speak.

Board President Piercy closed the public hearing at 9:18 p.m.

11.22 **Initial Contract Proposal, AUHSD to AFSCME**

Background Information:

In accordance with Board Policy 6500.01, the District's initial contract proposal to AFSCME must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. The District's initial contract proposal to AFSCME for 2016-17 year is presented to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees officially received the proposal in order to proceed to the public hearing, as amended prior to the adoption of the agenda.

11.23 **Public Hearing, Initial Contract Proposal, AUHSD to AFSCME**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the District's initial contract proposal to AFSCME.

Current Consideration:

The Board must hold a public hearing of the District's initial contract proposal to AFSCME for the 2016-17 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal, 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 (AFSCME) for 2016-17, at 9:19 p.m.

There were no requests to speak.

Board President Piercy closed the public hearing at 9:19 p.m.

11.24 **Initial Contract Proposal, AFSCME to AUHSD**

Background Information:

In accordance with Board Policy 6500.01, the American Federation of State, County and Municipal Employees (AFSCME) initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. AFSCME's initial contract proposal to the District for 2016-17 year is presented to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees officially received the proposal in order to proceed to the public hearing.

11.25 **Public Hearing, Initial Contract Proposal, AFSCME to AUHSD**

Background Information: The Board of Trustees is required to hold a public hearing to hear comments related to the American Federation of State, County and Municipal Employees (AFSCME) initial contract proposal to the District.

Current Consideration:

The Board must hold a public hearing of AFSCME's initial contract proposal to the District for the 2016-17 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the American Federation of State, County and Municipal Employees (AFSCME) initial contract proposal to the Anaheim Union High School District (AUHSD) for 2016-17, at 9:20 p.m.

There were no requests to speak.

Board President Piercy closed the public hearing at 9:20 p.m.

11.26 **Initial Contract Proposal, AUHSD to CSEA**

Background Information:

In accordance with Board Policy 6500.01, the District's initial contract proposal to CSEA must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. The District's initial contract proposal to CSEA for 2016-17 year is presented to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees officially received the proposal in order to proceed to the public hearing.

11.27 **Public Hearing, Initial Contract Proposal, AUHSD to CSEA**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the District's initial contract proposal to CSEA.

Current Consideration:

The Board must hold a public hearing of the District's initial contract proposal to CSEA for the 2016-17 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal, 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 CSEA for 2016-17, at 9:20 p.m.

There were no requests to speak.

Board President Piercy closed the public hearing at 9:20 p.m.

11.28 **Initial Contract Proposal, CSEA to AUHSD**

Background Information:

In accordance with Board Policy 6500.01, CSEA's initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. CSEA's initial contract proposal to the District for 2016-17 is presented to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees officially received the proposal in order to proceed to the public hearing.

11.29 **Public Hearing, Initial Contract Proposal, CSEA to AUHSD**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the CSEA initial contract proposal to the District.

Current Consideration:

The Board must hold a public hearing of CSEA's initial contract proposal to the District for the 2016-17 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on CSEA initial contract proposal to the Anaheim Union High School District (AUHSD) for 2016-17, at 9:20 p.m.

There were no requests to speak.

Board President Piercy closed the public hearing at 9:21 p.m.

11.30 **Revision to Employee Salary Schedules**

Background Information: The California Public Employees' Retirement System (CalPERS) requires the Board of Trustees to formally adopt salary schedules. The Board of Trustees routinely approves salary schedules when there are adjustments. The salary schedules for contract employees, including the superintendent, assistant superintendents, and District counsel, were not previously Board approved following the Board's approval of contract salary changes for the 2016-17 year.

Current Consideration:

The Board of Trustees is requested to adopt the revised 2015-16 salary schedules for classified employees and certificated employees and the 2016-17 salary schedule for contract employees.

Budget Implication:

There is no impact to the budget. The salaries reflected on the schedules are a budgeted expense.

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees adopted the salary schedules.

11.31 **Memorandum of Understanding (MOU), Point Loma Nazarene University**

Background Information:

The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District school sites.

Current Consideration:

This is a new agreement and provides the opportunity for university students attending Point Loma Nazarene University to serve as interns in our District classrooms. Interns will meet with master teachers to observe, participate, and assist. Interns will meet with an on-site supervisor for the purpose of completing the University's field instruction and participation requirements. Additionally, professional attire and conduct will be reviewed. The agreement is effective March 9, 2017, through August 31, 2022. Due to the University's

policy for executing agreements, this agreement will be signed following approval by the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees ratified the MOU.

12. **CONSENT CALENDAR**

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved all consent calendar items, with the exception of items 12.14 and 12.15 pulled by Trustee O'Neal.

**BUSINESS SERVICES**

12.1 **Transportation Agreement, Orange County School Districts**

Background Information:

The District has been a part of an agreement with other Orange County school districts. This agreement allows Orange County school districts to assist each other in times of need such as field trips, travel for sporting events, and when a district is short drivers for home to school routes. The current agreement is set to expire June 30, 2017.

Current Consideration:

It is in the best interest of the District to continue to be a part of the Orange County school district transportation agreement. The agreement will be in effect from July 1, 2017, through June 30, 2022.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the agreement.

12.2 **Agreement, Meal and Milk**

Background Information:

Anaheim Union High School District has had a vendor agreement to provide meals (breakfast, lunch, and snack) to the Anaheim Elementary School District (AESD) Pre-School Program for over ten years. The inter-agency meal agreement is a five-year agreement, which requires approval by the Board of Trustees.

Current Consideration:

This agreement generates income from the meals served and provides a community service. Services will be provided for five consecutive years effective July 1, 2017, through June 30, 2022. The Food Services Department prepares and delivers meals to AESD pre-schools on a daily basis, and bills AESD for the meals.

Budget Implication:

This agreement generates income from the meals delivered. (Cafeteria Funds)

Action:

The Board of Trustees approved the inter-agency agreement.

12.3 **Agreement, Environmental Network Corporation**

Background Information:

The District requires EPA/AHERA inspections and reports, and hazardous material abatement consulting and inspection services at all District sites. Over the past years, Environmental Network Corporation (ENCORP) has been providing the District with these services, mainly for the District's Maintenance and Facilities renovation projects, and for the updating of associated historical data.

Current Consideration:

The District has an interest in continuing to utilize the services provided by ENCORP. ENCORP's current agreement is set to expire in April 2017. Staff wishes to enter into an agreement with ENCORP for services through April 14, 2018. ENCORP provides high quality service and value through their expertise, as well as experience working with the District.

Budget Implication:

The new agreement will be for a cost not to exceed \$45,000, per year for EPA/AHERA required inspections and reports, as well as \$125,000, per year for hazardous material abatement and consulting services for the upcoming Measure H projects, as well as other work associated with the Maintenance and Facilities departments. (Deferred Maintenance Funds, Routine Restrictive Maintenance (RRM) Funds, Measure H Funds, Facilities Funds, and/or other funds as appropriate).

Action:

The Board of Trustees approved a one-year agreement with ENCORP.

12.4 **Agreement Amendment, Knowland Construction Services**

Background Information:

Knowland Construction Services has been providing Division of the State Architect (DSA) inspector of record and related services for the District. These services are necessary for public works construction and other renovation projects. The Board of Trustees approved the original agreement with Knowland Construction Services on May 14, 2015.

Current Consideration:

The District has an interest in continuing to utilize the services provided by Knowland Construction Services as required for the upcoming Measure H projects, and other work associated with the Maintenance and Facilities departments. This firm has prior knowledge of the District's facilities, projects, and standard procedures.

Budget Implication:

This amendment will increase the current agreement by an additional \$250,000, for an amount not to exceed \$500,000. The current agreement expires May 15, 2018. (Measure H Funds, Deferred Maintenance Funds, Routine Restrictive Maintenance (RRM) Funds, Facilities Funds, and/or other funds as appropriate).

Action:

The Board of Trustees approved the agreement amendment.

12.5 **Lease Agreement, Sharon Quirk-Silva**

Background Information:

The District has vacant administrative space available, which is not needed for school purposes, located at Gilbert West, 6855 La Palma, Buena Park, CA. The District was recently approached by Assemblymember Sharon Quirk-Silva of the 65<sup>th</sup> California Assembly District regarding office space to rent and use as her local administrative office while representing the 65<sup>th</sup> California Assembly District.

Current Consideration:

The District desires to enter into a lease agreement with Assemblymember Sharon Quirk-Silva for approximately 1,500 square feet of the west administration space located at the Gilbert West school site, as authorized by Education Code Section 17453, to act as her local administrative office. This agreement will be signed following approval by the Board of Trustees.

Budget Implication:

Monthly rent, in the amount of \$3,000, will be paid to the District during the two-year initial term.

Action:

The Board of Trustees approved entering into the lease agreement and authorized the District superintendent, or his designee, to execute and take such other actions that may be necessary to carry out the terms of the lease agreement.

12.6 **Piggyback Bids, Purchase Through Public Corporation or Agency**

Background Information:

The Schools and Libraries Program of the Universal Service Fund, commonly known as E-Rate, is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC) and provides discounts to assist most schools and libraries in the United States to obtain affordable data transmission services, equipment, and software. The State of California Department of Technology offers various data and telecommunications services, equipment, and products at competitive pricing through its multiple award contract CALNET 3. CALNET 3 offers state and local agencies opportunities to purchase a comprehensive array of network, as well as telecommunication services that are competitively priced.

Current Consideration:

The District will utilize the State of California Office of Technology Services, Statewide Telecommunications and Network Division (OTech/STND) CALNET 3 Statewide Contract A (SWC-A), C3-A-12-10-TS-01, for various types of network and telecommunication services. A price comparison was done amongst the different providers on the contract and the lowest cost was AT&T Corp., which could provide all the services as required by the District. The cost will be at \$212,623 per year, for one year and up to two additional years, if OTech/STND chooses to extend the contract. The cost will vary based on actual usage of the services and could be considerably more or less than the estimated amount.

Budget Implication:

The total monthly expenditure is estimated to be \$212,623 per year, but will vary since cost is based on actual usage and will be 80 percent from E-Rate, and 20 percent from the General Fund.



Action:

The Board of Trustees approved the purchase of network and telecommunication services from AT&T Corp., pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq. utilizing OTech/STND CALNET 3 Statewide Contract A (SWC-A), C3-A-12-10-TS-01.

12.7 **Award of Bid, Physical Education (P.E.) Uniforms and Related Apparel**

Background Information:

Students at every school site purchase P.E. uniforms for P.E. class. The uniforms consist of a printed t-shirt and shorts. Before 2014 every school site purchased P.E. uniforms from different companies, and the costs were inconsistent between school sites. In 2014, after reviewing all P.E. uniform purchases as an aggregate over one year, it became apparent that the District was encroaching the bid limit as defined in Public Contract Code Section 20111.

Current Consideration:

The District convened a committee of P.E. department chairs tasked with determining a standard P.E. uniform for the District. Specifications were developed by this group based on their research and knowledge of current District requirements ultimately resulting in specifications for a formal bid. Thirty-five bids were sent out and 12 submittals were received. The lowest most responsible and responsive bidder was Kustom Imprints.

Budget Implication:

The District will recognize a saving in the range of approximately \$7,000, per year Districtwide utilizing the standards established by the committee. The total amount of the award is \$106,447 annually. The amount may be more or less depending on actual quantity requirements of each school site.

Action:

The Board of Trustees awarded Bid 2017-07 to Kustom Imprints in an amount not to exceed \$106,447 annually, for a period of up to three years commencing on April 14, 2017. The bid will be reviewed annually, and will be approved or terminated by the District's director of purchasing and central services.

