

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

NOTICE OF REGULAR MEETING

Date: June 10, 2016

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

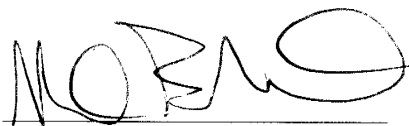
You are hereby notified that a regular meeting of the
Board of Trustees of the Anaheim Union High School District
is called for

Thursday, the 16th day of June 2016

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

Closed Session—3:00 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

BOARD OF TRUSTEES

Agenda

Thursday, June 16, 2016

Closed Session—3:00 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, 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 13, 2016.*

Meetings are recorded for use in the official minutes.

1. **CALL TO ORDER—ROLL CALL** **ACTION ITEM**
2. **ADOPTION OF AGENDA** **ACTION ITEM**
3. **PUBLIC COMMENTS, CLOSED SESSION ITEMS** **INFORMATION ITEM**

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. **CLOSED SESSION** **ACTION/INFORMATION ITEM**

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 54957.6: Conference with negotiators, agency designated representatives—Annemarie Randle-Trejo, Board president, and Daniel Shinoff, Esq., regarding unrepresented employee, superintendent.
- 4.3 To consider matters pursuant to Government Code Section 54957.6: Conference with negotiators; agency designated representatives—Annemarie Randle-Trejo, Board president, and Daniel Shinoff, Esq., regarding unrepresented employees, assistant superintendents, chief academic officer, and District counsel.
- 4.4 To consider matters pursuant to Government Code Section 54956.9 (d)(2): Conference with legal counsel, anticipated litigation regarding one matter.
- 4.5 To consider matters pursuant to Government Code Section 54957.6: Conference with labor negotiators Mr. Matsuda, Dr. Fried, Mrs. Poore, 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 54956.9(d)(2): Conference with legal counsel, anticipated litigation regarding one matter.
- 4.8 To consider matters pursuant to Government Code Section 54956.9(d)(2): Conference with legal counsel, anticipated litigation regarding one matter.
- 4.9 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release, HR-2015-16-17. **[CONFIDENTIAL]**
- 4.10 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release, HR-2015-16-04. **[CONFIDENTIAL]**
- 4.11 To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment/reassignment—assistant superintendent, Business Services.
- 4.12 To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment/reassignment—principal.
- 4.13 To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment/reassignment—principal.
- 4.14 To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment/reassignment—principal.
- 4.15 To consider matters pursuant to Education Code Section 48918: Expulsion of students 15-44, 15-46, 15-47, 15-56, 15-58, and 15-62.

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 of Trustees President Randle-Trejo 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 21st century.

In addition, Board of Trustees' President Randle-Trejo will introduce dignitaries in attendance.

7. **BOARD OF TRUSTEES' RECOGNITION**

INFORMATION ITEM

7.1 **Donation**

The Board of Trustees will recognize the Loyal Order Moose Club #1945 for their generous donation of \$2,000 to Hope School.

7.2 **Greater Anaheim SELPA Community Advisory Committee Honorees**

The Board of Trustees will recognize two District employees who were nominated and selected for outstanding service to students with disabilities. The Greater Anaheim SELPA Community Advisory Committee recognized the accomplishments of Richard Martin, Loara High School special education teacher, and Marcie Robles-Leos, Special Youth Services secretary-program support.

7.3 **Dual Language Academy (DLA)**

The Board of Trustees will recognize the first graduating class of the Anaheim High School DLA. These 17 students enrolled as the first cohort of DLA students at Sycamore Junior High School in the 2010-11 year. The students below are biliterate, ready to serve their communities, and prepared to be model global citizens.

Daniel Chavez	Blanca Ocampo
Kimberly Escalante	Diana Palma
Gabriela Florez Vasquez	David Perez-Oran
Giselle Franco	Estefania Porras
Estephany Gomez	Eliza Prado
Diana Hernandez	Leslie Reynoso
Vanessa Islas	Daniela Uribe
Irwin Malta	Ariadne Velazquez
Yatzill Mundo	

7.4 **Classified Employee of the Year**

The Board of Trustees will recognize Classified Employee of the Year Rene Muñoz. Rene began working at the District in 1990 and is currently a plant manager at Gilbert High School. Rene was among 22 classified employees nominated for this award who were all honored at the Classified Employee of the Year Recognition event on May 17, 2016. **[EXHIBIT A]**

7.5 **Well Done! Wellness Program**

The Board of Trustees will recognize Kimberly Vallée, coordinator of the Well Done! Wellness Program, for her dedication to the health and wellness of District employees and her leadership to create a culture of health at work.

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

Reports of Associations

Officers present from the District's employee associations 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, and 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. 2015/16-B-16, General Funds; Resolution No. 2015/16-B-17, 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, 2016, 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 will submit a detailed

list of methods of acquiring such funds for Board approval as part of the 2016 Second Interim Report.

Current Consideration:

After thorough analysis and review, the 2015-16 budget was updated from the Second Interim Report, which was presented and approved by the Board of Trustees at the March 10, 2016, Board 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. 2015/16-B-16 summarizes adjustments to the General Fund; Resolution No. 2015/16-B-17 summarizes adjustments to all other funds.

Budget Implication:

As part of the annual budget reporting process, budget adjustments are made to income, expenditures, and fund balances. Resolution No. 2015/16-B-16, General Funds, and Resolution No. 2015/16-B-17, Various Funds, authorizes budget adjustments per Education Code Sections 42600 and 42601.

Staff Recommendation:

1. It is recommended that the Board of Trustees adopt Resolution No. 2015/16-B-16, General Funds, by a roll call vote. **[EXHIBIT B]**
2. It is recommended that the Board of Trustees adopt Resolution No. 2015/16-B-17, Various Funds, by a roll call vote. **[EXHIBIT C]**
3. It is recommended that the Board of Trustees adopt the 2016-17 Proposed Budget. (All Funds) **[EXHIBIT D]**

11.2 **Resolution No 2015/16-B-18, 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 newly created 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 statewide 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 2016-17 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, by a roll call vote.

[EXHIBIT E]

- 11.3 **Resolution No. 2015/16-B-19, Authorization of Signature of Electronically Printed Checks (Roll Call Vote)** **ACTION ITEM**

Background Information:

The Board of Trustees is requested to adopt Resolution No. 2015/16-B-19, Authorization of Signature of Electronically Printed Checks on electronically printed vendor checks effective July 1, 2016. In accordance with Education Code Section 42631 authorizes processing warrants through an online data processing system. The Orange County Department of Education requires that designated personnel authorized to sign electronically printed vendor checks be approved by the Board of Trustees.

Current Consideration:

Currently, the assistant superintendent, Business Services' signature is the authorized signature. Due to the pending change in that position, and to ensure there is no interruption until the position is filled, it is requested that Superintendent Michael B. Matsuda be approved as the authorized signature of electronically printed checks.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2015/16-B-19, by a roll call vote. **[EXHIBIT F]**

EDUCATIONAL SERVICES

- 11.4 **Adoption, Educator Effectiveness Block Grant Plan** **ACTION ITEM**

Background Information:

The 2015 Budget Act included one-time money called the Educator Effectiveness Block Grant. The Educator Effectiveness funds are specifically to be used for professional development, coaching, and support services, as outlined in Section 58 of Assembly Bill (AB) 104, Chapter 13, statutes of 2015 and amended by Section 8 of Senate Bill (SB) 103, Chapter 324, statutes of 2015. The 2015-16 calculated funding rate is approximately \$1,466 per certificated full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2014-15 fiscal year. The funding is to be spent over a three year period, starting with 2015-16 year and ending with the 2017-18 year. As a condition for receiving Educator Effectiveness funds, the District must develop and adopt a plan during the 2015-16 year. Additionally, a detailed expenditure report must be submitted to the California Department of Education on or before July 1, 2018.

Current Consideration:

The public hearing was held on June 9, 2016. The purpose of the public hearing was to allow the public an additional opportunity to ask questions concerning the District's Educator Effectiveness Block Grant Plan.

Budget Implication:

The District is receiving approximately \$2.1 million to be spent over a three-year period for specific professional development activities. (Educator Effectiveness Funds)

Staff Recommendation:

It is recommended that the Board of Trustees adopt the Educator Effectiveness Block Grant Plan. **[EXHIBIT G]**

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

Background Information:

California Education Code Section 52060 requires school districts to adopt a Local Control and 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 were consulted in the development of the 2016-17 LCAP, and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2015-16 year.

Current Consideration:

The public hearing was held on June 9, 2016. 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 2016-17 annual budget and multi-year budget projections.

Staff Recommendation:

It is recommended that the Board of Trustees adopt the LCAP and annual update. **[EXHIBIT H]**

11.6 **Consulting Agreement, Harvey Daniels** **ACTION ITEM**

Background Information:

Harvey Daniels, former classroom teacher and college professor, currently works as a national consultant and author on literacy education. Mr. Daniels is known for his pioneering work on student book clubs, literature circles, content-area literacy, and writing. He works with elementary and secondary teachers throughout the United States, Canada, and Europe. He offers demonstration lessons, workshops, and consulting, with a special focus on creating, sustaining, and renewing student-centered inquiries and discussions of all kinds. Mr. Daniels shows colleagues how to simultaneously build students' literacy strategies, balance their reading diets, and strengthen the social skills they need to become genuine lifelong, literate learners.

Current Consideration:

Our District Literacy Specialist, Kelly Gallagher, has recommended Harvey Daniels as the keynote speaker for the District's Professional Development Day on Monday, October 10, 2016. Mr. Daniel's message to District teachers and staff will be to continue the District's focus on, and implementation of, the Writing Journey for all students across all content areas.

Budget Implication:

The total cost is not to exceed \$5,500. (Educator Effectiveness Funds)

Staff Recommendation:

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

[EXHIBIT I]

11.7 **Educational Consulting Agreement, Barry Tambara (Ninja Bear and Associates)** **ACTION ITEM**

Background Information:

Barry Tambara has worked as a consultant for the District during his tenure with UC Regents/UCLA School Management Program (SMP), which provided focused, site-specific training, and coaching in an effort to improve student achievement outcomes. Barry was one of the lead consultants for SMP, and as part of that partnership, Barry helped Savanna High School refine its school leadership structure and the Capstone Project program. For the past few years, Barry has continued to work as a private consultant focusing on increasing the capacity of school leadership teams through professional learning seminars and coaching sessions.