12.8 **Award of Bids, E-Rate 20**

Background Information:

The Schools and Libraries Program of the Universal Service Fund, commonly known as E-Rate, is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC), and provides discounts to assist most schools and libraries in the United States to obtain affordable telecommunication services, equipment, software, and internet access.

At the November 10, 2016, meeting of the Board of Trustees, the process to utilize competitive request for proposals (RFP) was approved, and staff proceeded with the bidding process.

Current Consideration:

As a result of the bidding process, there are two requests for proposals that would be awarded to the lowest responsible and responsive bidders per Resolution 2016/17-B-10 pursuant to Public Contract Code (PCC) Section 20118.2, and one public works bid pursuant to PCC Section 20111 as follows:

Award of Bids

<u>Bid #</u>	<u>Service</u>	<u>Award</u>	<u>Amount</u>
2017-09	Wireless Infrastructure	Sehi Computer Products, Inc.	\$191,830
2017-10	Wireless Maintenance	Sehi Computer Products, Inc.*	\$7,926/Year**
2017-11	Structured Cabling	X-Act Technology Solutions, Inc.	\$238,000

\*Performance and pricing will be reviewed by staff after the initial three-year term to determine the most cost effective solution for the District and may be approved annually for up to two additional years by the director of purchasing and central services.

\*\*Amounts are estimates and based on actual usage, which may be higher or lower.

Budget Implication:

Under the Federal E-Rate program, the District will directly subsidize the cost of the material, equipment, and services being awarded. This means that the District will pay a considerable amount less and will qualify for 80 percent of eligible services based on the percentage of students eligible for free and reduced meals.

2017-09	E-Rate: \$143,054	General Funds: \$48,776
2017-10	E-Rate: \$5,548	General Funds: \$2,378
2017-11	E-Rate: \$127,200	General Funds: \$110,800

Action:

The Board of Trustees awarded bids 2017-10 for up to five years pursuant to PCC 20118.2 to be reviewed at the end of each term, and will be approved or terminated by the director of purchasing and central services. Bid 2017-09 was awarded as listed pursuant to PCC 20118.2. Bid 2017-11 was awarded pursuant to PCC Section 20111.

12.9 **Ratification of Change Order**

Action:

The Board of Trustees ratified the change order as listed below.

Bid #2017-05, Brookhurst Junior High School Stormwater Drainage Improvement (General Funds-RRM) Pro-Craft Construction, Inc.	P.O. #K64A0247
Original Contract	\$329,000.00
Change Order #1	(\$6,272.83)
New Contract Value	\$322,727.17

12.10 **Notice of Completion**

The Board of Trustees was requested to approve the notice of completion as listed.

Bid #2017-05, Brookhurst Junior High School Stormwater Drainage Improvement (General Funds-RRM) Pro-Craft Construction, Inc.	P.O. #K64A0247
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Original Contract	\$329,000.00
Contract Changes	(\$6,272.83)
Total Amount Paid	\$322,727.17

Action:

The Board of Trustees authorized the assistant superintendent, Business Services, to accept all listed work as complete, and authorized the filing of the notice of completion with the Office of the County Recorder.

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

Action:

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, as well as authorized proper disposal in accordance with Education Code Section 60510 et al.

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

Action:

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, as well as authorized staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510 et al.

12.13 **Donations**

Action:

The Board of Trustees accepted the donations as submitted.

On the motion of Trustee O'Neal and duly seconded, the Board of Trustees ratified items 12.14 and 12.15 with the following vote.

Ayes: Trustees Randle-Trejo, Jabbar, Smith, and Piercy  
 Abstain: Trustee O'Neal

12.14 **Purchase Order Detail Report**

Action:

The Board of Trustees ratified the report February 24, 2017, through April 3, 2017.

12.15 **Check Register/Warrants Report**

Action:

The Board of Trustees ratified the report February 24, 2017, through April 3, 2017.

12.16 **SUPPLEMENTAL INFORMATION**

- 12.16.1 ASB Fund, February 2017
- 12.16.2 Cafeteria Fund, January 2017
- 12.16.3 Enrollment, Month 7

## EDUCATIONAL SERVICES

### 12.17 **Agreement Amendment #1, The Foundation for California Community Colleges/ The California College Guidance Initiative (CCGI)**

#### Background Information:

On May 11, 2016, the District entered into an agreement with CCGI. This program has provided services to all schools in the District. Services include, but are not limited to, UC Doorways database audit and assistance with clean-up, improved submission of grades to CSU Mentor, transcript evaluation for easier analysis of UC/CSU eligibility, lesson plans and modules, as well as customized ongoing user support for District personnel and local partners.

#### Current Consideration:

CCGI has submitted an amendment modifying the dates of services to extend to two years rather than one year, and the fees for the 2017-18 year have gone up to \$77,807. The amount for the 2016-17 year was \$57,831.50 of the original agreement regarding payments and invoicing. The amendment details the allocation of funds and the restrictions for carry-over funding. The term of the agreement remains intact, July 1, 2014, through June 30, 2018. This agreement will be signed following approval by the AUHSD Board of Trustees.

#### Budget Implication:

The total cost is not to exceed \$77,807. The amount for the 2016-17 year was \$57,831.50. (LCFF Funds)

#### Action:

The Board of Trustees approved agreement amendment #1, as amended prior to the adoption of the agenda.

### 12.18 **Agreement, Network Support Services, Orange County Department of Education (OCDE)**

#### Background Information:

OCDE provides a variety of services to the District, including data circuit network management, router maintenance, data circuit charges, email archiving storage, and email archiving management. Services are related to OCDE's role as the District's internet service provider (ISP) and email retention storage provider.

#### Current Consideration:

Intranet services will be provided through the Orange County Superintendent of Schools. Network services consist of OCDE support for payroll, financial, human resources, imaging, cloud storage, as well as time and attendance. In addition, OCDE provides email archiving support and services for the District's employee archived email through the 2017-18 year. Services will be provided July 1, 2017, through June 30, 2018.

#### Budget Implication:

The total cost is not to exceed \$6,850. (General Funds)

#### Action:

The Board of Trustees approved the agreement.

12.19 **Agreement, Orange County Superintendent of Schools, Friday Night Live and Club Live Programs**

Background Information:

Friday Night Live is a high school program and Club Live is a junior high school program. These school-based programs implement student activities that focus on alcohol and other drug prevention services. The Orange County Superintendent of Schools' agreement provides the District with funding to pay stipends to school advisors for supporting the programs.

Current Consideration:

The schools participating in these programs are Brookhurst and South junior high schools, as well as Gilbert, Kennedy, Magnolia, and Savanna high schools. Services are being provided September 1, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$6,000, to be reimbursed through the Orange County Superintendent of Schools. (Grant Funds)

Action:

The Board of Trustees ratified the agreement.

12.20 **Memorandum of Understanding (MOU), University of Irvine (UCI) School of Law**

Background Information:

On April 14, 2016, the Board approved an MOU with the University of California, Irvine (UCI) School of Law. The UCI School of Law partnered with Anaheim High School and the District to enroll 50 students in the Saturday Law Academy held at the UCI School of Law for six consecutive Saturdays. A District teacher, hired by UCI to team-teach the curriculum, is assisted by UCI Law students. Interspersed with the academic content are guest speakers, including Superior Court judges, law firm attorneys, government and public interest advocates, as well as law enforcement professionals.

Current Consideration:

The UCI School of Law has modified the original MOU to reflect The Regents of the University of California as the grant recipient, and the actual term dates of the agreement as September 1, 2016, through May 1, 2017.

Budget Implication:

The total cost is not to exceed \$19,000. (General Funds)

Action:

The Board of Trustees ratified the revised MOU.

12.21 **WELNET Service Agreement, Focused Fitness**

Background Information:

Focused Fitness provided training to District physical education (P.E.) teachers during the three years of the Physical Education Program (PEP) grant, from 2008 through 2011. During this time, Focused Fitness worked with the P.E. teachers in developing quality physical education lessons and a District-wide curriculum guide. Since the PEP grant, the District has also maintained Focused Fitness's online WELNET software system to support the required

State physical fitness testing, and has continued to provide professional development for the PE/Health department consolidation and curriculum alignment.

Current Consideration:

The WELNET online assessment tool records and analyzes individual student physical fitness testing results. The three-year WELNET Service agreement expires on June 30, 2017. To continue the recording and analysis of student physical fitness data, a renewal of the WELNET Service Agreement is needed. The renewal will provide services July 1, 2017, through June 30, 2018.

Budget Implication:

The total cost is not to exceed \$1,500. (General Funds)

Action:

The Board of Trustees approved the service agreement.

12.22 **Agreement, Pacific Audiologics**

Background Information:

Hearing and vision screenings are mandated in California public schools in kindergarten/first grade, second grade, fifth grade, tenth/eleventh grade and upon first school entry (California Code of Regulations, Title 17, Section 2952 (c)(1)). Hearing screening in California public schools must be conducted by a credentialed audiometrist. The District has contracted with Pacific Audiologics for the past ten years to provide this service.

Current Consideration:

The District does not have the personnel capacity to conduct these screenings for approximately 10,500 students. The District requested to have Pacific Audiologics conduct assessments for our students during the 2016-17 year. Services are being provided July 1, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$57,500. This is an estimated amount based on the previously approved contract for the 2015-16 year. (Special Education Funds)

Action:

The Board of Trustees ratified the agreement with Pacific Audiologics.

12.23 **Transportation Agreement, Magnolia High School, Extended School Year (ESY)**

Background Information:

Under the Individuals with Disability Education Act, the District is obligated to provide transportation services to special education students that require transportation to receive a free and appropriate public education. Our Transportation Department safely and effectively transports approximately 700 special education students on any given school day. In rare circumstances, a student's needs are such that our Transportation Department is not able to safely or efficiently transport the student. In those circumstances, alternative forms of transportation are provided through contracted services or through reimbursing parents the cost incurred in transporting their child. These alternative forms of transportation are permitted under the Education Code and federal law. Due to student confidentiality, the transportation agreements are redacted with limited information provided regarding the student or family.

Current Consideration:

The Board of Trustees was requested to approve the (ESY) transportation agreement to reimburse the parent of a special education student attending ESY at Magnolia High School, located at 2450 W. Ball Road, Anaheim, CA 92801, for providing round trip daily transportation, June 5, 2017, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$77. (Special Education Funds)

Action:

The Board of Trustees approved the ESY transportation agreement for transportation to Magnolia High School.

12.24 **Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA) with Capistrano Unified School District**

Background Information:

The District operates several unique special education programs that are not available in some local school districts. School districts may enter agreements to provide services to special education students that are living in other districts. At times, the District admits special education students from other school districts into some of the District's unique special education programs.

Current Consideration:

Capistrano Unified School District (Capistrano USD) has requested to enter into an MOU with the District permitting students from Capistrano USD to be enrolled in specialized programs operated by the District. The MOU for placing special education students from Capistrano USD in the District programs is presented to the Board of Trustees for consideration of approval. Services are being provided from August 10, 2016, through June 30, 2017.

Budget Implication:

Capistrano USD will fund these services per billing agreement between Capistrano USD and AUHSD/Greater Anaheim SELPA.

Action:

The Board of Trustees ratified the MOU between the District and Capistrano USD.

12.25 **Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA) with Huntington Beach Union High School District (HBUHSD)**

Background Information:

The District operates several unique special education programs that are not available in some local school districts. School districts may enter agreements to provide services to special education students that are living in other districts. At times, the District admits special education students from other school districts into some of the District's unique special education programs.