Current Consideration:

Barry Tambara (Ninja Bear and Associates) will work with selected District school administrative teams to identify and create structures and processes that promote continuous improvement of both student learning and professional practice. This will be accomplished through the enhancement of the capacities and abilities of school leaders, as well as school leadership teams. Services will be provided July 1, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$50,000. (Educator Effectiveness Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the educational consulting agreement. **[EXHIBIT J]**

11.8 **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:

- 11.8.1 AHS Forestry Team, Anaheim High School
- 11.8.2 Medic-Club, Katella High School
- 11.8.3 Movimiento Estudiantil Chicano de Aztlan (MEChA), Katella High School
- 11.8.4 Adult Transition, Western 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 applications.

[EXHIBITS K, L, M, and N]

HUMAN RESOURCES

- 11.9 **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:

This is a correction to a previously approved increase on May 10, 2016. Due to the salary increase reached with the bargaining and non-bargaining employee associations of the District, the salary increase for the executive director of GASELPA shall increase by three percent using pass-through funds. This increase was approved by the GASELPA Board of Trustees on April 20, 2016.

Budget Implication:

There will be no direct impact to the District's budget. The executive director of GASELPA salary increase is estimated to be \$5,100, for a total annual salary of \$175,100, effective July 1, 2015. This additional expense will be paid using GASELPA funds.

Staff Recommendation:

It is recommended that the Board of Trustees approve the 2015-16 salary increase.

- 11.10 **Revised Board Policy 6602, Catastrophic Leave Program, First Reading** **INFORMATION ITEM**

Background Information:

The Catastrophic Leave Program provides a bank of donated sick leave days available for withdrawal when an employee experiences an illness or injury that incapacitates him or her for an extended period of time and creates a financial hardship for the employee because he or she has exhausted all of his or her sick leave and other paid time off. The program initially provided up to 50 half days of pay per illness or injury for employees who are members of the program, up to 100 half days total per employee. However, bargaining units, including the Anaheim Secondary Teachers Association (ASTA), the Anaheim Personnel and Guidance Association (APGA), and the California School Employees Association (CSEA), negotiated changes to the program to better serve employees.

Current Consideration:

The District is requesting to revise Board Policy 6602 to update the policy language to reflect changes negotiated by ASTA, APGA, and CSEA. Changes include moving the open enrollment period to September of each year due to the revised school year calendar, as well as correcting the maximum amount of time allowed per illness or injury to 25 whole days, with a lifetime benefit of 50 whole days.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees review the revision to Board Policy 6602, Catastrophic Leave Program. **[EXHIBIT O]**

11.11 **Public Hearing, Disclosure of Collective Bargaining Agreement with AFSCME** **INFORMATION ITEM**

Background Information:

The Board of Trustees must hold a public hearing to hear comments related to the collective bargaining agreement with the American Federation of State, County, and Municipal Employees (AFSCME) for 2015-16, 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 AFSCME 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.

11.12 **Adoption of the 2015-16 Collective Bargaining Agreement with AFSCME** **ACTION ITEM**

Background Information:

The District entered into contract negotiations with the American Federation of State, County, and Municipal Employees (AFSCME) for a successor agreement after proposals were brought forth by both parties in July 2015. Negotiations were held and a tentative agreement was reached by both parties and ratified by AFSCME.

Current Consideration:

The tentative agreement includes a three percent increase on the salary schedule retroactive to the beginning of the 2015-16 year among other contract language changes.

Budget Implication:

Increases to employees' salary, health benefits and stipends, effective July 1, 2015, for AFSCME unit members will impact the budget with an additional estimated expense of \$712,000. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees adopt the agreement. **[EXHIBIT P]**

SUPERINTENDENT'S OFFICE

11.13 **Employment Agreement and Compensation for Superintendent** **ACTION ITEM**

On June 18, 2015, the Board of Trustees approved an employment agreement for the superintendent. The superintendent's employment agreement indicates that the Board of Trustees may annually review the salary and, with consent of the Board of Trustees, may increase the salary at any time during the agreement. **[EXHIBIT Q]**

11.14 **Employment Agreements and Compensation for Assistant Superintendents, Chief Academic Officer, and District Counsel** **ACTION ITEM**

Employment agreements are required for unrepresented upper-level management employees. On June 18, 2015, the Board of Trustees approved the employment agreement with the assistant superintendent of Business Services. On August 19, 2015, the Board of Trustees approved the employment agreement for District legal counsel. On January 21, 2016, the Board of Trustees approved employment agreements for the assistant superintendent of Human Resources, assistant superintendent of Education Services, and chief academic officer. The employment agreements indicate that the Board of Trustees may annually review the salary and, with consent of the Board of Trustees, may increase the salary at any time during the agreement.

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 **Rejection of Liability Claim**

The Board of Trustees is requested to reject a liability claim that was filed on May 17, 2016, and identified as AUHSD 16-03. After review, staff determined that the claim was not a proper charge against the District.

Staff Recommendation:

It is recommended that the Board of Trustees reject AUHSD 16-03 as not a proper charge against the District, and authorize staff to send the notice of rejection.

12.2 **Amendment, Third Party Claims Administration Agreement**

Background Information:

The District has been associated with Claim Retention Services, Inc. (CRS), since 2007 for property and liability claim administration services. The CRS agreement was approved by the Board in January 2016 for the period February 1, 2016, through January 31, 2017. The agreement did not include administering the student accident program because another program was offered by our association with Southern California Regional Liability Excess Fund (SCR). The SCR program is no longer being offered free of charge effective July 1, 2016. The student accident program was designed to assist parents when a student is injured while at school or attending school events that are District sponsored and supervised, and to minimize legal claims against the District. Eligible medical and dental costs resulting from these injuries were reimbursed up to \$5,000 on a secondary basis.

Current Consideration:

The District wishes to have CRS provide claim administrative services for the student accident program. By amending the CRS agreement to add these services, the cost would be \$65 per hour on a time and expense basis, not to exceed \$3,000, in addition to the previously approved \$24,000 for other property and liability claims.

Budget Implication:

The total cost of claim administration services for the student accident program is not to exceed \$3,000. (General Funds)

Staff Recommendation:

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

12.3 **Award of Bids**

The Board of Trustees is requested to award the bids.

<u>Bid #</u>	<u>Service</u>	<u>Award</u>	<u>Amount</u>
2016-23	Classroom Repairs Group 1 District-Wide (Maintenance Funds)	GDL Best Contractor, Inc.	\$883,000
2016-24	Classroom Repairs Group 2 District-Wide (Maintenance Funds)	A.J. Fistes Corporation	\$395,850

Staff Recommendation:

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

12.4 **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 campuses. They have thwarted various crimes from actually happening, had many arrests, and are proactive with their approach to keeping all of our campuses 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, and also 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) to protect our schools. 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 campuses, 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 campuses. They check entry points such as gates, fences, doors, and windows reporting back their findings to inform staff of potential issues. They sometimes even utilize state-of-the-art technology such as 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 campuses when school sites 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 campuses after hours while creating a presence that our schools are being patrolled regularly keeping them safe and secure. Services will be provided July 1, 2016, through June 30, 2017.

Budget Implication:

The regular monthly fee will be \$13,700 for the two car patrol services. (General Funds)

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

Staff Recommendation:

The Board of Trustees is requested to approve the agreement with Orange County Public Safety pursuant to Government Code (GC) 53060 for a not to exceed amount of \$174,400.

[EXHIBIT S]

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

Background Information:

The District, at times, requires 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 used Atkinson, Andelson, Loya, Ruud, and Romo, PC (AALRR) with much success last year and wishes to renew their contract. Services will be provided from July 1, 2016, through June 30, 2017, for legal services regarding facilities, maintenance, and 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 and front-end bid documents.

Budget Implication:

The total cost is not to exceed \$32,000. (General Funds and Measure H Funds)

Staff Recommendation:

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

12.6 **Agreement Amendment, Environmental Network Corporation**

Background Information:

The District requires EPA/AHERA inspections at all District school sites, as well as hazardous abatement and inspections consulting services. Environmental Network Corporation (ENCORP) has been providing the District with these services, primarily for the District's maintenance and facilities renovation programs.

Current Consideration:

The District has an interest in continuing services with ENCORP through April 20, 2017. The agreement amendment extends services for the fifth year.

Budget Implication:

The cost is not to exceed \$45,000 per year for EPA/AHERA required inspections and \$40,000 per year for miscellaneous hazardous abatement consulting services. (Maintenance Funds, Facilities Funds, and/or other funds as appropriate)

Staff Recommendation:

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

12.7 **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. They also assist in the acquisition of property and related matters pertaining to property turnover. At the Board meeting on December 11, 2014, 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, 2017. The agreement amendment extends the service period to assist with engineering matters.

Budget Implication:

There is no change in the amount of the agreement, which remains at a cost not to exceed amount of \$275,000. (General Funds)

Staff Recommendation:

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

12.8 **Agreement Amendment, Public Economics, Inc.**

Background Information:

The highly technical and complex process of updating and reporting of Redevelopment Area (RDA) pass through entitlements is a specialized service. Public Economics, Inc. has special expertise in these processes. The District benefits from economies of scale by contracting with Public Economics, Inc. for these services because the cost of these services is shared by multiple districts that are often affected by each project area.

Current Consideration:

The District has an interest in continuing consultant services with Public Economics, Inc. This agreement amendment will extend the effective date of the agreement until June 30, 2018.

Budget Implication:

Services will be provided at a cost not to exceed \$35,000. (Capital Facilities Redevelopment Agency Funds and/or other funds as appropriate)

Staff Recommendation:

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

12.9 **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 presents the opportunity for the District to leverage these funds for potential state eligibility funding in the future.

Current Consideration:

The District has an interest in continuing services with School Facility Consultants through June 30, 2018, to continue updating our eligibility for state funding and assisting with the processing of the District's applications.

Budget Implication:

Services will be provided at a cost not to exceed \$61,000. (Capital Facilities Funds, Maintenance Funds, Measure H Funds, and/or other funds as appropriate)

Staff Recommendation:

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

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

Background Information:

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

Current Consideration:

The District has an interest in continuing legal services with Best Best and Krieger, LLP for the 2016-17 fiscal year.