Current Consideration:

HBUHSD has requested to enter into an MOU with the District permitting students from HBUHSD to be enrolled in specialized programs operated by the District. The MOU for placing special education students from HBUHSD in the District programs is presented to the

Board of Trustees for consideration of approval. Services are being provided August 1, 2016, through June 30, 2017.

Budget Implication:

HBUHSD will fund these services per billing agreement between HBUHSD and AUHSD/Greater Anaheim SELPA.

Action:

The Board of Trustees ratified the MOU between the District and HBUHSD.

12.26 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected books for English language development, world languages, as well as career technical education courses. The books have been made available for public view.

Action:

The Board of Trustees adopted the selected materials.

12.27 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee recommended the selected material for display, for courses in science, English language development, as well as career technical education. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display, April 13, 2017, through May 5, 2017.

Action:

The Board of Trustees approved the display.

12.28 **Individual Service Contracts**

Action:

The Board of Trustees approved/ratified the individual service contracts as submitted. (Special Education Funds)

12.29 **Field Trip Report**

Action:

The Board of Trustees approved/ratified the report, as amended prior to the adoption of the agenda.

## **HUMAN RESOURCES**

12.30 **Agreement, Chapman University, Athletic Training Education Program (ATEP)**

Background Information:

The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District schools. The District has had an agreement in place with Chapman University, Athletic Training Education Program (ATEP), since 2013.



Current Consideration:

This agreement is a renewal of the current agreement already in place. The new agreement includes updated language that more closely reflects the current ATEP program at the University and more clearly defines the partnership with the District. University students in the ATEP will meet with school site certified athletic trainers and provide supervised athletic trainer services to earn credit toward a Bachelor of Science degree in Athletic Training. Additionally, professional attire, development, and conduct will be reviewed. This agreement will be effective June 1, 2017, through May 31, 2020. Due to Chapman University's policy for executing agreements, this agreement will be signed following approval by the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the agreement.

12.31 **2016-17 Third Quarterly Report, Williams Uniform Complaints**

Background Information:

The Williams Uniform Complaints report summarizes all complaints relative to adequate textbooks and instructional materials, teacher vacancies or misassignments, facilities conditions, as well as intensive instruction and services for students who have not passed the California High School Exit Examination (CAHSEE) by the end of the 12<sup>th</sup> grade. This is a quarterly report required by Education Code Section 35186, which is submitted to the Orange County Department of Education.

Current Consideration:

The Williams Uniform Complaints Third Quarterly Report, January 1, 2017, through March 31, 2017, states there were no complaints during this quarter.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees accepted the report.

12.32 **Certificated Personnel Report**

Action:

The Board of Trustees approved/ratified the report as submitted.

12.33 **Classified Personnel Report**

Action:

The Board of Trustees approved/ratified the report as submitted.

Newly appointed Director, Maintenance and Operations Lance Bidnick, thanked the Board of Trustees for the opportunity and said he looks forward to serve the students, staff, and community of AUHSD. He also introduced his family.

## **SUPERINTENDENT'S OFFICE**

### **12.34 Conferences and/or Meetings**

It was recommended that the Board of Trustees approve and ratify the attendance to the following conferences by Trustees with payment of necessary expenses (travel, hotel, parking, taxi, etc.)

- 12.34.1 California School Boards Association (CSBA) May Delegate Assembly meeting, May 20-21, 2017, Sacramento, California, at a cost not to exceed \$3,000. For Trustees Jabbar and Randle-Trejo to attend. (General Funds)
- 12.34.2 2017 CSBA Platform Policy Committee meeting, April 7, Sacramento, California, at a cost not to exceed \$900. Travel costs will be reimbursed, and registration was paid by CSBA. For Trustee Randle-Trejo to attend. (General Funds)

#### Action:

The Board of Trustees ratified the approval for Trustees Jabbar and Randle-Trejo to attend to attend the conferences with payment of necessary expenses.

### **12.35 Conferences and/or Meetings**

It was recommended that the Board of Trustees approve and ratify the attendance to the following conferences by the superintendent with payment of necessary expenses (travel, hotel, parking, taxi, etc.)

- 12.35.1 The Science of Awareness and Well-Being Conference, March 18, 2017, Los Angeles, CA, for registration at a cost not to exceed \$195.
- 12.35.2 2017 NCCEP/GEAR UP Annual Conference, July 16, 2017, through July 19, 2017, San Francisco, CA, at a cost not to exceed \$1,800. Registration costs will be paid by GEAR UP. (General Funds)

#### Action:

The Board of Trustees approved and ratified the approval for the superintendent to attend the conferences with payment of necessary expenses.

### **12.36 Board of Trustees' Meeting Minutes**

- 12.36.1 January 17, 2017, Regular Meeting
- 12.36.2 February 16, 2017, Regular Meeting
- 12.36.3 February 22, 2017, Special Meeting
- 12.36.4 March 7, 2017, Regular Meeting
- 12.36.5 March 24, 2017, Special Meeting

#### Action:

The Board of Trustees approved the minutes, as amended prior to the adoption of the agenda.

13. **SUPERINTENDENT AND STAFF REPORT**

Dr. Fried shared he's very proud of his staff and reminded everyone about upcoming events.

Mrs. Root invited the Board of Trustees to stop by and visit the Business Services Department as the carpet and donated furniture have been installed.

14. **BOARD OF TRUSTEES' REPORT**

Trustee Randle-Trejo indicated she attended the ROP and GASELPA board meetings, an OCCCO meeting, Anaheim Elementary School District board meeting, Katella High School Re-opening, CAFE Administrative Leadership Symposium, Open House for Sycamore and South junior high schools, Facilities meeting, Town Hall Meeting with Mayor Tait, at Katella High School, as well as the PTSA Awards Night for Savanna High School, 21<sup>st</sup> Century Scholar Night for Ball Junior High School, and the La Palma State of the City.

Trustee O'Neal said he attended the Hope Parent Center Ribbon-cutting event, Kennedy High School's Parent Leadership Academy Dinner and Graduation, Gilbert High School's Career Day, Friends of Education Dinner, Sister Cities Commission meeting, a Budget Meeting, Open House for Western and Savanna high schools, as well as Walker junior high school, the CAFE Educator and Parent of the Year Awards Luncheon, La Palma State of the City, Katella High School Re-opening, and a Graduation meeting. Additionally, he commended Interim Principal Jennifer Brown for staying for the entire meeting.

Trustee Jabbar noted his attendance at Coffee with a Board member at Sycamore Junior High School, Arabic Course Fundraiser Dinner, Open House for Anaheim High School, Katella High School Re-opening, an Anaheim Alumni Association meeting, OCCCO meeting, Friends of Education Dinner, CAFE Administrative Leadership Symposium, as well as thanked everyone who participated in the Bike-A-Thon event.

Trustee Smith reported she attended the Open House for Oxford Academy and the Gilbert High School's Career Day.

Trustee Piercy stated her attendance at a Facilities meeting, Roundtable with Assemblywoman Sharon Quirk-Silva, Sister Cities Commission meeting, Open House for Cypress High School, Stanton Mayor's Prayer Breakfast, La Palma State of the City, Katella High School Re-opening, AUHSD Health Fair, a Graduation meeting, the Friends of Education Dinner, and an ROP board meeting.

15. **ADVANCE PLANNING**

15.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Tuesday, May 9, 2017, at 6:00 p.m.

15.2 **Suggested Agenda Items**

Trustee Randle-Trejo requested a resolution for Equal Access of the Arts.

16. **ADJOURNMENT**

On the motion of Trustee O’Neal, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 9:58 p.m.

Approved \_\_\_\_\_  
Clerk, Board of Trustees

**ANAHEIM UNION HIGH SCHOOL DISTRICT**501 N. Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, [www.auhsd.us](http://www.auhsd.us)


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**BOARD OF TRUSTEES  
Minutes  
Tuesday, May 9, 2017**


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**UNADOPTED****1. CALL TO ORDER–ROLL CALL**

Board President Piercy called the regular meeting of the Anaheim Union High School District Board of Trustees to order at 2:45 p.m.

Present: Anna L. Piercy, president; Katherine H. Smith, clerk; Al Jabbar, assistant clerk; Brian O’Neal and Annemarie Randle-Trejo, members; Michael B. Matsuda, superintendent; Jaron Fried, Ed.D., Brad Jackson, and Jennifer Root, assistant superintendents; and Jeff Riel, District counsel.

**2. ADOPTION OF AGENDA**

Staff requested the following amendments to the agenda:

- Pull closed session item 4.4
- Pull closed session item 4.5
- Agenda, replace page 3
- Exhibit E, replace exhibit
- Exhibit KK, replace exhibit
- Exhibit PP, replace page 4 and 5
- Exhibit QQ, replace page 3 and 4

On the motion of Trustee Jabbar, duly seconded and unanimously carried, following discussion, the Board of Trustees adopted the agenda, as amended.

**3. PUBLIC COMMENTS, CLOSED SESSION ITEMS**

There were no requests to speak.

**4. CLOSED SESSION**

The Board of Trustees entered closed session at 2:48 p.m.

**5. RECONVENE MEETING, PLEDGE OF ALLEGIANCE, AND CLOSED SESSION REPORT OUT****5.1 Reconvene Meeting**

The Board of Trustees reconvened into open session at 6:08 p.m.

**5.2 Pledge of Allegiance and Moment of Celebration**

Student Representative to the Board of Trustees Ruthie Mendez led the Pledge of Allegiance to the Flag of the United States of America and provided a moment of silence.

### 5.3 **Closed Session Report**

Board Clerk Smith reported the following actions taken during closed session.

- 5.3.1 No reportable action taken regarding public employee performance evaluation, superintendent.
- 5.3.2 No reportable action taken regarding negotiations.
- 5.3.3 No reportable action taken regarding personnel.
- 5.3.4 This item was pulled prior to the adoption of the agenda.
- 5.3.5 This item was pulled prior to the adoption of the agenda.
- 5.3.6 The Board of Trustees took formal action, with a 5-0 vote, to appoint Robert Saldivar to the position of principal, Anaheim High School.
- 5.3.7 The Board of Trustees took formal action, with a 5-0 vote, to appoint Ryan Loch to the position of assistant principal, Hope School, and Jana Kovar to the position of assistant principal, Magnolia High School.
- 5.3.8 No reportable action taken regarding existing litigation.
- 5.3.9 No Reportable action taken regarding existing litigation.
- 5.3.10 The Board of Trustees took formal action, with a 5-0 vote, to approve the settlement agreement in OAH Case No. 2017031427, resolving all issues.
- 5.3.11 The Board of Trustees took formal action to approve the expulsion of students 16-28, 16-32, 16-33, 16-35, 16-36, and 16-37.
  - 1. 16-28 under Education Code 48900(g) and 48915 (b)(1)
  - 2. 16-32 under Education Code 48900(b) and 48900(c)
  - 3. 16-33 under Education Code 48900(a)(2)
  - 4. 16-35 under Education Code 48900(c)
  - 5. 16-36 under Education Code 48900(c)
  - 6. 16-37 under Education Code 48900(b), 48900(a)(1), and 48900(4)

Ryan Loch, newly appointed assistant principal, Hope School, thanked the Board, Superintendent Matsuda, and the Educational Services Department for all of the support, as the interim assistant principal. He also thanked his family for their support, as well as Mr. Louie LeMonnier for his leadership and guidance.

## 6. **INTRODUCTION OF GUESTS**

The Board of Trustees recognized our community stakeholders for their interest in the Anaheim Union High School District and for attending our Board meeting. Thank you for your participation and contribution as we create an educational environment that graduates socially aware, civic-minded students who are college and career ready for the 21<sup>st</sup> century.

In addition, Board of Trustees' President Piercy introduced Dean Elder, ASTA president; Sharon Yager, CSEA representative; and Ryan Ruelas, Anaheim Elementary School board president.

7. **BOARD OF TRUSTEES' RECOGNITION**

7.1 **Student Representative to the Board of Trustees**

The Board of Trustees honored Ruthie Mendez for her service as student representative to the Board during the 2016-17 year.

7.2 **2016-17 AUHSD Student Ambassadors**

The Board of Trustees honored the District's student ambassadors for their service during the 2016-17 year. The ambassadors served as official spokespersons for all of the District's students at special ceremonies, events, and functions. The student leaders were also deeply embedded in the District's governance structure and actively provided the "student voice" wherever possible. The following students were recognized for this important contribution to the District.

Kiabeth Verduzco	Anaheim High School
Maryfer Mendoza	Cypress High School
Ivette Virgen	Gilbert High School
Gabriella Henry	Katella High School
Elise Freij	Kennedy High School
Helen Le	Loara High School
Annalia Magallon	Magnolia High School
Rachel Gagnon	Oxford Academy
Karina Villa	Savanna High School
Richard Hernandez	Western High School

7.3 **2016-17 AUHSD Student Service Foundation**

The Board of Trustees honored the AUHSD Student Service Foundation board members for their service during the 2016-17 year. The student board members served as leaders on their campus, promoted AUHSD service grants, and provided grant writing training to students. Student board members also worked with administration to promote the AUHSD Foundation Servathon. The following students were recognized for their important contributions to the District.

Danyah Mousa	Cypress High School
Tracy Nguyen	Katella High School
Reiczel Bael	Kennedy High School
Alfonso Sanchez	Loara High School
Samantha Cadondon	Loara High School
Trishia Lim	Magnolia High School
Seokmin Oh	Oxford Academy
Michael Li	Oxford Academy
Yoselin Paredes	Savanna High School
Abraham Vicente	Western High School

7.4 **Donations**

The Board of Trustees recognized the following individuals for their generous donation to the District.

Lyonesse America, Inc.                      10 desktop computers,                      Savanna High School  
10 monitors, 10 keyboards  
and mouse-valued at \$5,200

7.5     **Eagle Scouts of America**

The Board of Trustees recognized current District students, for their outstanding service to our community as Eagle Scouts. The honor and distinction of the Eagle Scout rank can only be achieved through hard work and commitment to the ideals of the Scouting movement. The achievement is so rare, that only 5 percent of Scouts earn the Eagle rank. Once a scout advances to Eagle Scout, he will remain an Eagle for the rest of his life regardless of age or participation in Scouting. The students below have achieved Eagle ranking by their involvement in school and/or community related projects.

Cypress High School  
Andy Farmer  
Kyle Farmer  
Montgomery Jennings  
Hieu Alex Nguyen  
Lorenzo Ortiz

Kennedy High School  
Isaac Kim  
John Kim Jr.  
Skylar Koska

Oxford Academy  
Rahul Nair

Western High School  
Marc Babcock

7.6     **Girl Scout Gold Award**

The Board of Trustees recognized Natalie Ozawa, for her outstanding service to our community by obtaining the Girl Scout Gold Award. The Gold Award represents the highest achievement in Girl Scouting, recognizing girls who demonstrated extraordinary leadership through remarkable Take Action projects that have sustainable impact in their communities- and beyond. Gold Award recipients spend between one and two years on their projects. Natalie Ozawa has achieved the Gold Award by her involvement in school and/or community related projects.

7.7     **Home Builders Committee (HBC) Annual Design/Build Competition, Anaheim High School**

The Board of Trustees recognized the following students for their outstanding accomplishment as second place winners of the HBC Design/Build Competition on April 8-9, 2017. Design/Build engages teams from local high schools with Building Industry Technology Academy (BITA) and Youth Build programs in a two-day competition to see, which team can build the best structure from start to finish. The District team worked 16 hours to safely and quickly build a playhouse from the ground up, and then passing inspection by city building inspectors. The following students were recognized.

Jesus Cortes  
Isaac Escobar  
Jose Higareda  
Salvador Mercado  
Christian Ramos

Jeffrey Do  
Jobanny Garcia  
Peter Lopez  
Adrian Perez  
Bryan Sierra



## 7.8 **Culinary Arts Programs**

The Board of Trustees recognized the culinary arts students and teachers from Cypress, Gilbert, Katella, Kennedy, Savanna, and Western high schools. Throughout the 2016-17 year, the culinary arts students prepared and served delicious dinners for the Board of Trustees, prior to each Board of Trustees' meeting. The following teachers and students were recognized for their culinary arts talents.

### **Kennedy High School**

Mary Cronin, Teacher  
Damon Berry  
Rachel Pereira  
Wael (Sammy) Alsadi  
Jacob Marcroft  
Kandy Diaz  
Deanna Hajjar  
Sandra Lacuesta

### **Gilbert High School**

Jason Jassman, Teacher  
Jaelynn Hubbard  
Janaeya Jefferson  
Angel Avalos  
Andrew Orduno  
Thomas Hansen  
Paula Espino  
Kevin Ortega  
Darius Carr  
Hope Corrales  
Carlos Gomez  
Yasmedi Guillen  
Keith Magee  
Elvis Salman

### **Katella High School**

Stacey Izabal, Teacher  
Josue Pineda  
Leslie Martinez

### **Cypress High School**

Eleni Karapoulos, Teacher  
Ean Ramos  
Samantha Hansbury  
Kayla Munden  
Candice Galindo  
Hak Kyu Im  
Pana John Ortega  
Celeste Ibarra  
Christina Mitchell  
Jacob Falkenborg  
Sierra Jackson  
Matt Hunt  
Jayvee Suarez  
Selena Calderon  
Daniel Nguyen  
Daniel Munden  
Andrew Hedley

### **Savanna High School**

Bob Moonswami, Teacher  
Anthony Lopez  
Virginia Mayorga  
Tiffany Sosa  
Valeria Pinto  
Sharon Cureno

### **Western High School**

Sarah Zepeda, Teacher  
Ryan Anthony  
Andrew Salas  
Irene Tec-Ek  
Kathy Zelaya  
Salamah Khreiwesh

## 8. **REPORTS**

### 8.1 **Principals' Report**

Carlos Hernandez, Savanna High School Principal and Sam Joo, Brookhurst Junior High School Principal, presented a report on their school site branding plan.

8.2 **Student Representative's Report**

Ruthie Mendez, student representative to the Board of Trustees, reported on student activities throughout the District.

8.3 **Reports of Associations**

8.3.1 Dean Elder, ASTA president, spoke in support of Resolution No. 2016/17-BOT-06, Supporting Passage of AB 1360, AB 1478, and SB 808: Charter School Accountability Transparency, Equity, and Access.

8.3.2 Sharon Yager, CSEA Vice President, thanked the Human Resources Department for doing an amazing job. She noted her attendance at STEAM-A-PALOOZA and recommended everyone attend the event next year. Additionally, she said we will be losing great staff, due to retirements.

8.4 **Parent Teacher Student Association (PTSA) Reports**

Donna Eades, ASCPTA vice president of memberships, reported on two workshops that PTSA put on for parents. Emerging Drug Trends and Internet Safety, as well as 100 percent membership participation for Ball, Brookhurst, and Sycamore junior high schools. She also thanked the Board for being members and announced that Erin Jenks will be the 4<sup>th</sup> District PTA president for the next two years.

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

- 9.1 Brandon Garcia, requested the Board to reconsider his transfer to Troy High School, as it was denied and believes the process is unfair.
- 9.2 Gemma Navarro, spoke in support of her son's transfer request and asked the Board to consider changing the policy.
- 9.3 Israel Hernandez, Anaheim High School student, addressed the Board on behalf of Karina Moreno, he thanked the Board members for adopting Resolution No. 2016/17-BOT-05, Providing All Children Equal Access to Education, as well as requested the Board to consider adopting a policy.
- 9.4 Francisco Aviles Pino, said he is a product of AUHSD and works with OCCCO. He is excited that OCCCO will have two new AIME interns this summer. In addition, he would like the District to consider adopting a policy.
- 9.5 Eric Heredia, Katella High School Student, is an intern with OCCCO. He thanked the Board for passing the Resolution No. 2016/17-BOT-05, Providing All Children Equal Access to Education and is requesting the Board consider adopting a policy.
- 9.6 Diana Gonzalez, with ACLU and OCCCO asked that the Board adopt a policy regarding Resolution No. 2016/17-BOT-05, Providing All Children Equal Access to Education. She urged the Board to form a task force made up of community members and students to refine and implement the policy.
- 9.7 Mourad Kordab addressed the impact and importance of music education. In addition, he shared his experiences in the music programs as a former student at Orangeview Junior

High School and Western High School, as well as thanked the Board for their support of the VAPA programs.

- 9.8 Keri Guevara, Loara High School parent, spoke in support of the music programs at Ball Junior High School and Loara High School. She also shared the impact it has had on her students.
- 9.9 Angel Guevara, shared that she is a 9<sup>th</sup> grade student at Loara High School, joined choir at Ball Junior High school. She said choir has helped her grow and hopes the Board will not take the program away from other students.
- 9.10 Adel Tongaloo, said she is a proud parent of three of our students. She noted that one of her students is in special education and the choir program has helped with his transition into high school. His transition into high school was easy, due to choir. She added that the arts should be for all students, not just traditional students.
- 9.11 Shanin Ziemer, thanked the Board for their support of the VAPA programs and stated that all California students deserve an opportunity to be involved in the arts. She urged the Board to consider other ways to cover the health course requirement.
- 9.12 Stephanie Gulmatico, Walker Junior High School parent, announced that her daughter is in drama and choir programs and due to these electives, her daughter wishes to attend Juliard.
- 9.13 Ray Gulmatico, suggested the Board provide school sites other opportunities instead of removing the arts program.
- 9.14 Sonja Trujillo, addressed the Board regarding the decision to eliminate VAPA programs. Her son is a whole different person, due to the arts.
- 9.15 Barbara Burns, asked the Board to provide and support the arts programs in our schools, as well as make it our priority.

10. **ITEMS OF BUSINESS**

**RESOLUTIONS**

10.1 **Resolution No. 2016/17-HR-10, Day of the Teacher**

Background Information:

California's Day of the Teacher was established in 1982 to recognize teachers for their hard work in preparing students for success in the future. California's future success depends on these students. Anaheim Union High School District teachers work in public education to build a better California.

Current Consideration:

Resolution No. 2016/17-HR-10 declares May 10, 2017, Day of the Teacher. Teachers will be recognized for their dedication and hard work in preparing our students for success in the future.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal and duly seconded, the Board of Trustees adopted Resolution No. 2016/17-HR-10, Day of the Teacher. The roll call vote follows.

Ayes: Trustee Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

10.2 **Resolution No. 2016/17-HR-11, National School Nurse Day**

Background Information:

National School Nurse Day was established to foster a better understanding of the role of school nurses in the educational setting. The District recognizes that school nurses provide critical services to students and staff and National School Nurse Day accentuates the school nurse's vital role in promoting wellness now so as to ensure healthy futures.