Budget Implication:

This agreement amendment will not exceed an additional \$50,000 for services through June 30, 2017, for a total not to exceed amount of \$70,000. (Maintenance Funds, Facilities Funds, and/or other funds as appropriate)

Staff Recommendation:

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

12.11 **Agreements, Transportation**

Background Information:

The Board of Trustees has in past years approved the agreements to provide transportation services to the Greater Anaheim SELPA, North Orange County Regional Occupation Program (ROP), Tiger Woods Learning Center, Servite High School, City of Cypress, Parks and Recreation, Ocean View School District of Orange County, and GOALS Academy.

Current Consideration:

It is in the best interest of the District to continue the transportation agreements. The agreements will be in effect July 1, 2016, through June 30, 2017. Contracts for each agency will be signed following AUHSD Board approval.

Budget Implication:

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

Staff Recommendation:

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

[EXHIBITS Y, Z, AA, BB, CC, DD, and EE]

12.12 **Arbitrage Rebate Computation for General Obligation Bonds, Election of 2014, Series 2015**

Background Information:

Internal Revenue Regulations require Arbitrage Rebate Computations to be completed no later than five years from the date of a debt issuance, and every five years thereafter. American Municipal Tax-Exempt Compliance Corporation (AMTEC) provided the same services for the 2012 General Obligation Bond refunding.

Current Consideration:

The Board of Trustees is requested to approve the agreement with AMTEC. AMTEC will provide the arbitrage study to determine if any excess interest is earned on the \$63,455,000 General Election Bonds, Election 2014, Series 2015. If there is excess interest earned AMTEC will provide the IRS form for the District to file. The District would have to make any necessary payment with the filing. School districts are not allowed to earn interest on borrowings in excess of IRS set limits. The rules and calculation are fairly complex.

Budget Implication:

The total cost of the computation is \$600 annually. (General Funds)

Staff Recommendation:

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

12.13 **Agreement Amendment #3, 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, and support services, July 1, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$78,459. There is a decrease of \$45,907 from the 2015-16 agreement. (General Funds)

Staff Recommendation:

The Board of Trustees is requested to approve agreement amendment #3. [EXHIBIT GG]

12.14 **Agreement Amendment #1, 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 software. The Business Plus system support covers basic financial/budget, school site finance, stores inventory, and 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 School's actual costs to support Sungard Business-Plus software, July 1, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$98,558. This is an increase of \$4,693 from the 2015-16 agreement. (General Funds)

Staff Recommendation:

The Board of Trustees is requested to approve agreement amendment #1.
[EXHIBIT HH]

12.15 **Piggyback Contract for Servers, Data Storage, Data Communications Hardware, Software, and Related Services**

Background Information:

The District has been using Hewlett-Packard products over the years and the Information Systems Department has established Hewlett-Packard products as the District standard because of their high quality, as well as their reliable service.

The District will purchase servers, data storage equipment, data communications hardware, software, and related services from Hewlett-Packard Company, pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq. utilizing the Master Price Agreement No. MNNVP-134 for servers, storage, software, and related services, as well as AR1464 for data communications hardware, software, and related services. These contracts were awarded by the states of Utah and Minnesota with the National Association of State Procurement Officials/Western States Contracting Alliance (NASPO-WSCA) respectively and approved for use by the State of California Department of General Services (DGS) through the California Participating Addendum 7-15-70-34-002 and 7-14-70-06 respectively.

Current Consideration:

NASPO/WSCA is an alliance consisting of many states throughout the United States that provides its members with better purchasing power and deeply discounted prices. The contract is a "direct from the manufacturer" purchase, based on volume-discounted prices, where orders can be placed through an approved servicing contractor (authorized reseller). The volume is being pooled with other members of the NASPO-WSCA alliance to obtain the very lowest prices. Minnesota was the state that took the lead on MNNVP-134 and Utah on AR1464, and processed bids that resulted in an awards of contracts to Hewlett-Packard Company. The District has been purchasing directly from the Hewlett Packard Company and can also purchase from Sehi Computer Products, Inc., an approved servicing contractor (authorized reseller).

This will allow staff to make purchases through March 31, 2017, on California Participating Addendum 7-15-70-34-002 and if extended by the State of California through March 31, 2019. This will also allow purchases through May 31, 2019, on California Participating Addendum 7-14-70-06.

Budget Implication:

This contract is intended to provide a buying vehicle for the purchase of servers, data storage, data communications hardware, software, and related services to meet the information technology needs of students, faculty, and the District's business applications on an as needed basis. The total amount of the award is not to exceed \$500,000 per fiscal year. (Various Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the use of the contract, including extensions, for the purchase of servers, data storage, data communications hardware, software, and related services utilizing NASPO-WSCA Master Price Agreement No. MNNVP-134 and AR1464, approved for use by the State of California's Department of General Services through the California Participating Addendum 7-15-70-34-002 and 7-14-70-06 to Hewlett-Packard Company (Hewlett Packard Enterprise and HP. Inc.), directly or to the State Approved Authorized Reseller Sehi Computer Products, Inc.

12.16 **Piggyback Bids, Purchase Through Public Corporation or Agency**

Background Information:

The Air Resources Board (ARB) has been working with the District as we transition from diesel buses to cleaner burning alternative fuel buses, as per state regulations. It is ARB's expectation that California School District's become 100 percent compliant by January 1, 2014, or face fines. The District has a requirement to replace 35 buses that are out of compliance.

Current Consideration:

By piggybacking onto other public agencies existing bids, our District can take advantage of lower costs through economy-of-scale, and also avoid the time and expense of the public bid process, while keeping the District within our legal requirements. Per Public Contract Code (PCC) 20118 a district may acquire various materials, supplies, and equipment by utilizing an existing contract of another public entity, which is commonly known as piggybacking.

Staff has determined that the South County Support Services Agencies Bid# 14005 to Creative Bus Sales, Inc. is the best value for the acquisition of propane buses. The total cost of the 35 buses is \$4,433,319, and the District wishes to lease them utilizing a lease-purchase agreement, which will be financed separately as agenda item 12.17.

Budget Implication:

The total expenditure will be \$4,433,319. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the purchase of 35 propane buses from Creative Bus Sales, Inc. utilizing the South County Support Services Agency's piggybackable Bid# 14005 pursuant to PCC 20118.

12.17 **Lease-Purchase Agreement, Santander Bank, N.A.**

Background Information:

Contingent upon the Board of Trustees approval of agenda item 12.16, financing of the purchase of 35 buses from Creative Bus Sales, Inc. is necessary. A lease-purchase is being used since the District does not have the immediate funds to purchase these buses.

Current Consideration:

The District will be utilizing a municipal lease, which has advantages for a government agency, which include the following:

- Lowest interest rate compared to commercial financing
- Interest is exempt from federal income taxation
- Provides termination for non-appropriation (if funding ceases)
- No balloon payment at the end of the lease

Staff obtained various proposals for the lease-purchase, and the best interest rate being provided was from Santander Bank N.A. at an annual rate of 2.55 percent with a million dollar initial down payment. The lease-purchase term will be for a ten year period.

Budget Implication:

The payment amount will be \$1,000,000 down payment and \$393,301 annually for ten years. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the lease-purchase agreement.
[EXHIBIT II]

12.18 **Use of Facilities Agreement, Orange County Department of Education (OCDE)**

Background Information:

OCDE operates a Special Education Program for severely handicapped students ages 12–22. Last year at this time, OCDE was seeking to lease appropriate, available facilities to conduct their program. The District had such available facilities in the 10 portable classrooms that were being vacated by the Community Day School on the Trident Education Center campus in June 2015. OCDE took possession of the classrooms on July 1, 2015.

Current Consideration:

The District and OCDE now wish to enter into a 5-year agreement from July 1, 2015, through June 30, 2020, which sets forth the payment for the use of the facility, as well as the duties and responsibilities of each party.

Budget Implication:

The agreement provides for a monthly payment by OCDE to the District of \$2,200 per month for 12 months per year plus reimbursements for utilities and repairs as set forth in the agreement.

Staff Recommendation:

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

12.19 **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 KK]**

12.20 **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 LL]**

12.21 **Donations**

Staff Recommendation:

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

12.22 **Purchase Order Detail Report**

Staff Recommendation:

It is recommended that the Board of Trustees ratify the report May 3, 2016, through June 6, 2016. [EXHIBIT NN]

12.23 **Check Register/Warrants Report**

Staff Recommendation:

It is recommended that the Board of Trustees ratify the report May 3, 2016, through June 6, 2016. [EXHIBIT OO]

12.24 **SUPPLEMENTAL INFORMATION**

12.24.1 ASB Fund, April 2016 [EXHIBIT PP]

12.24.2 Cafeteria Fund, March 2016 [EXHIBIT QQ]

12.24.3 Enrollment, Month 9 [EXHIBIT RR]

EDUCATIONAL SERVICES

12.25 **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 only 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, and 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 SS]

12.26 **California Interscholastic Federation (CIF) League 2016-17 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, 2016. 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 TT]**

12.27 **Memorandum of Understanding (MOU), Anaheim Family YMCA**

Background Information:

The District has had a long-standing partnership with the Anaheim Family YMCA through its Anaheim Achieves program. Anaheim Family YMCA is also part of the Orange County Imagine Science Collaborative, which includes Boys & Girls Clubs of Garden Grove, Girls Inc. of Orange County, and 4-H of Orange County. The collaborative will provide over 1,000 students the opportunity for Science, Technology, Engineering, and Mathematics (STEM) learning through STEM-focused Summer Day Camps.

Current Consideration:

Anaheim Family YMCA will utilize their Anaheim Achieves staff to facilitate three of the STEM Summer Day Camps. Over 300 District students will learn engineering principles using everyday items to design and build simple machines. The camps are targeting incoming 6-8 grade students. Sessions will run for two weeks each, four hours per day, for a total of eight weeks at Loara and Savanna high schools, as well as South Junior High School. Services are being provided June 6, 2016, through July 29, 2016.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees ratify the MOU. **[EXHIBIT UU]**

12.28 **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 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. 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 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, 2016, through June 30, 2017.

Budget Implication:

To support the District's Anaheim Innovative Mentoring Experience (AIME) mentoring efforts and its partnership with BBBSOC, the District received \$50,000 in funding through the Orange County Community Foundation for the Accelerate Change Together (ACT) for Anaheim grant. BBBSOC will receive \$41,024 to cover their mentoring expenses. (ACT Grant Funds)

Staff Recommendation:

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

12.29 **Application, Carl D. Perkins Career and Technical Education Improvement Act of 2006 Application for 2016-17 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 District has developed 21 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:

Eight District high schools 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 to the budget. The 2016-17 Carl D. Perkins allocation is \$607,554. (Federal Funds)

Staff Recommendation:

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

12.30 **Memorandum of Understanding (MOU), California State University, Fullerton Auxiliary Services Corporation**

Background Information:

California State University, Fullerton (CSUF) Auxiliary Services Corporation is a fiscal and administrative agent of CSUF. This organization works with CSUF and its partners to collaborate and coordinate to meet the goals and objectives of mutual projects. CSUF and the District are currently involved in phase one of a New Generation of Educators for California Initiative (NGEI) grant, funded through the S.D. Bechtel, Jr. Foundation. The

NGEI supports the transformation of teacher preparation programs and practices to meet the demands of the Common Core State Standards in Math (CCSS-M) and the Next Generation Science Standards (NGSS). The NGEI grant partners student teachers from the CSUF teacher-prep program with master teachers from the District.

Current Consideration:

CSUF has received funding for phase two of the NGEI project. Phase two will focus on practice-based clinical training and the effective use of data for continuous improvement. Services will be provided July 1, 2016, through June 30, 2019.

Budget Implication:

The District will receive funds in the amount of \$80,000 over the term of the grant to fulfill the proposed scope of work and responsibilities associated with the grant.

Staff Recommendation:

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

12.31 **WELNET Service Agreement, Focused Fitness**

Background Information:

Focused Fitness provided training to District physical education (PE) teachers during the three years of the Physical Education Program (PEP) grant from 2008 through 2011. During this time, Focused Fitness worked with the PE 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, 2016. To continue the recording and analysis of student physical fitness data, a renewal of the WELNET service agreement is needed. Services will be provided July 1, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$1,500. (General Funds)

Staff Recommendation:

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

12.32 **Agreement, ATvantage Athletic Training**

Background Information:

ATvantage Athletic Training is an independent contractor designed to provide athletic training services. An athletic trainer is recognized by the American Medical Association and defined as an allied health professional who provides the following: education, prevention, emergency care, clinical diagnosis, therapeutic intervention, as well as rehabilitation services for a variety of injuries and medical conditions. Extensive and specific education and clinical training, as well as necessary certifications are needed to practice athletic training. Having the services of an athletic trainer each day maintains continuity among services provided to students and reduces potential liability to the District. Within the

District, there are no other classifications of employees that are properly certified to perform the job duties of an athletic trainer.

Current Consideration:

For the 2016-17 year, ATvantage Athletic Training will provide as needed, substitute services for any athletic trainer absences.

Budget Implication:

The total cost is not to exceed \$6,000. (General Funds)

Staff Recommendation:

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

12.33 **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) 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 19, 2016. 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 schools 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.

Budget Implication:

The College Board will provide the District with a 15 percent discount for the PSAT NMSQT assessment. The total cost is not to exceed \$67,116. (LCFF Funds)

Staff Recommendation:

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

12.34 **Agreement, Second Harvest Food Bank School Pantry Program**

Background Information:

The mission of the School Pantry Program is to help alleviate child hunger in America through the provision of food to children and their families at school. School pantries are located on the grounds of a school intended to provide a more readily accessible source of food assistance to low-income students and their families.

Current Consideration:

Sycamore Junior High School staff will continue to partner with Second Harvest Food Bank to provide the School Pantry Program to low-income students and their families. The community liaison for Sycamore Junior High School will serve as the site coordinator for the School Pantry Program. Services will be provided July 1, 2016, through June 30, 2017.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

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

12.35 **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 service for the District's employee archived email through the fiscal year 2013-14. Services will be provided July 1, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$6,600. (General Funds)

Staff Recommendation:

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

12.36 **Internet Access Agreement Amendment #2, Orange County Department of Education (OCDE)**

Background Information:

The District currently participates in a consortium, via Letter of Agency (LOA), which allows the Corporation for Education Network Initiatives in California (CENIC) to act as the District's internet service provider (ISP), at no cost to the District. CENIC operates the statewide California Research and Education Network (CaREN) that links schools, district offices, county offices of education, as well as colleges and universities together. The California K-12 high-speed network facilitates the participation of nearly 9,000 K-12 entities in CaREN and receives state funding, as well as E-Rate and California Teleconnect Fund monies, to support the network. OCDE also provides network services as a conduit from the District, through OCDE to CENIC. The original agreement was approved by the Board of Trustees at the meeting on March 11, 2014.

Current Consideration:

Internet services will be provided by Orange County Superintendent of Schools to the District, up to 10 gigabits per second (gbps), at no cost in the event CENIC is not funded. Services will be provided July 1, 2016, through June 30, 2017.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

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

[EXHIBIT DDD]

12.37 **Agreement, California School Management (CSM) Consulting, Inc.**

Background Information:

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 public libraries in the United States to obtain affordable telecommunication services, equipment, software, and internet access.

Current Consideration:

The Education and Information Technology (EIT) Department utilizes E-Rate consultants to provide assistance including, but not limited to: E-Rate form filing, processing, guidance, audit documentation, document management, telecommunication services review, and fund collection. The agreement brings highly specialized and unique expertise to the District and is considered crucial to E-Rate funding. In the current cycle, the District applied for more than \$1,300,000 in funding. To date, the District has been approved for more than \$18,000,000 in E-Rate funding over the life of the program.

Budget Implication:

The total cost is not to exceed \$32,010. (General Funds)

Staff Recommendation:

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

12.38 **Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA) with Fullerton Joint 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 into agreements with the District to provide services to students with disabilities that are living in other districts.

Current Consideration:

Fullerton Joint Unified School District (FJUSD) has requested to enter into a MOU with the District permitting students from FJUSD to be enrolled in specialized programs operated by the District. Services are being provided July 1, 2015, through June 30, 2016.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees ratify the MOU. **[EXHIBIT FFF]**

12.39 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected materials for courses in world languages and social science. The books have been made available for public view.

Staff Recommendation:

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

12.40 **Individual Service Contracts**

Staff Recommendation:

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

12.41 **Field Trip Report**

Staff Recommendation:

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

HUMAN RESOURCES

12.42 **Agreement, Biola 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. The District has had a student teaching agreement in place with Biola University since 2002.

Current Consideration:

This agreement is a renewal of the current agreement already in place with Biola University. The current agreement expires September 1, 2016. University students will meet with school site master teachers to be involved in the students' preparation for student teaching. This agreement provides opportunities for student teachers in the physical education field 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. Services will be provided July 1, 2016, through June 30, 2021. Due to the university's policy for executing agreements, this agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

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

12.43 **2015-16 Williams Settlement Legislation Review Report**

Background Information:

The Orange County Department of Education (OCDE) conducts a semi-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 12th 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 reports, as provided, indicate any deficiencies during 2015-16, which were reported to school administrators for remediation.

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 report. **[EXHIBIT KKK]**

12.44 **Certificated Personnel Report**

Staff Recommendation:

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

12.45 **Classified Personnel Report**

Staff Recommendation:

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

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

Background Information:

The Board of Trustees approved an attorney-client retainer agreement with Monjaras and Wismeyer Group, Inc., on June 18, 2015, for specific legal consultation and services, which are not provided by attorneys at the Orange County Department of Education, July 1, 2015, through June 30, 2016, at a cost not to exceed \$10,000. The services are typically related to essential functions that require critical knowledge and expertise in specific areas, including accommodation meetings, job analysis, return-to-work programs, and other specialized functions

Current Consideration:

Due to several major on-going legal issues currently pending, staff has ascertained that an increase to the amount of the agreement by an additional \$1,500, for a total amount not to exceed \$11,500, is needed.

Budget Implication:

Increase the amount of this agreement by an additional \$1,500. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement to reflect an increase of \$1,500, for a total amount not to exceed \$11,500.

SUPERINTENDENT'S OFFICE

12.47 **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 statewide 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 2016-17 year is not to exceed \$17,610. For the 2015-16 year, the Board approved the CSBA membership at a cost not to exceed \$16,913. (General Funds)

Staff Recommendation:

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

12.48 **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 2016 will be held December 1, 2016, through December 3, 2016, in San Francisco, California.

Budget Implication:

The conference registration rates, per person, are as follows: early registration, \$495 (June 7-August 2); regular registration, \$510 (August 3-November 9); and late registration, \$675. The hotel rate is \$272, per night, for the San Francisco Marriott Marquis. (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.

12.49 **Orange County School Boards Association (OCSBA) Membership**

Background Information:

OCSBA is a professional organization of local school boards and community college boards in Orange County established to serve each other's needs through consolidated action, exchange of information, and programs focusing on public education. OCSBA sponsors three dinner meetings per year, two of which are co-sponsored with the Association of California School Administrators (ACSA), Region VII, featuring relevant speakers from the educational, governmental, and business communities. Additionally, fiscal update meetings are scheduled during the budget cycle.

Current Consideration:

OCSBA membership provides the opportunity to belong to a forum for local school and community college board members to network, exchange information, and participate in educational opportunities focused on topics pertinent to public education.

Budget Implication:

The cost of the membership for the 2016-17 year is not to exceed \$125. (General Funds)

Staff Recommendation:

The Board of Trustees is requested to approve the membership to OCSBA for the 2015-16 year.

12.50 **Conferences and/or Meetings**

It is recommended that the Board of Trustees approve the attendance to the following conference by the superintendent with payment of necessary expenses (travel, hotel, parking, taxi, etc.), at a cost not to exceed \$1,400. Registration costs were paid by GEAR UP.

2016 NCCEP/GEAR UP Annual Conference, July 17, 2016, through July 20, 2016, Washington, D.C. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the superintendent to attend the conference with payment of necessary expenses.