Current Consideration:

Resolution No. 2016/17-HR-11 declares May 10, 2017, National School Nurse Day. The Board recognized the contributions that school nurses make every day to improve the health and success of our Nation's children.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Smith and duly seconded, the Board of Trustees adopted Resolution No. 2016/17-HR-11, National School Nurse Day. The roll call vote follows.

Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

10.3 **Resolution No. 2016/17-HR-12, Classified School Employee Week, May 21-27, 2017**

Background Information:

Since 1986, California has taken the third week in May to honor the invaluable contributions of classified school employees. From the time students board a school bus to the time they head home at the end of the day, every aspect of their educational experience is impacted by a classified school employee.

The Board of Trustees recognizes that classified school employees play crucial roles in education. From transporting and feeding students to teaching them vital skills, as well as ensuring that schools are operating smoothly, classified employees are integral to the District and public education.

Current Consideration:

Resolution No. 2016/17-HR-12 declares May 21, 2017, through May 27, 2017, Classified School Employee Week. Classified employees will be recognized for their valuable services to the schools and students of the Anaheim Union High School District.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2016/17-HR-12, Classified School Employee Week, May 21-27, 2017. The roll call vote follows.

Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

10.4 **Resolution No. 2016/17-E-20, Equity in Arts Learning**

Background Information:

California's statewide arts education coalition, CREATE/CA, has developed a resolution to address the rights of all students to equity in arts learning. Districts are encouraged to adopt their own resolution, modeled after CREATE/CA's resolution, and become "Arts Equity Districts." Learning in the arts is widely held to be an important factor in developing 21 century learning skills, such as creativity, critical thinking, communication, and collaboration skills.

Current Consideration:

The Board of Trustees was requested to adopt Resolution No. 2016/17-E-20 for Equity in Arts Learning.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar and duly seconded, the Board of Trustees adopted Resolution No. 2016/17-E-20, Equity in Arts Learning. The roll call vote follows.

Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

10.5 **Resolution No. 2016/17-BOT-06, Supporting Passage of AB 1360, AB 1478, and SB 808: Charter School Accountability Transparency, Equity, and Access**

Background Information:

The California Constitution establishes access to a public education as a fundamental right fully guaranteed and protected. The California Constitution forbids the use of public money to support any sectarian, or denominational school, or any school not under the exclusive control of the officers of the public schools. In 1992, California passed the Charter Schools Act establishing Education Code Section 47600 et seq. The current Education Code provisions provide limited fiscal, facility, and educational program accountability, as well as transparency related to the development and operation of charter schools.

Current Consideration:

The District Board of Trustees is the democratically elected body that is responsible for increasing student achievement, protecting public monies, and improving equity and access to all schools. Local school districts deserve the right to authorize locally controlled charter schools. Education Code Section 47600 et seq. provides limited fiscal, facility, and educational program accountability and transparency for charter schools. Current charter laws regulating charter schools need to be updated to assure local control, transparency, and accountability to the taxpayers and parents. AB 1360 seeks to provide equity, access, and due process for all students by prohibiting discriminatory admission practices and ensuring due process in pupil discipline at charter schools. AB 1478 requires that charter operations be subject to the same conflict of interest laws and disclosure regulations that traditional schools follow, as well as prohibits charter school board members and their

immediate families from benefitting from their schools. SB 808 requires that the local education authority hold the sole jurisdiction to approve or reject any charter school petition. Local control is undermined county offices of education and the State Board of Education can summarily over ruling rigorous evaluations of charter applications by local school boards. In March 2016, the Board of Trustees passed Resolution No. 15/16-BOT-6 calling for a moratorium of passage of charter schools until such time that many of requirements identified in proposed legislation are in place for charter schools.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar and duly seconded, the Board of Trustees adopted Resolution No. 16-17 supporting AB 1360, AB 1478, and SB 808, as amended prior to the adoption of the agenda. The roll call vote follows.

Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

## **BUSINESS SERVICES**

### **10.6 New Board Policy 41010, Debt Policy, Second Reading**

Background Information:

On September 12, 2016, Governor Brown signed Senate Bill (SB) 1029 (Hertzberg) that requires school districts, beginning January 1, 2017, to certify that they have adopted a debt policy, and that each proposed issuance of debt is consistent with the policy. The certification will be required in the Report of Proposed Debt Issuance that is filed with the California Debt & Investment Advisory Commission (CDIAC) prior to the issuance of debt.

Current Consideration:

The Board of Trustees was asked to consider adoption of the Debt Policy. The policy meets the requirements of Government Code Section 8855, which was amended by SB 1029.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees adopted Board Policy 41010, Debt Policy.

### **10.7 Agreement, North Orange County Regional Occupational Program (NOCROP)**

Background Information:

AUHSD has had a longstanding partnership with NOCROP, whereby NOCROP agrees to provide teachers and instructional support, including textbooks, consumable supplies, and other required course materials, for ROP studies maintained by NOCROP in the District.

Due to the expiration of the State Maintenance of Effort for funding of ROP, a formal agreement is needed to clarify the specifics of the relationship between AUHSD and NOCROP. NOCROP engaged the services of School Services of California to design a Joint Powers Agreement, which outlines the specifics of the relationship between the District and ROP, as well as the compensation agreement for ROP classes.

Current Consideration:

AUHSD entered into a Joint Powers Agreement with NOCROP to provide educational classes within the District for ROP studies. The number of classes, which is currently set at 248.6 classes, may be adjusted each year based on the needs of the District. This agreement will be signed following approval by the Board of Trustees.

Budget Implication:

For the 2017-18 year based on our current allocation of 248.6 classes, the District will pay NOCROP \$23,561 per section, for a total of up to \$5,857,168. The per section cost, plus prior ROP generated Adult ADA funding received by the District of \$436,746, results in a total payment from AUHSD to NOCROP of up to \$6,293,914 for the 2017-18 year. The agreement utilizes the State Cost of Living Adjustment for future cost increases. (General Fund and CTEIG Fund)

Action:

On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees approved the agreement.

10.8 **Revised Board Policy 9701.01, Community Use of School Facilities, Second Reading**

Background Information:

California legislators have amended Education Code Sections 38130-38139 to better define use of school district buildings and grounds. The amended sections allow districts to recoup direct costs incurred by an organization's use of school facilities.

Current Consideration:

Board Policy 9701.01 has been revised to ensure compliance with California State Assembly and Senate updates to Education Code Sections 38130-38139.

Budget Implication:

Revisions to the policy will help to reduce expenses resulting from non-District use of school facilities to the General Fund.

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved the revised policy.

## **EDUCATIONAL SERVICES**

10.9 **AUHSD Technology Strategic Plan 2017-20**

Background Information:

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. The Educational Services Division has worked with Orange County Department of Education Instructional Technology Division to assure that the technology plan meets the California Department of Education (CDE) formatting and content requirements.

Current Consideration:

The District's new Technology Strategic Plan covers the period of July 1, 2017, through June 30, 2020. The plan was developed by The Educational Services Division. Feedback was gathered through site visits, Local Control Accountability Plan (LCAP) community meetings,

and recurring technology action group meetings. The Curriculum Section focuses on Partnership for 21 Century Skills (P21), Professional Learning Communities (PLCs), Multi-Tiered Support System (MTSS), Literacy Across Content Areas, Continuum of Assessment, and California Assessment of Student Performance and Progress (AB484, CAASPP). The Professional Development section sets objectives to support the Curriculum section. In addition, the Infrastructure and Budget sections forecast the District's technology needs over the next three years, as they apply to the LCAP and other expenditures. Erik Greenwood, chief technology officer, will give a report on the AUHSD Technology Strategic Plan for 2017-20.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the plan.

10.10 **Education Programs for Careers in Healthcare Agreement, Kaiser Foundation Health Plan, Inc.**

Background Information:

Kaiser Foundation Health Plan, Inc. and Kaiser Foundation Hospitals (Kaiser) is a partner with the District's Anaheim Innovative Mentoring Experience (AIME) program. Kaiser is a licensed health care facility, which provides various health care services to its patients. Kaiser has a long history of community outreach programs that provide a variety of educational supports, including shadowing programs for the development of non-clinical professionals to best understand the array of health care careers available.

Current Consideration:

Kaiser is currently one of the District's AIME partners for the summer paid internship opportunity. Selected students have been assigned a Kaiser professional to shadow for the six-week summer program. This agreement details the roles of the District and Kaiser to ensure students are prepared to work in this highly confidential work environment. Services will be provided June 5, 2017, through July 14, 2017. This agreement will be signed following approval by the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the agreement.

10.11 **2016-17 Safe Schools Action Plan**

Background Information:

California Education Code Section 32281 specifies that schools operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons develop a Safe Schools Action Plan. The purpose of the Safe Schools Action Plan is to evaluate the social climate and physical environment at each school, and to identify areas for improvement, list priorities for action, and set 1-2 achievable goals every year. The Safe School Action Plan is written and updated



by the school site council or school safety planning committee, and is submitted for approval pursuant to subdivision (a) of Section 32288.

Current Consideration:

Each Safe School Action Plan, recently distributed to the Board of Trustees, and available to the public, includes information pertaining to a safe and orderly environment conducive to learning. Each action plan identifies site personnel responsible for each action, professional development, parent and student involvement, as well as budget expenditures.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the plan.

10.12 **Application for the Student and Exchange Visitor Program (SEVP) Certification**

Background Information:

The Student and Exchange Visitor Program (SEVP) provides approval and oversight to schools authorized to enroll international students with an F-1 Visa. The F-1 Visas are non-immigration student visas, which allow international students to study and live full-time in the United States to pursue a full course of academic study. School districts must apply for SEVP-certification by completing Form I-17: Petition for Approval of School for Attendance by Non-immigrant Students. Students accepted into SEVP-approved public high schools may only stay for one school year. The Anaheim Union High School District is applying for SEVP-certification. All students accepted to attend our schools will compensate the District for educational services at a rate above our current ADA.

Current Consideration:

The SEVP certification application will include nine sites: Anaheim, Cypress, Katella, Kennedy, Loara, Magnolia, Savanna, and Western high schools, as well as Oxford Academy. Additionally, the District is listed on the application as the student records will be centrally maintained at the District.

Budget Implication:

The total cost for the SEVP-certification is not to exceed \$7,595. (LCFF Funds)

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the submission of the application.

10.13 **Educational Consulting Agreement, Renee Citlau**

Background Information:

Renee Citlau retired from the District in June 2015. She was an innovative teacher and Educational Technology Specialist, who designed and implemented the District's eLearning program. Renee also recruited and coached the current Tech Coaches from each of the District school sites. She is well versed in curriculum writing and was trained through the University of California course approval process. Renee assisted in the selection of the current District virtual teachers, and has trained each virtual teacher on how to adjust curriculum and to teach in the online environment. She has been recognized locally, regionally, and nationally for her pioneer work in online learning.

Current Consideration:

Renee Citlau will train and coach a team of teachers to write curriculum and design a blended online program for credit recovery and enrichment options for students. Services will be provided May 10, 2017, through June 30, 2018.

Budget Implication:

The total cost for these services is not to exceed \$10,000. (Educator Effectiveness Funds)

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the educational consulting agreement.

10.14 **Consulting Agreement, Alison Dover**

Background Information:

Dr. Alison G. Dover is an assistant professor in the Department of Secondary Education at California State University, Fullerton. A former urban secondary English Language Arts teacher, Dr. Dover's scholarship examines approaches to teaching for social justice within K-12 education and teacher preparatory contexts. In addition to her recent co-authored book, *Preparing to Teach Social Studies for Social Justice* (Teachers College Press, 2016), Dr. Dover's work has been published in many edited volumes and academic journals, including *Teaching and Teacher Education*, *English Journal*, *Teachers College Record*, the *Journal of Adolescent & Adult Literacy*, *Action in Teacher Education*, *Equity & Excellence in Education*, and *Multicultural Perspectives*.