12.51 **National School Public Relations Association (NSPRA) Membership**

Background Information:

The National School Public Relations Association (NSPRA) is an award-winning, nationally recognized organization of education public relations professionals and school personnel who have responsibility for communications. NSPRA is working to create a climate for better public understanding, commitment, and support of public education.

Current Consideration:

Membership includes members-only web resources, a very active email list serve that fosters communication around important, current school district issues, as well as networking and professional development opportunities. The membership service will be August 1, 2016, through July 31, 2017.

Budget Implication:

The total cost for membership is \$275. (General Funds)

Staff Recommendation:

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

12.52 **Board of Trustees' Meeting Minutes**

12.52.1 April 14, 2016, Regular Meeting [**EXHIBIT NNN**]

12.52.2 May 10, 2016, Regular Meeting [**EXHIBIT OOO**]

Staff Recommendation:

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

13. **SUPERINTENDENT AND STAFF REPORT** **INFORMATION ITEM**

14. **BOARD OF TRUSTEES' REPORT** **INFORMATION ITEM**

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

15. **ADVANCE PLANNING** **INFORMATION ITEM**

15.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, July 14, 2016, at 6:00 p.m.

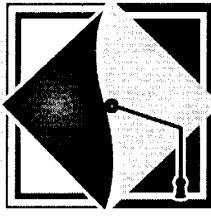
Thursday, August 11
Thursday, September 8
Thursday, October 13

Thursday, November 10
Thursday, December 8

15.2 **Suggested Agenda Items**

16. **ADJOURNMENT** **ACTION ITEM**

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at (714) 999-3503 by noon on Monday, June 13, 2016.



2015-16 CLASSIFIED EMPLOYEE OF THE YEAR NOMINEES

SCHOOL SITE/DEPARTMENT	EMPLOYEE	POSITION
Anaheim High School	Gabriela Calderas	Instructional Assistant-Bilingual
Ball Junior High School	Narciso De Lira	Instructional Assistant-Bilingual
Brookhurst Junior High School	*Sandy Loth	Office Assistant
Cypress High School	*Kathleen Binford	Health Services Technician
Dale Junior High School	*Cory Samples	Instructional Assistant-Medically Fragile
Gilbert High School	**Rene Munoz	Plant Manager
Human Resources	Julissa Germano	Senior Credentials Technician
Hope School	Maria "Lucy" Arroyo	Instructional Assistant-Special Abilities
Information Technology	Lainie Leef	Information Systems Specialist
Katella High School	Melida Diaz-Colon	School Community Liaison
Kennedy High School	James Patanella	Food Service Manager
Lexington Junior High School	Analia Sedano	Custodian
Loara High School	Grace Figueroa	Secretary-Attendance (Bilingual)
Magnolia High School	Maria Carranza	Secretary-Registrar/Records
Maintenance & Operations	Ruben Amaya	Maintenance Plumber
Orangeview Junior High School	Jasmine Garcia	School Community Liaison
Oxford Academy	Rebecca Gibb	Health Services Technician
Savanna High School	Yeneyev Ramirez	Office Assistant (Bilingual)
South Junior High School	*Ana Kneeskern	Campus Safety Aide
Sycamore Junior High School	Laura Munoz	Secretary-School Support (Bilingual)
Walker Junior High School	Geraldine Ylo	Food Service Assistant I
Western High School	Kimberly Maniscalco	Instructional Assistant-Behavioral Support

*Classified Employee of the Year Finalist

**Classified Employee of the Year

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

FOR ADJUSTMENTS TO INCOME AND EXPENDITURES (GENERAL FUND)

June 16, 2016

RESOLUTION NO. 2015/16-B-16

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 16, 2016, 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 16th day of June 2016, 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 16th day of June 2016.

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. 2015/16-B-16

June 16, 2016

Schedule of Adjustments

<u>Budgetary Account Number</u>	<u>Income Source</u>	<u>Amount</u>
8010-8099	Local Control/Property Tax	\$ (417,760.00)
8100-8299	Federal Revenues	256,810.00
8300-8599	Other State Revenues	(1,107,374.00)
8600-8799	Other Local Revenues	(275,022.00)
8930-8979	Other Sources/Uses	-
	Increase (Decrease) to Revenue	<u>\$ (1,543,346.00)</u>
 <u>Expenditure</u>		
1000-1999	Certificated Salaries	\$ 5,410,133.00
2000-2999	Classified Salaries	1,374,014.00
3000-3999	Employee Benefits	890,508.00
4000-4999	Books and Supplies	(13,795,689.00)
5000-5999	Services, Other Operating	(580,610.00)
6000-6999	Capital Outlay	(2,183,855.00)
7100-7499	Other Outgo	(3,159,135.00)
7600-7629	Transfers In/Out	-
	Increase (Decrease) to Expenditures	<u>\$ (12,044,634.00)</u>
 <u>Fund Balance Accounts</u>		
9712	Nonspendable Stores	\$ -
9713	Prepaid Expenditures	1,615,298.00
9740	Restricted	1,231,262.00
9780	Other Assignments	14,485,325.00
9789	Reserve for Economic Uncertainties	(361,338.00)
9790	Unappropriated Fund Balance	(6,469,259.00)
	Beginning Fund Balance Adjustment	-
	Increase (Decrease) to Fund Balance	<u>\$ 10,501,288.00</u>

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

FOR ADJUSTMENTS TO INCOME AND EXPENDITURES (VARIOUS FUNDS)

June 16, 2016

RESOLUTION NO. 2015/16-B-17

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 16, 2016 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 16th day of June 2016, 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 16th day of June 2016.

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. 2015/16-B-17

June 16, 2016

Schedule of Adjustments

Object Code and Description	FUND DESCRIPTION										
	GO BOND 2014 SERIES 2015	CAPITAL FACILITIES	CAPITAL FACILITIES AGENCY RDA	DEFERRED MAINTENANCE	COUNTY SCHOOL FACILITIES	SPECIAL RESERVE FUND	SELF-INSURANCE WORKERS COMP FUND				
8000 - ALL REVENUE SOURCES	\$ 40,800.00	\$ 1,056,500.00	\$ 181,100.00	\$ 2,567.00	\$ 1,000.00	\$ (15.00)	\$	\$	\$	\$	\$ 1,750.00
1000 - CERTIFICATED SALARIES											
2000 - CLASSIFIED SALARIES											
3000 - EMPLOYEE BENEFITS											
4000 - BOOKS AND SUPPLIES	1,594,984.00		62,481.00	-							
5000 - SVCS & OTHER OPER EXP	20,400.00	3,738.00	31,580.00	255.00							
6000 - CAPITAL OUTLAY	(9,253,298.00)	(447.00)	(4,394,670.00)	(629,359.00)	(70,000.00)						(4,550.00)
7000 - OTHER OUTGO	-	9,150,000.00	-	-	-	-	-	-	-	-	-
INCREASE (DECREASE) TO EXPENDITURES	(7,637,914.00)	9,153,291.00	(4,300,609.00)	(629,104.00)	(70,000.00)	-	-	-	-	-	(4,550.00)
FUND BALANCE INCREASE (DECREASE)	\$ 7,678,714.00	\$ (8,096,791.00)	\$ 4,481,709.00	\$ 631,671.00	\$ 71,000.00	\$ (15.00)	\$	\$	\$	\$	6,300.00

Exhibit D, 2016-17 Proposed Budget,
is included as a separate attachment.

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

EDUCATION PROTECTION ACCOUNT 2016—2017

RESOLUTION NO. 2015/16-B-18

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 30th 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 16th day of June 2016, 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 16th day of June 2016, 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 16th day of June 2016.

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

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

**AUTHORIZATION OF SIGNATURE OF ELECTRONICALLY PRINTED CHECKS
Resolution No. 2015/16-B-19**

June 16, 2016

On the motion of Trustee _____ and duly seconded, the following resolution was adopted:

WHEREAS, the Education Code of California Section 42631 authorizes processing warrants through on on-line data processing system; and

WHEREAS, the Education Code of California Section 42632 requires that each order drawn on the funds of a school district be signed by a majority of the members of the governing board of the district, or by a person or persons authorized by the governing board to sign the orders in its name; and

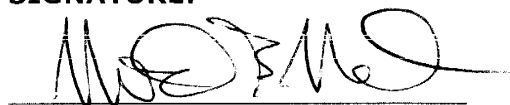
WHEREAS, the Education Code of California Section 42633 requires that the governing board of each school district shall file with the county Superintendent of Schools the verified signatures of each person authorized to sign order in its name;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board authorizes the signature of Michael B. Matsuda, Superintendent, to be printed electronically on the vendor checks produced by the Orange County Superintendent of Schools and that all previous authorization for approval are rescinded, effective July 1, 2016.

TYPED NAME:

SIGNATURE:

Michael B. Matsuda _____



The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on June 16, 2016, by the following votes:

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 16th day of June 2016, 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 16th day of June 2016.

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

Anaheim Union High School District
Educator Effectiveness Block Grant Plan
2015-16 through 2017-18

Introduction:

The 2015 Budget Act included approximately \$490 million in one-time money called the "Educator Effectiveness Block Grant." The Educator Effectiveness funds are specifically to be used for professional development, coaching, and support services, as outlined in Section 58 of Assembly Bill (AB) 104, Chapter 13, statutes of 2015 and amended by Section 8 of Senate Bill (SB) 103, Chapter 324, statutes of 2015. The 2015-16 calculated funding rate is approximately \$1,466 per certificated full-time equivalent as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2014-15 fiscal year. The funding is to be spent over a three year period, starting with 2015-16 year and ending with the 2017-18 year. As a condition for receiving Educator Effectiveness funds, the District must develop and adopt a plan during the 2015-16 year. Additionally, a detailed expenditure report must be submitted to the California Department of Education on or before July 1, 2018. Funds can be expended in any of the following purposes:

Beginning Teacher and Administrator Support (BTAS):

Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively, and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code.

Professional Improvement (PI):

Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies, including Peer Assistance and Review (PAR).

State Content Standards (SCS):

Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.08, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the California Education Code. These sections of the California Education Code include the following content areas: Career Technical Education, English Language Arts, English Language Development, History/Social Science, Mathematics, Science, and Visual and Performing Arts.

Coaching and Training (CT):

To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching of certificated staff and/or training of certificated staff to support effective teaching and learning.

The Anaheim Union High School District Educator Effectiveness Block Grant Plan was developed in conjunction with the District's Local Control Accountability Plan (LCAP) stakeholder engagement process to ensure alignment with the District's LCAP, which has been developed to improve or expand programs and services for students. Although the District is already focused on providing high quality professional development for staff, this block grant allocation of approximately \$2.1 million will further support those efforts.

Anaheim Union High School District
 Educator Effectiveness Block Grant Plan
 2015-16 through 2017-18

Allowable Use Category	Local Control Accountability Plan (LCAP) Action, as stated in District's 2016-17 LCAP	Educator Effectiveness (EE) Actions	EE Estimated Costs and Fiscal Year Spending
BTAS PI SCS CT	EE-1. (From LCAP 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 st century learning experiences to all students.	<p>EE-1.1. Implement plan, with appropriate timelines, for all teachers and administrators 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.</p> <ul style="list-style-type: none"> • Support District's teacher induction program. <ul style="list-style-type: none"> - Salary of induction program coordinator and support staff - \$2,000 Stipend for each induction program mentor coach - Release days for mentor coaches and participating teachers - Professional learning books, materials, and supplies. • Provide professional learning opportunities for administrators who must complete Tier 2 Administrative Credential requirements. <p>EE-1.2. Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction.</p> <p>EE-1.3. Provide professional learning/training on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (LTEL).</p>	<p>EE-1.1. \$230,000 2015-16 \$300,000 2016-17 \$300,000 2017-18</p> <p>EE-1.2. \$5,000 2015-16 \$5,000 2016-17 \$5,000 2017-18</p> <p>EE-1.3. \$10,000 2016-17 \$10,000 2017-18</p>
SCS CT	EE-2. (From LCAP 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.	<p>EE-2.1. Provide centralized training necessary for the implementation of all California State Standards across all content areas, 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.</p> <p>EE-2.2. Provide professional learning/training on strategies to develop skills that are part of the Framework for 21st Century Learning, including critical thinking, creativity, communication, and</p>	<p>EE-2.1. \$150,000 2015-16 \$150,000 2016-17 \$150,000 2017-18</p> <p>EE-2.2. \$50,000 2015-16 \$50,000 2016-17 \$50,000 2017-18</p>

Anaheim Union High School District
 Educator Effectiveness Block Grant Plan
 2015-16 through 2017-18

		<p>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.</p> <p>EE-2.3. Provide professional learning opportunities that support the implementation of Next Generation Science Standards (NGSS) in grades 7 and 9 in 2016-17, and in all science courses in 2017-18.</p>	<p>EE-2.3 \$25,000 2016-17 \$25,000 2017-18</p>
<p>CT</p>	<p>EE-3. (From LCAP 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>	<p>EE-3.1. Professional Learning Community teams will inform instructional practice by sharing and discussing student work examples through guided protocols.</p> <p>EE-3.2. Provide 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.</p> <p>EE-3.3. Continue to provide training on how to interpret multiple sources of student data, including school climate, student performance, and summative assessments, to best inform instructional practice.</p> <p>EE-3.4. Continue to provide training on best practices associated with Individual Education Plans (IEP) and quarterly progress on goals and objectives.</p>	<p>EE-3.1. No cost for this activity.</p> <p>EE-3.2. \$5,000 2016-17 \$5,000 2017-18</p> <p>EE-3.3. Cost included in EE-3.2. for 2016-17, 2017-18, and 2018-19.</p> <p>EE-3.4. \$5,000 2016-17 \$5,000 2017-18</p>
<p>SCS CT</p>	<p>EE-4. (From LCAP 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.</p>	<p>EE-4.1. Provide teachers with professional learning/training and resources to better vertically-align A-G courses, including AP and Honors courses.</p> <ul style="list-style-type: none"> • AP professional learning/training for teachers in 2016-17: Approximately \$25,000 annually (site Title I, site Title II, and site LCFF). • Professional learning/training on strategies to develop college-readiness skills that students will need for the successful completion of A-G courses. <p>EE-4.2. Provide teachers with professional learning/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.</p>	<p>EE-4.1. \$25,000 2015-16 \$25,000 2016-17 \$25,000 2017-18 (Site Title I, Site Title II, and Site LCFF, and no cost to Educator Effectiveness Funds.)</p> <p>EE-4.2. \$25,000 2016-17 \$25,000 2017-18</p>

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		<p>EE-4.3. Provide teachers with professional learning/training to support the expansion of programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: cost to be determined (site funds).</p> <ul style="list-style-type: none"> • 2016 AVID summer training: \$70,500 (Site LCFF, GEAR UP, Site Title I, and Site Title III, and \$5,000 Educator Effectiveness Funds). 	<p>EE-4.3. \$5,000 2015-16 \$5,000 2016-17 \$5,000 2017-18</p>
<p>SCS CT</p>	<p>EE-5. (From LCAP 1.8.) Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p>	<p>EE-5.1. Provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model.</p> <ul style="list-style-type: none"> • Includes Provide teachers with professional learning/training on English Language Development (ELD) Standards, and English Language Arts (ELA)/English Language Development (ELD) Framework. 	<p>EE-5.1. Cost included in EE-2.1. for 2016-17, 2017-18, and 2018-19.</p>
<p>SCS CT</p>	<p>EE-6. (From LCAP 1.9.) Expand college and career enrichment programs to promote biliteracy.</p>	<p>EE-6.1. Provide professional learning/training for teachers that support the expansion of World Languages and Dual Language Academy programs, and continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work (Title III).</p>	<p>EE-6.1. \$5,000 2016-17 \$5,000 2017-18</p>
<p>SCS CT</p>	<p>EE-7. (From LCAP 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.</p>	<p>EE-7.1. Provide professional learning/training for teachers to implement updated course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including Newcomer EL and LTEL students.</p> <p>EE-7.2. Provide professional learning/training for teachers to implement updated curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses.</p>	<p>EE-7.1. Cost included in EE-2.1. for 2016-17, 2017-18, and 2018-19.</p> <p>EE-7.2. Cost included in EE-2.1. for 2016-17, 2017-18, and 2018-19.</p>
<p>SCS CT</p>	<p>EE-8. (From LCAP 1.13.) Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p>	<p>EE-8.1. Provide professional learning/training and coaching in accommodations and modifications to teachers in the general education classroom, in order to provide SWD equal access to the core curriculum and to current state adopted standards,</p>	<p>EE-8.1. \$15,000 2016-17 \$15,000 2017-18</p>

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		including Common core State Standards (CCSS). EE-8.2. Provide professional learning/training for special education and general education teachers, including coaching and support in inclusion strategies and Universal Design for Learning.	EE-8.2. Cost included in EE-8.1. for 2016-17, 2017-18, and 2018-19.
CT	EE-9. (From LCAP 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.	EE-9.1. Provide professional learning/training needed to fully implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> • Continue to provide professional learning/training on alternatives to suspension, including "Restorative Practices." • Continue to provide professional learning/training on preventative actions and behavioral expectations embedded in MTSS and Positive Behavioral Interventions and Supports (PBIS) programs. <ul style="list-style-type: none"> ○ 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 Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan) EE-9.2. Provide professional learning/training 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.	EE-9.1. \$180,000 2015-16 \$150,000 2016-17 \$150,000 2017-18
		EE-9.3. Provide professional learning/training to teachers and support staff on the social and emotional needs of lesbian, gay, bisexual, transgender, queer/questioning sexual identity (LGBTQ).	EE-9.2. Cost included in EE-4.2. for 2016-17, 2017-18, and 2018-19. EE-9.3. Cost included in EE-9.1. for 2016-17, 2017-18, and 2018-19.

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CT	<p>EE-10. (From LCAP 3.4.) Each school will implement targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p>	<p>EE-10.1. Provide ongoing professional learning/training for teachers with an emphasis on deepening their understanding of excellence through equity (social-emotional) and cultural relevancy (Duplicated action from EE 2.1.)</p>	<p>EE-10.1. Cost included in EE-2.1. for 2016-17, 2017-18, and 2018-19.</p>
CT	<p>EE-11. (From LCAP 3.7.) Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students by providing additional support.</p>	<p>EE-11.1. Provide additional professional learning/training on strategies to better support socio-emotional and/or mental health issues.</p>	<p>EE-11.1. Cost included in EE-9.1. for 2016-17, 2017-18, and 2018-19.</p>

§ 15497.5. Local Control and Accountability Plan (LCAP) and Annual Update

Introduction:

LEA: Anaheim Union High School District LCAP Year: 2016-17

Contact Information—Name: Manuel Colon Title: Chief Academic Officer Email: colon_m@auhsd.us Phone Number: 714-999-3575

Local Control and Accountability Plan (LCAP) and Annual Update

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>The Local Control Accountability Plan (LCAP) involvement process began with the implementation of the 2015-16 LCAP in July 2015. Goals and actions from the 2015-16 LCAP were incorporated into the District's 2015-16 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 2015-16 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 2015-16 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 2016-17 LCAP.</p> <p>September 2015 through December 2015, 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, 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 January 21, 2016.</p> <p>The process of developing the 2016-17 LCAP began in January 2016. The first stakeholder engagement meeting occurred on January 26, 2016, in which the LCAP Annual Update 2015-16 was reviewed with participants, as well as revisiting 2015-16 LCAP goals and actions.</p> <p>Four more stakeholder engagement meetings occurred between the months of</p>	<p>As a result of the extensive stakeholder engagement process, which included many conversations with parents, teachers, students, classified staff, administrators, and community stakeholders, responses from focus groups were evaluated and used to help guide proposed changes to goals and/or action steps from the previous year's LCAP. Through this process the District's LCAP goals did not change, and they are listed below.</p> <p>2016-17LCAP Goals</p> <p>Goal 1: All students will demonstrate college and career readiness.</p> <p>Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</p> <p>Goal 3: Provide and nurture a safe and positive school culture.</p> <p>The District's 2016-17 LCAP contains 27 actions that were refined through the LCAP stakeholder engagement process, in which LCAP actions were reviewed, and in many cases additional sub-actions were added to most of the 27 LCAP actions. Updated LCAP actions are listed in "Section 2: Goals, Actions, Expenditures, and Progress Indicators" of this LCAP</p>

February through April. Two of the meetings were conducted in focus groups, and the other two meetings were included the entire group of stakeholders. Nearly 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, and nearly 200 participated in the final stakeholder engagement meeting that was held on April 13, 2016.