Current Consideration:

Our District ELA Curriculum Specialist, Michael Switzer, has recommended Dr. Alison Dover as a presenter for the AUHSD Writing Collaborative on Wednesday, May 31, 2017. In addition to the teachers and administrators participating in the AUHSD Writing Collaborative, specific groups of District staff will be invited (Lesson Design Coaches and National Writing Project Fellows) to participate in the workshop. Dr. Dover will share how she uses a "justice-oriented curriculum" to engage students in academically-rigorous investigations of contextually-relevant questions. In her workshop, Dr. Dover will guide teachers through a lesson-design process, which that uses disciplinary and Common Core literacy standards as building blocks in developing a performance task with writing at its core. Services will be provided May 31, 2017.

Budget Implication:

The total cost for these services is not to exceed \$500. (Educator Effectiveness Funds)

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved the consulting agreement.

10.15 **Educational Consulting Agreement, Dr. Pedro A. Noguera**

Background Information:

Pedro A. Noguera is one of the most important voices for improving public education. Dr. Noguera's work focuses on how schools are affected by social and economic conditions in local, regional and global contexts. He is an expert on school reform, diversity, and the achievement gap, and he translates social theory into concise, direct language with emotional impact and intellectual rigor. Dr. Noguera is known for delivering riveting, inspiring and profound lectures that address the major challenges of our time.

Current Consideration:

Dr. Noguera will be the keynote speaker at the 2017 AUHSD Professional Learning Day. He will speak on a wide range of topics. His focus will be on equity in classrooms and our schools and equity through literacy. Services will be provided on October 9, 2017.

Budget Implication:

The total cost for these services is not to exceed \$6,000. (Educator Effectiveness Funds)

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved the educational consulting agreement.

10.16 **Grant Agreement, Orange County United Way (OCUW) P21 Community Mentorship Program**

Background Information:

OCUW funding has supported numerous District programs, such as the Anaheim Collaborative, which assists in developing a systemic approach to providing all students with college and career readiness opportunities. OCUW funding has also provided students the opportunity to earn tax preparation certification and participate in the annual United Way Community Tax Days, preparing tax returns for low-income individuals.

Current Consideration:

OCUW will donate \$85,000 to the District to pay the cost of the Anaheim Innovative Mentoring Experience (AIME) Summer Internship program. This agreement will be signed following approval by the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees accepted the grant agreement.

10.17 **Memorandum of Understanding (MOU), Orange County Health Care Agency (HCA) and AUHSD**

Background Information:

Orange County Health Care Agency (HCA), through funds that come from the Mental Health Services Act, provides prevention and early intervention services such as counseling, life skills education, facilitation of referrals, linkages to community and school resources for children and parents in the school setting, as well as sharing certain programmatic and demographic data.

Current Consideration:

The HCA agrees to provide two or three licensed clinicians, to be placed at designated junior high schools for four days weekly for the entire year, and as yearly funding permits. The licensed mental health clinician will provide prevention and early intervention services and will focus on addressing mental health symptoms early, reduce risk factors, build resiliency, as well as strengthen culturally appropriate coping skills. The District's leadership team will designate which schools will be selected. Current considerations are Sycamore, South, Ball, or Dale junior high schools. The District's Program Administrator for mental health and District's school social workers will have full access to records, treatment services, and data

for all students being serviced. The site's and District's leadership teams will also have access to non-confidential information pertaining to student progress and data. Services will be provided as of July 1, 2017, and will remain in effect unless terminated by either party. This agreement will be signed following approval by the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the MOU.

10.18 **Memorandum of Understanding (MOU), American Psychiatric Association Foundation (APAF) Typical or Troubled Program for Schools**

Background Information:

Typical or Troubled? is a registered trademark of the American Psychiatric Association Foundation. Since 2005, the Typical or Troubled® program has been implemented in over 37 states and territories, trained over 80,000 teachers, school-staff, and parents, as well as reached over one million students. The program works to increase the early detection and identification of mental illnesses within adolescents, while breaking down the stigma by promoting awareness, outreach, and education.

Current Consideration:

As part of this agreement, APAF will provide Anaheim with a copy of the Typical or Troubled? School Mental Health Education Program training materials including the Tipico o Problematico? version for Spanish-speaking parents (the "Materials"). APAF grants Anaheim a non-exclusive license to utilize the Materials in performing its obligations under this agreement.

The Typical or Troubled? program is a "Train the Trainer" model where the Foundation will train the partner schools' health professionals (i.e. school counselors, social workers, nurses, etc.) who will train their school personnel and implement the program within their schools. The program includes tools and a curriculum, technical assistance, training, as well as evaluation. The curriculum includes a full suite of evidence-based, community-informed, field-tested, as well as medically-accurate education curriculum on mental illness and early identification. Services will be provided May 15, 2017, through December 31, 2017.

Budget Implication:

The total cost for these services is not to exceed \$25,000. (Educator Effectiveness Funds)

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the MOU.

10.19 **School-Sponsored Student Organization**

Background Information:

The Board of Trustees shall give approval for the establishment of all student organizations. The proposed organizations shall not engage in any activities, other than those that are organizational in nature, until the Board of Trustees has approved its application.

Current Consideration:

The following school has submitted a school-sponsored student organization application. Magnolia Aesthetics, Magnolia High School

Budget Implication:

Each school-sponsored student organization offsets operational costs through donations and fundraising efforts.

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the school-sponsored organization application.

## **HUMAN RESOURCES**

### 10.20 **Memorandum of Understanding (MOU), San Diego County Superintendent of Schools**

Background Information:

The District has traditionally entered into agreements with programs to provide opportunities for educators to gain valuable professional experiences. The San Diego County Superintendent of Schools provides a program for educators to obtain a clear credential.

Current Consideration:

This is a new MOU and provides the opportunity for employees of AUHSD school sites to fulfill course requirements for their clear credential. The agreement will be effective May 9, 2017, through June 30, 2022. This agreement will be signed following approval by the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved the MOU.

## 11. **CONSENT CALENDAR**

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees approved all consent calendar items, with the exception of items 11.10 and 11.11 pulled by Trustee O'Neal.

## **BUSINESS SERVICES**

### 11.1 **Student Accident and Health Insurance Program, Myers-Steven and Toohey and Co., Inc.**

Background Information:

Education Code Section 49470 allows school districts to make group accident insurance available on a voluntary basis for purchase by parents or guardians. Myers-Stevens and Toohey and Co., Inc., has provided student accident and health insurance programs for District students for many years.

Current Consideration:

The insurance programs allow students who do not have coverage under private plans to participate in athletics, and provide a supplement to a parent or guardian's private insurance for both athletes and other students. The student accident and health insurance programs are underwritten by BCS Insurance Company and administered by Myers-Stevens and Toohey and Co., Inc., as well as cover school-time accident insurance, full-time accident insurance, and interscholastic tackle football coverage. Dental and illness insurance programs are also available. The 2017-18 insurance program costs are paid by parents or guardians who elect to obtain this voluntary coverage. The 2017-18 rates, which remain unchanged are listed below.

\*Initial payment covers the remainder of the month in which it was paid and the month following. Subsequent payment covers an additional two-month period.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the program.

11.2 **Piggyback Bids, Purchase Through Public Corporation or Agency**

Background Information:

The District is receiving new furniture in approximately 140 classrooms in the summer of 2017. Maintenance and Operations made an assessment of the current floor conditions in these classrooms and identified carpet flooring material that is beyond the end of its current life cycle and needs to be replaced. There will also be other projects throughout the year that may require carpeting for which this contract can be utilized.

Current Consideration:

The State of California's Department of General Services (DGS) has a piggybackable contract through the California Multiple Awards Schedule (CMAS) with KYA Services, LLC that will allow other agencies, including local districts, to purchase carpet and related materials, while also including various removal and installation services. The material and services will be purchased utilizing the DGS CMAS contracts 4-14-72-0057A, including any extensions of the contract. The District will utilize this contract pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq.

Budget Implication:

The total amount of the award is not to exceed \$300,000. (Measure H Fund, Routine Restricted Maintenance Funds, and Various Funds)

Action:

The Board of Trustees approved the purchase of carpet, vinyl base, and related material including removal, as well as installation services utilizing the DGS CMAS contract 4-14-72-0057A to KYA Services, LLC, including extensions of the contract.

11.3 **Piggyback Bids, Purchase Through Public Corporation or Agency**

Background Information:

The District has been utilizing a Managed Print Solution (MPS) for the past five years for all of its copying and printing requirements. The program has provided many advantages to the District including a new copier fleet and a refresh of over 70 percent of the printer fleet

with new network printers. There is manageability software that allowed for reporting and visibility of each device along with faxing software for enhanced functionality. The District was also provided an equivalent to two full-time service technicians who serviced our equipment to ensure little to no downtime. Another advantage to the program was that there was no need to invest in capital outlay for large dollar copier leases, printers, or toner purchases.

Current Consideration:

The State of California's Department of General Services (DGS) has a piggybackable contract through the California Multiple Awards Schedule (CMAS) with Kyocera Document Solutions America, Inc. that will allow other agencies, including local agencies, to purchase copiers, printers, software, and related managed print services. The material and services will be purchased utilizing DGS CMAS contract 3-16-36-0044B, for three years with the option of extending for two additional one-year terms upon approval by the District director of purchasing and central service. The District will utilize this contract pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq.

This contract will provide the District with additional cost savings that include lowering the cost per copy rate, creating a tiered color print rate based on sheet coverage, upgrading 30 percent of the copier and printer fleet, as well as providing Districtwide monitoring and faxing software. There are also opportunity costs that the District will continue to receive that include the following: 1) dedicated support of two full-time technicians, 2) savings of not having staff rename nearly 2,000 network printers, 3) no additional requirement to reprogram, reconfigure, or replace existing print servers and protocols, 4) eliminate need to process purchase orders for toner, supplies, and maintenance (approximately 273 orders in FY 2011/12 year), 5) standardization of equipment and services for quicker fulfillment of supply orders and ease of use for end-users, 6) no need to invest large capital outlay in replacing out-of-date printers and copiers, and 7) increased data to provide additional insight of all volumes, print landscape, and carbon footprint information for detailed analysis to drive further potential cost savings and program efficacy. The District's current copier fleet is comprised of all Kyocera copiers and a large number of Kyocera printers.

Budget Implication:

There will be an overall cost savings of approximately 14 percent annually for the first two years with a two percent escalation starting in year three for manufacturer cost increases. Additional savings can be attained with a reduction in volume.

The total amount of the award is estimated at \$550,000 annually, but will vary since cost is based on actual copy and print volume. (Various Funds)

Action:

The Board of Trustees approved the purchase of managed print services and related hardware, software, and services utilizing the DGS CMAS contract 3-16-36-0044B to Kyocera Document Solutions America, Inc., pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq., for three years with the option of extending for two additional one-year terms renewed by the District director of purchasing and central service.

11.4 **Award of Bids, Photography Equipment, Computer Accessories, and Related**

Background Information:

As the District approaches the fiscal year-end, there is always a large influx of requisitions with similar items from multiple school sites. This year, there were items such as graphic

cards, memory, monitors, small tablets, digital hand-held camera recorders, cameras, lenses, tripods, software, lighting kits, and similar items. These items are combined to develop an overall requirement of the District's needs. As an aggregate of similar purchases throughout the fiscal year, the District will exceed the current bid limit as defined per Public Contract Code (PCC 20111) and require a formal bid.

Current Consideration:

There were two bids prepared and are listed below.

2017-13 Photography Equipment and Related Accessories  
2017-14 Computer Accessories and Related Components

<u>Bid#</u>	<u>Award</u>	<u>Estimated Amount</u>
2017-13	Adorama, Inc.	\$90,409
2017-14	Adorama Inc.	\$25,071
	Laptops Discounters, Inc.	\$2,234
	Sehi Computer Products, Inc.	\$36,055

The amounts shown are best estimates; actual amounts spent could be higher or lower.

These bids will also establish a means to be able to purchase similar equipment on an as-needed basis in the future and will be awarded on an annual basis, for up to a total of three years, renewed annually at the discretion of the District's director, purchasing and central services.

Budget Implication:

The total amount of the award is not to exceed \$120,000 per fiscal year.

Action:

The Board of Trustees awarded Bids 2017-13 and 2017-14 for up to three years, pursuant to PCC 20111, renewable annually at the discretion of the District's director, purchasing and central services.

11.5 **Award of Bid, National Fire Protection Agency (NFPA) 72 Fire Alarm Systems Testing**

Background Information:

There is a state requirement to inspect all fire alarm systems semi-annually to ensure they are operating as required by law in order to keep our students, staff, and buildings safe. The National Fire Protection Agency (NFPA) establishes the standards for fire alarm system testing under its National Fire Alarm and Signaling Code called NFPA 72. NFPA 72 provides the latest safety provisions to meet changing fire detection, signaling, and emergency communications demands.

Current Consideration:

This type of service is specialized and there are a limited number of contractors performing this type of work. The lowest most responsible and responsive bidder is Cal Building Systems, Inc.

This bid will be awarded on an annual basis for up to a total of three years, renewable annually at the discretion of the District's director, purchasing and central services.



Budget Implication:

The total amount of the award is not to exceed \$42,595 annually.

Action:

The Board of Trustees awarded Bid 2017-08 to Cal Building Systems, Inc., at an amount not to exceed \$42,595 annually, pursuant to Public Contract Code 20111, for a period of up to three years; renewable annually at the discretion of the District's director, purchasing and central services.

11.6 **Award of Bids**

The Board of Trustees was requested to award the bids following bids.

<u>Bid#</u>	<u>Service</u>	<u>Award</u>	<u>Amount</u>
2017-15	Classroom Repairs-Painting (Routine Restricted Maintenance Funds)	GDL Best, Contractors, Inc.	\$126,000
2017-16	Classroom Repairs-Abatement (Routine Restricted Maintenance Funds)	A&V Contractors, Inc.	\$124,000
2017-17	Classroom Repairs-Polished Concrete (Routine Restricted Maintenance Funds)	GDL Best	\$167,000

Action:

The Board of Trustees awarded the bids as listed.

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

Action:

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, as well as authorize proper disposal in accordance with Education Code Section 60510 et al.

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

Action:

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, as well as authorized staff to dispose of the textbooks and instructional materials in accordance with Education Code Section 60510 et al.

11.9 **Donations**

Action:

The Board of Trustees accepted the donations as submitted.

On the motion of Trustee Randle-Trejo, and duly seconded, the Board of Trustees ratified items 11.10 and 11.11 with the following vote.

Ayes: Trustees Randle-Trejo, Jabbar, Smith, and Piercy

Abstain: Trustee O'Neal

11.10 **Purchase Order Detail Report**

Action:

The Board of Trustees ratified the report April 4, 2017, through April 27, 2017.

11.11 **Check Register/Warrants Report**

Action:

The Board of Trustees ratified the report April 4, 2017, through April 27, 2017.

**HUMAN RESOURCES**

11.12 **Declaration of Need for Fully Qualified Educators**

Background Information:

The Declaration of Need for Fully Qualified Educators is a requirement established by the California Commission on Teacher Credentialing (CCTC) to permit the District to employ certificated staff members in certain identified areas of need. When the District is unable to find a suitable, fully prepared teacher for an assignment, despite its diligent efforts, the District is permitted to hire teachers with alternate teaching permits.

Current Consideration:

The Declaration of Need for Fully Qualified Educators fulfills the CCTC requirements for hiring teachers with alternate authorizations and interns for subject areas that are difficult to fill. The declaration permits the District to hire teachers with an emergency Cross-Cultural and Language Development (CLAD), Bilingual Cross-Cultural and Language Development (BCLAD), Language, Speech and Hearing, or Special Class Authorization, as well as allowing the District to apply for a Provisional Internship Permit (PIP), and/or a short-term staff permit (STSP), which is used for acute staffing in subject areas that are difficult to fill. Many California school districts experience shortages of teachers in these areas.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the Declaration of Need for Fully Qualified Educators, as required by the State Commission on Teacher Credentialing.

11.13 **SUPPLEMENTAL INFORMATION**

11.13.1 ASB Fund, March 2017

11.13.2 Cafeteria Fund, February 2017

11.13.3 Enrollment, Month 8

## EDUCATIONAL SERVICES

### 11.14 **Agreement, Capturing Kids' Hearts, The Flippen Group**

#### Background Information:

Founded in 1990 by educator, psychotherapist, and New York Times® best-selling author, Flip Flippen, The Flippen Group has become one of the fastest growing professional development organizations in the world. They combine their passion for people with scientific research to build teams and individuals into models of achievement. Their research-based tools and processes combined with expert coaching and training have brought transformation to many of the most respected school districts, Fortune 500 companies, governments, sports teams, and non-profit corporations in the world. Their mission: Building relationships and processes that bring out the best in people.

#### Current Consideration:

The Flippen Group will provide four Capturing Kids' Hearts sessions to District school sites with the first session to take place July 24-26, 2017. Services will be provided for up to 50 staff members in each session. The remaining three sessions will be scheduled throughout the 2017-18 year.

#### Budget Implication:

The total cost for the four sessions is not to exceed \$99,200, an additional \$3,000 is requested to provide Teen Leadership trainings. The total cost for all services is not to exceed \$102,200. (Educator Effectiveness Funds)

#### Action:

The Board of Trustees approved the agreement.

### 11.15 **Agreement, AVID Excel, AVID College Readiness System Services and Products**

#### Background Information:

AVID Excel is a research-based junior high school program designed to accelerate academic language acquisition while increasing the college readiness of designated English Learner (EL) students. The goal of AVID Excel is to interrupt students' path to Long-Term English Learner (LTEL) status and put them on a pathway to college preparation by intervening in very direct ways. AVID Excel focuses on developing reading, writing, oral language, and academic vocabulary skills. It also builds study skills, self-determination, and leadership skills that underlie academic and social achievements. As an equity component of the AVID College Readiness System, AVID Excel is designed to fulfill AVID's mission of preparing all students for college readiness and success in a global society.

#### Current Consideration:

AVID Excel has been successfully implemented for the past year at Ball, Brookhurst, Dale, Orangeview, South, and Sycamore junior high schools. To continue to implement the program, the District must pay a benefit package fee, as well as AVID summer institute fees for training staff members from each participating school site. Services will be provided July 1, 2017, through June 30, 2018.

#### Budget Implication:

The total cost for these services is not to exceed \$9,900. (Title III Funds)

#### Action:

The Board of Trustees approved the agreement.

11.16 **Student Observation Agreement, St. Joseph Heritage Healthcare**

Background Information:

St. Joseph Heritage Healthcare (Heritage) is a partner with the District Anaheim Innovative Mentoring Experience (AIME) program. Heritage is a licensed health care facility, which provides various health care services to its patients. Heritage has a long history of community outreach programs that provide a variety of educational supports, including shadowing programs for the development of non-clinical professionals to best understand the array of health care careers available.

Current Consideration:

St. Joseph Heritage is currently one of the District's AIME partners for the summer paid internship opportunity. Selected students have been assigned a Heritage professional to shadow for the eight-week summer program. This agreement details the roles of the District and Heritage to ensure students are prepared to work in this highly confidential work environment.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the student observation agreement.

11.17 **Implementation Agreement, Advancement Via Individual Determination (AVID) Center**

Background Information:

The AVID College Readiness System supports a culture of rigor and success for more than 200,000 students in approximately 1,400 schools throughout the Nation. Their mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Services provided by AVID Center include: training for AVID site teams, AVID elective teachers, and District AVID coordinator; coordination with the District to analyze AVID program data; AVID certification review and/or monitoring of programs; access to AVID resources at the password protected AVID website; and access to AVID College Readiness System workshops as well as online offerings.

Current Consideration:

The yearly fee for Anaheim, Katella, Loara, Magnolia, and Savanna high schools, Oxford Academy, as well as Ball, Brookhurst, Dale, Orangeview, South, and Sycamore junior high schools, covers all AVID materials, and AVID weekly resources. Services will be provided July 1, 2017, through June 30, 2018.

Budget Implication:

The total cost for these services is not to exceed \$47,928. (Title I and Title II Site Funds)

Action:

The Board of Trustees approved the agreement.

11.18 **Amendment Agreement, North Orange County Community College District (NOCCCD), College and Career Access Pathways (CCAP), Dual Enrollment Partnership, Fullerton College**

Background Information:

NOCCCD has offered concurrent enrollment in selected courses to high school students for over a decade. NOCCCD and the District have entered into a College and Career Access Pathways partnership agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of Assembly Bill 288, for high school students. The goal is to develop seamless pathways from high school to community college.

Current Consideration:

An agreement with NOCCCD, through Fullerton College, was approved on August 11, 2016, to offer four Introduction to Chicano/Chicana Studies courses at Savanna and Magnolia high schools, as well as three College Orientation courses at Anaheim, Gilbert, and Loara high schools. An amendment is necessary to include a District Business Skills Internship course for students who participate in our Anaheim Innovative Mentoring Experience (AIME) summer internship program. All other terms of the agreement remain intact. Services will be provided June 2, 2017, through July 7, 2017.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the amendment.

11.19 **Amendment, Agreement, North Orange County Community College District (NOCCCD), College and Career Access Pathways (CCAP), Dual Enrollment Partnership, Cypress College**

Background Information:

NOCCCD has offered concurrent enrollment in selected courses to high school students for over a decade. NOCCCD and the District have entered into a College and Career Access Pathways partnership agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of Assembly Bill 288, for high school students. The goal is to develop seamless pathways from high school to community college.

Current Consideration:

An agreement with NOCCCD, through Cypress College, was approved on December 8, 2016, to offer American Ethnic Studies at Oxford Academy and Western High School, Computer Forensics I at Oxford Academy and Cypress High School, Art History at Kennedy High School, Introduction to Research at Kennedy High School, and Educational Planning at Cypress, Kennedy and Western high schools. An amendment is necessary to include Career Exploration, Educational Planning, Spelling for Modern Business, and Punctuation for Court Reporting, at Cypress, Kennedy, Magnolia, Savanna, and Western high schools, as well as Oxford Academy. Students served will be those who participate in our Anaheim Innovative Mentoring Experience (AIME) summer internship program. All other terms of the agreement remain intact.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the amendment.

11.20 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected books for health, English language development, as well as career technical education courses. The books have been made available for public view.

Action:

The Board of Trustees adopted the selected materials.

11.21 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee recommended the selected material for display, for courses in in social science, English, career technical education, math, and world languages. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display, May 9, 2017, through June 15, 2017.

Action:

The Board of Trustees approved the display.

11.22 **Field Trip Report**

Action:

The Board of Trustees approved the report, as amended prior to the adoption of the agenda.