Four steering committee meetings were also held to explain the LCAP process, plan for 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, and community members, and also included representatives from four local bargaining units.

Eight focus groups, structured around the eight state priorities, were created to help guide the work completed in the first two of the remaining four stakeholder engagement meetings. Each focus group concentrated on actions that were addressed in the state priority assigned to each respective focus group, and focus group members worked to refine existing LCAP actions.

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

LCAP survey data, senior survey data, and eighth grade survey data from the prior year (2014-15) was also reviewed at the stakeholder engagement meeting February 23, 2016, (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 needs assessment was completed at the second stakeholder engagement meeting on March 9, 2016, which was also held as focus groups.

Updated LCAP goals and/or actions were presented at the following stakeholder engagement meeting to the group at large on March 23, 2016, which included a gallery

template.

Through the stakeholder engagement process, needs, metrics, goals, and actions from the 2015-16 LCAP were reviewed, and then relevant data, proposed priorities and action steps were analyzed by stakeholder groups. The LCAP steering committee debriefed all stakeholder engagement meetings, and helped to further refine LCAP actions.

To begin the revision process stakeholders were asked to determine /analyze gaps in services and identify needs that have not been addressed in the 2015-16 LCAP. They were also asked to record needs not met in 2015-16 LCAP on a planning tool, and then use the responses from the planning tool to help craft a needs assessment and additional actions that could be added to the 2016-17 LCAP.

The stakeholder engagement process also included consensus building, which resulted in the revision of existing LCAP actions, and the development of additional sub-actions that are included in the 2016-17 LCAP.

The LCAP was presented to the Board of Trustees at a public hearing, which was held on June 9, 2016. Public comments indicated approval of the District's stakeholder engagement process. The Board of Trustees formally adopted the LCAP at a public Board meeting, which was held on June 16, 2016.

<p>walk to rank the importance of each of the proposed actions. This information was use to further refine the 2016-17LCAP. A draft of the 2016-17LCAP was presented at the final stakeholder engagement meeting to the group at large on April 13, 2016, in which consensus was reached for each LCAP action.</p> <p>Proposed LCAP actions were also presented to the District-level English learner Advisory Committee (DELAC) on March 29, 2016, and the DELAC was asked to provide feedback regarding the proposed LCAP actions meeting the needs of their students. The 2016-17 LCAP was also reviewed with the Los Amigos Education Committee (LAEC) on April 29, 2016, and again on May 13, 2016. Los Amigos is a local community-based advocacy group, which is affiliated with the League of United Latin American Citizens (LULAC). LAEC consists of several local college professors, retired professors, and teachers and other community member with a connection to the public education system. They asked great questions and helped us vet the LCAP and the District's LC AP surveys. Additionally, several members of the Superintendent's Parent Advisory Committee (SPAC) participated in the stakeholder engagement process, and two SPAC members were on the LCAP Steering Committee.</p> <p>It is also important to mention that the Educational Services Division and the Business Services Division collaborated extensively throughout the LCAP process, as the District's needs exceed the resources that are currently available. As part of the stakeholder engagement process, participants prioritized the District's needs to help determine which services would be most important in terms of improving educational outcomes for our students.</p> <p>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 2016-17LCAP plan resulted from this process. Additionally, LCAP surveys were placed on the District's website. There were approximately 14,424 responses to the surveys (collected in spring of 2016), which will be used as the District's LCAP is refined during the 2016-17 year.</p>	
<p>Annual Update: At the first stakeholder engagement meeting, held on February 26, 2015, 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 2016-17LCAP actions and the projected amounts assigned to each action listed under each of the three goals.</p>	<p>Annual Update: 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.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(j), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schools/sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schools/sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schools/site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schools/sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the

additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schools/sites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

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

Related State and/or Local Priorities:

1 X 2 X 3_ 4 X 5_ 6_ 7 X 8 X

COE only: 9__ 10__

Local: Specify

GOAL:

- 1.1. Provide ongoing professional learning/training for teachers, paraprofessionals, and administrators, and administrators need ongoing professional learning/training 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' 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 21st 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 21st 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 38.9% (2013-14) 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 6.1% (2013-14) 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 redesignated English Learners (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.

Identified Need:

Schools: All District Schools

Applicable Pupil Subgroups:

Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic-20,821 pupils, 0.5% Native American-162 pupils, 12.3% Asian-3,895 pupils, 2.4% African American-778 pupils, 0.5% Pacific Islander-182 pupils, 11.5% White-3,646 pupils, 2.7% two or more races and not Hispanic-878 pupils.
Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)-23,432 pupils, 21.0% English Learners (EL)-6,658 pupils, 10.95% Students with Disabilities (SWD)-3,425 pupils, 0.47% Foster Youth (FY)-147 pupils.

Goal Applies to:

Goal 1, LCAP Year 1: 2016-17

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% 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 38.9% to 39.9%. (Most current A-G completion rate is from 2013-14.)
- 4) As a District, we will increase the A-G completion rate for Low Income Pupils by 1% annually, from 33.9% to 34.9%. (Most current A-G completion rate for this subgroup is from 2013-14.)
- 5) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually, from 6.1% to 7.1%. (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 62.4% in 2014-15 to 63.4% in 2015-16.
- 9) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually, from 18.7 % in 2014-15 to 19.2% 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% to 53.5% in 2015-16. (Most current AP pass rate is from 2014-15.)
- 11) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually, from 23% 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 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.)

Expected Annual Measurable Outcomes:

<p>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.)</p> <p>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.)</p>	<p>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.)</p> <p>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.)</p>
<p>Actions/Services</p>	<p>Scope of Service</p>
<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 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts. <ul style="list-style-type: none"> 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]). 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). Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). 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). 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). 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 I]) 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). <ul style="list-style-type: none"> 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: cost are included in 	<p>All Schools</p>
<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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). Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$1 million annually (LCFF). Continue to support 1 FTE additional teacher per site 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). Continue to support 19 FTE tech coaches 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 (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 I]) 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).

District Professional Learning Plan.

- Provide professional learning/training 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 professional learning/training 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, testing assistants. (Part of District Professional Learning Plan already referenced.)

All Schools

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 professional learning/training on strategies to develop skills that are part of the Framework for 21st 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.
 - Total professional learning/training 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 with a focus on students with disabilities and English Learners: \$2.16

ALL

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated Fluent English Proficient
- Other Subgroups: _____

Estimated Costs:

- 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].)

<p>million annually (Title I, Title II, and LCFF—duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> 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.). 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.). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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. 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 annually (LCFF, Title I). Increase the variety of online
<p>million annually (Title I, Title II, and LCFF—duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> 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.). 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.). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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. 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: \$500,000million annually (Lottery). Adopt NGSS instructional materials in appropriate year: \$2 million
<p>million annually (Title I, Title II, and LCFF—duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> 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.). 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.). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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. 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: \$500,000million annually (Lottery). Adopt NGSS instructional materials in appropriate year: \$2 million

ALL
OR:
 Low Income Pupils
 English Learners
 Foster Youth
 Redesignated Fluent English Proficient
 Other Subgroups: _____

All Schools

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) 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.
 - 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: \$500,000million 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, Epsco 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 21st century instructional materials.
 - Continue to enhance technology infrastructure to support 21st 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 21st century learning.

- 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.
 - 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.).
 - Support the implementation and use of technology as part of an instructional model.
 - Continue to support 19 FTE tech coaches: approximately \$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).
 - Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available.

- resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco AP Source): \$65,000 annually (LCFF, Title I).
- Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF).

All Schools

ALL

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated Fluent English Proficient
- Other Subgroups: _____

Estimated Costs:

- 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 approximately \$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).

<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"> 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. <ul style="list-style-type: none"> Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, 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. <ul style="list-style-type: none"> 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). Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF). 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). 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.) Continue to formally and regularly assess the educational strengths and needs of SWD, EL, McKinney-Vento, and Foster Youth students. 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Illuminate Data and Assessment program: \$130,000 annually (Title I). District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.).
<p>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.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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"> Maintain supplementary support for CTE pathways: \$635,000 annually (Perkins). District provides additional resources and professional learning/training to support broader courses of study: \$50,000 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Supplementary support for CTE pathways: \$635,000 annually (Perkins). Additional resources and professional learning/training 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).

<p>annually (LCFF).</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Intramural sports for grades 7-8: \$89,000 (LCFF). Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF). 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> AP professional learning/training for teachers in 2016-17: approximately \$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
<p>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.</p> <ul style="list-style-type: none"> Provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. <ul style="list-style-type: none"> AP professional learning/training for teachers in 2016-17: Approximately \$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. <ul style="list-style-type: none"> 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, student academic plan that is college and career aligned. <ul style="list-style-type: none"> Add counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> AP professional learning/training for teachers in 2016-17: approximately \$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).
- 2015 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).

- Estimated Costs:**
- 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).

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 (RtI²), 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 III).
 - AVID Tutors: \$230,000 annually (Title I, LCFF-site funds).
 - PUENTE counselor and ancillary costs: \$180,000 annually (LCFF).

All Schools

___ ALL

OR:

___ Low Income Pupils

English Learners

___ Foster Youth

___ Redesignated Fluent English Proficient

___ Other Subgroups: _____

- 1.8. Improve instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.
 - Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model.
 - 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.
 - 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:

All Schools

<p>approximately \$2.58 million annually (LCFF).</p> <ul style="list-style-type: none"> 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). 	<p>Dual Language Academies only at: Anaheim HS, Sycamore JHS</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 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 8th and 12th 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).
<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> Expand World Languages and Dual Language Academy programs. <ul style="list-style-type: none"> Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). <ul style="list-style-type: none"> Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 annually (LCFF). Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work (Title III). Recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: \$7,500 annually. (Title III) Support stipend that was negotiated for teachers with bilingual authorization. Approximately 30 teachers have their bilingual authorization: \$68,000 (LCFF). 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). 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). 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 1.2.). Continue to support 1 FTE Coordinator of Assessment and Evaluation, and 1 FTE Assessment Technician: \$288,000 annually for
<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"> Continue to support data-management systems that make student achievement indicators more accessible to school sites. Continue to refine a District-wide, comprehensive assessment system, which utilizes performance task assessments, project 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.).