## **HUMAN RESOURCES**

11.23 **Agreement, California State University, Fullerton (CSUF), Athletic Training Education Program (ATEP)**

Background Information:

The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District schools. The District has had an agreement in place with CSUF, Athletic Training Education Program (ATEP), since 2014.

Current Consideration:

This agreement is a renewal of the current agreement already in place. The new agreement includes updated language that more closely reflects the current ATEP program at the University and more clearly defines the partnership with the District. University students in the ATEP will meet with school site certified athletic trainers and provide supervised athletic trainer services to earn credit toward a Bachelor of Science degree in Athletic Training. Additionally, professional attire, development, and conduct will be reviewed. This agreement will be effective April 5, 2017, through April 5, 2022. Due to the University's policy for executing agreements, this agreement will be signed following approval by the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The the Board of Trustees ratified the agreement.

11.24 **Agreement, California State Polytechnic University, Pomona**

Background Information:

The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District schools. The District has had a student teaching agreement in place with California State Polytechnic University, Pomona since 2001.

Current Consideration:

This agreement is a renewal of the current agreement already in place with California State Polytechnic University, Pomona. The current agreement expires June 30, 2017. University students will meet with school site master teachers to be involved in the students' reparation for student teaching. This agreement provides opportunities for student teachers to observe, participate, assist, and teach in the master teacher's classroom for one semester. Master teachers will model to the student teacher effective planning, instruction, and management strategies, as well as discuss these strategies with the student teacher. Additionally, professional attire, development, and conduct will be reviewed. This agreement will be in effect July 1, 2017, through June 30, 2020.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the agreement.

11.25 **Agreement, Orange County Superintendent of Schools, ACCESS Program**

Background Information:

The Orange County Superintendent of Schools provides an alternative education program for Orange County students. Alternative, Community, and Correctional Schools and Services (ACCESS) schools are set in community-based, alternative venues and provide a safe, disciplined, and supportive environment. ACCESS provides summer school programs for students to improve both their learning skills and their test scores, while earning credits toward graduation.

Current Consideration:

The agreement with the Orange County Superintendent of Schools offers appropriate school programs to students who, due to reduced or eliminated school programs as a result of budgetary concerns, are in need of such services. Services will be provided June 5, 2017, through August 25, 2017. Due to the Orange County superintendent of schools' policy for executing agreements.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the agreement.

11.26 **2016-17 Williams Settlement Legislation Review Report**

Background Information:

The Orange County Department of Education (OCDE) conducts a bi-annual review of decile 1-3 schools based on the 2012 Academic Performance Index and school sites participating in the Quality Education Investment Act (QEIA) program to ensure compliance with Williams Settlement Legislation requirements. This process is conducted in addition to the District's submission of Williams Uniform Complaints reports, which summarize all complaints relative to adequate textbooks and instructional materials, teacher vacancies or misassignments, facilities conditions, intensive instruction, as well as services for students who have not passed the California High School Exit Examination (CAHSEE) by the end of the 12 grade.

Current Consideration:

According to Education Code Section 1240(2)(H), the findings of the review by OCDE must be publically shared with the Board of Trustees. The report, as provided, indicates any deficiencies during July, August, and September 2016, which were reported to school administrators for remediation.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees accepted the report as submitted.

11.27 **Certificated Personnel Report**

Action:

The Board of Trustees approved the report as amended.

11.28 **Classified Personnel Report**

Action:

The Board of Trustees approved the report as amended.

12. **SUPERINTENDENT AND STAFF REPORT**

Mr. Jackson thanked Ruthie Mendez for her service.

13. **BOARD OF TRUSTEES' REPORT**

Trustee Randle-Trejo indicated she attended the ASCPTA presentation on Emerging Drug Trends, Family Movie Night at Sycamore Junior High School, Anaheim Achieves Showcase, STEAM-A-PALOOZA, Scholar Athlete Awards, ROP Celebration of Success, Westminster City Council meeting, Anaheim City Council meeting, Katella High School Parent Learning Walk, Color and Light Show, ASCPTA Honorary Service Awards, CBA negotiations, GASELPA CAC Awards Night, Hope Prom, and the Manzanar trip. She also thanked Ruthie for her service.

Trustee O'Neal said he attended the Color and Light show, ASCPTA Honorary Service Awards, GATE orchestra performance at Orangeview Junior High School, Every 15 Minutes program at Kennedy High School, District Spring concert, Open House at Kennedy High School, T.U.P.E. presentation,



HOPE Cup, a choir show at Kennedy High School, Scholar Athlete Dinner, and the Kennedy Scholarship Recognition dinner.

Trustee Jabbar shared that next year's Bike-A-Thon will be on April 7, 2018. He also noted his attendance at STEAM-A-PALOOZA, Open House for Anaheim High School and Brookhurst Junior High School, Color and Light Show, Budget Committee meeting, ASCPTA Honorary Service Awards, Scholar Athlete Dinner, meeting with OCCCO, as well as the OC Human Relations "Outstanding Bridges School" recognition for South Junior High School, and the Manzanar trip.

Trustee Smith reported that she attended the Scholar Athlete Dinner, Oxford Academy Open House, and the Color and Light Show, as well as thanked Lucy Lopez, Susan Stocks, and President Piercy for their contributions.

Trustee Piercy stated she attended the Color and Light Show, ASCPTA Honorary Service Awards, and the ROP Celebration of Success. She also thanked Ruthie for her service and said she did an exceptional job. She would have liked to attend other events, but was out of town.

#### 14. **ADVANCE PLANNING**

##### 14.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, June 8, 2017, at 6:00 p.m.

Thursday, June 8  
Thursday, June 15  
Thursday, July 13

Thursday, September 7  
Thursday, October 5  
Thursday, November 2

##### 14.2 **Suggested Agenda Items**

Trustee Jabbar requested a policy for equal access.

#### 15. **ADJOURNMENT**

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 9:34 p.m.

Approved \_\_\_\_\_  
Clerk, Board of Trustees

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

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**BOARD OF TRUSTEES**  
**Special Meeting Minutes**  
**Tuesday, May 16, 2017**

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**UNADOPTED**

**1. CALL TO ORDER—ROLL CALL**

Board President Anna L. Piercy called the special meeting of the Anaheim Union High School District Board of Trustees to order at 5:00 p.m.

Present: Anna L. Piercy, president; Katherine H. Smith, clerk; Al Jabbar, assistant clerk; Brian O'Neal and Annemarie Randle-Trejo, members; Jaron Fried, Ed.D., Brad Jackson, and Jennifer Root assistant superintendents; and Jeff Riel, District counsel.

Absent: Michael B. Matsuda, superintendent.

**2. ADOPTION OF AGENDA**

Staff requested the following amendments to the agenda:

- Exhibit B, replace pages 2 and 3

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees adopted the agenda.

**3. PLEDGE OF ALLEGIANCE**

Board President Anna L. Piercy led the Pledge of Allegiance to the Flag of the United States of America.

**4. PUBLIC COMMENTS, CLOSED SESSION ITEM**

There were no requests to speak.

**5. CLOSED SESSION**

The Board of Trustees entered closed session at 5:02 p.m.

**6. RECONVENE MEETING AND CLOSED SESSION REPORT OUT**

**6.1 Reconvene Meeting**

The Board of Trustees reconvened into open session at 5:07 p.m.

**6.2 Closed Session Report**

Board Clerk Smith reported the following action taken during closed session.

The Board of Trustees, with a vote of 5-0, approved the settlement agreement in OAH Case No. 2017021003 resolving all issues.

## 7. PUBLIC COMMENTS, OPEN SESSION ITEMS

- 7.1 Kim Ashton, parent and choir booster president at Cypress High School, addressed the Board regarding the decision to eliminate Ms. Harvey's choir position. She announced that her daughter now wants to be a choir teacher because of Ms. Harvey.
- 7.2 Brandon Garcia, Cypress High School student, spoke in support of Ms. Harvey and the choir program. He stated that Ms. Harvey has been the most influential person in his life, and asked the Board to reconsider the decision to eliminate her position.
- 7.3 Ean Ramos, Cypress High School student, has been in choir for three years and has had three different teachers. He expressed his desire to become a choir teacher, due to Ms. Harvey's leadership skills.
- 7.4 Jacob Weber, Cypress High School student, also spoke in support of Ms. Harvey and the choir program.
- 7.5 Sophia Dickenson, Cypress High School student, spoke on behalf of Ms. Harvey. She said Ms. Harvey has made choir feel like a family.
- 7.6 Jaztyne Lim, Cypress High School student, requested the Board to please reconsider reinstating Ms. Harvey. She also expressed with emotion that choir isn't just an elective, it is a family.
- 7.7 Emma Lee, Cypress High School student, noted with excitement how Ms. Harvey has helped them grow their leadership skills and has more confidence due to Ms. Harvey.

## 8. ITEM OF BUSINESS

### 8.1 **Adoption of the Decision of the Administrative Law Judge Carla L. Garrett Concerning the Reduction in Force of Non-Management Certificated Employees, per the Office of Administrative Hearing Case Number 2017030178**

The Board of Trustees took action to reduce particular kinds of services provided by certificated employees. This action was necessitated by significant reductions in District revenue and declining enrollment. The decision to reduce services was not related to the competency and dedication of the individuals whose services are to be eliminated. District staff carried out the Board's decision by using a selection process that involved seniority, in accordance with the requirements of the Education Code.

On March 7, 2017, the Board took action to eliminate 47.4 management and non-management certificated positions and to notify staff members of possible layoff. Certificated employees were issued preliminary notification of possible layoff. When 24 of the non-management certificated employees requested a hearing before an administrative law judge, the District was required to defend its procedures, steps, and processes of layoff. During the pendency of the proceeding the District refined the estimate of teachers needed for the

coming school year and withdrew 10 of the layoff notices. At the conclusion of the hearing, the administrative law judge extended the time for the decision and action by the Board by five days. The administrative law judge ordered on May 11, 2017, the District may proceed with notices to these non-management certificated employees that their services will not be required for the 2017-18 year, due to the reduction of particular kinds of services; and ruled authorizing skipping of two less senior employees. The Board of Trustees must now formally accept the judge's decision and proceed with the reduction in force of the designated non-management certificated employees.

As the result of additional assured attrition, the need to reduce the number of certificated employees has been further reduced from the number authorized in the decision.

Action:

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following a lengthy discussion, the Board of Trustees formally adopted the decision of the Administrative Law Judge concerning the reduction in force of certificated employees, per Office of Administrative Hearing Case Number 2017030178, with said adoption of the decision effective immediately.

**RESOLUTION**

8.2 **Resolution No. 2016/17-HR-13, Reduction in Force Certificated Management and Non-Management Employees**

The Board of Trustees is asked to formally adopt the recommendation of Superintendent Michael B. Matsuda to notify six certificated employees whose accusations were sustained that they will be laid off from employment, effective the last working day of the current school year, as a result of a reduction in force, per Board of Trustees Resolution No. 2016/17-HR-06, adopted on March 7, 2017. Employees who have rights based on seniority and credential, per education Code, will be reassigned to another certificated position within the District.

Action:

On the motion of Trustee O'Neal and duly seconded, the Board of Trustees formally adopted Resolution No. 2016/17-HR-13, as amended prior to the adoption of the agenda. The roll call vote follows.

Ayes: Trustees Randle-Trejo, O'Neal, Jabbar, Smith, and Piercy

9. **ADJOURNMENT**

On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 5:35 p.m.

Approved \_\_\_\_\_  
Clerk, Board of Trustees