- 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 (Title I and LCFF).
- o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF).
- o 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).
- o Formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from 1.5)
- o 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.
- o 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.

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 III, 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).

salaries and benefits (Title I and LCFF).

- Continue to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 (LCFF).
- 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).

All Schools

ALL

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated Fluent English Proficient
- ___ Other Subgroups: _____

Estimated Costs:

- 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,

<ul style="list-style-type: none"> 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. 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.). 	<p>All Schools</p>	<p>Title III, LCFF, Educator Effectiveness Funds—duplicated amount from Action 1.1.).</p>
<p>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.</p> <ul style="list-style-type: none"> 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: Approximately \$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. <ul style="list-style-type: none"> 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 (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 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"> 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.). 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 embedded LDS support to address instructional needs of EL students. Hire/restore additional instructional assistants (Vietnamese, 	<p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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: Approximately \$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.). 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

Korean, Arabic, Mandarin, and Spanish) 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 training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1.
- Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III).
- Continue to provide extended learning and/or enrichment opportunities to EL students.
 - Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).

1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.

- Refine assessment and identification processes for SWD.
 - 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)
 - 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 curriculum, in order to provide SWD equal access to the core curriculum and to current state adopted standards, including Common core State Standards (CCSS).
 - 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).
 - Add 1 FTE Curriculum Specialist in 2016-17 to provide curriculum development, and modifications and accommodations training: \$120,000 annually if funding becomes available (LCFF).
 - Provide professional learning/training 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.).
- 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

All Schools

___ ALL
OR:
___ Low Income Pupils
___ English Learners
___ Foster Youth
___ Redesignated Fluent English Proficient
 Other Subgroups: Students With Disabilities

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).

- 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

<p>settings: cost included in Action 1.1.</p> <ul style="list-style-type: none"> 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). o 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). o 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) o Increase technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.) <ul style="list-style-type: none"> • 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.) 	<p>benefits (LCFF).</p> <ul style="list-style-type: none"> - 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). - 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). 	<p>benefits (LCFF).</p> <ul style="list-style-type: none"> - 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). - 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).
<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"> • 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"> 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). o Investigate other credit recovery options for students who need accommodated or modified curriculum. <ul style="list-style-type: none"> o Pilot credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, second semester 2016-17: \$5,000 (Title I McKinney-Vento) o Continue to support summer institute for EL students that was piloted in 2015-16: \$53,000 (Title III funds). • Continue to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> o 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). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - Pilot credit recovery program for 9th- and 10th-grade McKinney-Vento and 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: \$53,000 (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). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - Pilot credit recovery program for 9th- and 10th-grade McKinney-Vento and 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: \$53,000 (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).
<p>All High Schools</p>	<p>X ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>All High Schools</p>

<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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).
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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).
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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).

All High Schools

- 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 approved strategies for adults in the community. (No fiscal impact to the District.)
 - 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).
 - 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.

ALL

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated Fluent English Proficient
- Other Subgroups: _____

- 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).

Goal 1, LCAP Year 2: 2017-18

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.
- 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% annually.
- 2) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually.
- 3) As a District, we will increase the District-wide A-G completion rate by 1% annually.
- 4) As a District, we will increase the A-G completion rate for Low Income Pupils by 1% annually.
- 5) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually.
- 6) As a District, we will increase the District-wide graduation rate by 1% annually.
- 7) As a District, we will increase the graduation rate for English Learners by 1% annually.
- 8) As a District, we will increase the graduation rate for Students With Disabilities (SWD) by 1% annually.
- 9) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually.
- 10) As a District, we will increase Advanced Placement (AP) Exam pass rate, with a score of 3 or higher by .5% annually.
- 11) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually.
- 12) As a District, we will improve Early Assessment Program (EAP) Mathematics results by 1% annually.
- 13) As a District, we will increase the percentage of ELs making annual progress in learning English by 2.6% over two years, as defined by Annual Measurable Achievement Objective (AMAO) 1.
- 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, as defined by AMAO 2.
- 15) The District will increase the percentage of ELs reclassifying/re-designating to Fluent English Proficient by .5% annually.
- 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, as defined by 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.
- 3) As a District, we will improve and/or expand programs and services developed and provided to Students With Disabilities (SWD).

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> • Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts. <ul style="list-style-type: none"> ○ 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]). • Continue to support lower class sizes--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). • Continue to support 1 FTE additional teacher per site added in 2015-16: \$1.85 million annually (LCFF). • 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). • 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). • Continue to support 19 FTE tech coaches added in 2015-16: approximately \$625,000 annually for 1 release period per tech coach (site funds). • Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) • 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). <ul style="list-style-type: none"> ○ 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: cost are included in District Professional Learning Plan. ○ Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - Continue to support .5 FTE additional teacher added to all schools in 2016-17: Approximately \$1 million annually (LCFF). - Continue to support 1 FTE additional teacher per site 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). - Continue to support 19 FTE tech coaches 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 (site funds). - Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) - 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 (Title II).

<p>Plan.</p> <ul style="list-style-type: none"> ○ Provide professional learning/training on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (LTEL). ● Continue to implement professional learning monitoring system to track professional learning participation and costs: <ul style="list-style-type: none"> ○ 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, testing assistants. (Part of District Professional Learning Plan already referenced.) 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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.). - Continue to support coach(es) added in 2016-17 pending funding outcomes. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II].) (Duplicated from Action 1.1.)
<p>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.</p> <ul style="list-style-type: none"> ● Continue to 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.). ● Continue to provide professional learning/training on strategies to develop skills that are part of the Framework for 21st 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. <ul style="list-style-type: none"> ○ Total professional learning/training 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 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.). ○ 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-- 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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.). - Continue to support coach(es) added in 2016-17 pending funding outcomes. (Coaching model and costs are still being determined. Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title II].) (Duplicated from Action 1.1.)

<p>o duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> o Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1.) o 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.). o 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. o Continue to 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.). 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 2017-18, and \$500,000 in 2018-19. - Continue to purchase consumable math textbooks in 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 NGSS instructional materials in appropriate year: \$2 million in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds). - 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, Epsco AP Source): \$65,000 annually (LCFF, Title I).
<p>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) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.</p> <ul style="list-style-type: none"> o 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. o 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 2017-18, and \$500,000 in 2018-19. o Continue to purchase consumable math textbooks in 2017-18, and 2018-19: \$350,000 annually (Lottery). o Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$500,000million annually (Lottery). o Adopt NGSS instructional materials in appropriate year: \$2 million in 2017-18, and additional \$2 million in 2018-19 (Lottery, One-Time Funds). o 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"> o Continue to implement 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). o Continue to increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco AP Source): \$65,000 annually (LCFF, Title I). o 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 o Purchase technology to support 21st century instructional materials. <ul style="list-style-type: none"> o Continue to enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 (77%-E-Rate, 23%-LCFF). o Continue to develop policies and procedures for technology implementations that support 21st century learning. <ul style="list-style-type: none"> - Add 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) in 2017-18: \$175,000 if funding becomes available (LCFF). 		<ul style="list-style-type: none"> - Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF). - 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).
<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"> o Continue to purchase and implement technological resources, including technological infrastructure, devices, programs, and professional learning. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> - Continue to support 19 FTE tech coaches: approximately \$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). - Continue to support 1 FTE Network Manager to manage district network infrastructure added in 2016-17 pending funding outcomes: \$140,000 (LCFF). o Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available. 	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 2017-18 (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 approximately \$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). - Continue to support 1 FTE Network Manager to manage district network infrastructure in 2016-17 pending funding outcomes: \$140,000 (LCFF).

<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"> Professional Learning Community teams will continue to 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. <ul style="list-style-type: none"> Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, 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. <ul style="list-style-type: none"> 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) Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF) 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) 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.) Continue to formally and regularly assess the educational strengths and needs of SWD, EL, McKinney-Vento, and Foster Youth students. 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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)
<p>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.</p> <ul style="list-style-type: none"> Continue to 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. <ul style="list-style-type: none"> 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"> Maintain supplementary support for CTE pathways: \$635,000 annually (Perkins) District provides additional resources and professional learning/training to support broader courses of study: \$50,000 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Supplementary support for CTE pathways: \$635,000 annually (Perkins). Additional resources and professional learning/training 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).

<p>annually (LCFF).</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Intramural sports for grades 7-8: \$89,000 (LCFF). Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF). 	<p>All Schools</p>	<p>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.</p> <ul style="list-style-type: none"> Continue to provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. <ul style="list-style-type: none"> AP professional learning/training for teachers in 2017-18: Approximately \$25,000 annually (site Title I, site Title II, and site LCFF). Continue to provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses. <ul style="list-style-type: none"> 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 continue to provide each student with an individualized six-year, student academic plan that is college and career aligned. <ul style="list-style-type: none"> Add counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Add 10 FTE counselors in 2017-18, and in 2018-19, if no additional counselors were added in 2016-17, (add up to 5 FTE each year): \$1.24 million annually pending funding outcomes (LCFF). Provide A-G enrichment opportunities: <ul style="list-style-type: none"> Continue to support summer programs that focus on the development of academic skills and include credit recovery
<p>Estimated Costs:</p> <ul style="list-style-type: none"> AP professional learning/training for teachers in 2017-18: approximately \$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 2017-18, and in 2018-19, if no counselors were added in 2016-17 (add up to 5 FTE each year): \$1.24 million pending funding outcomes (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 	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> AP professional learning/training for teachers in 2017-18: approximately \$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 2017-18, and in 2018-19, if no counselors were added in 2016-17 (add up to 5 FTE each year): \$1.24 million pending funding outcomes (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

<p>opportunities (piloted in 2015-16): \$350,000 annually (Title I and LCFF).</p> <ul style="list-style-type: none"> o 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.) • Continue to provide multi-tiered systems of support (MTSS), aka Response to Intervention and Instruction (RtI²), support to students who are struggling in A-G courses. <ul style="list-style-type: none"> o 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. • Continue to expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: <ul style="list-style-type: none"> o 2016 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). o AVID Tutors: \$230,000 annually (Title I, LCFF-site funds). o PUENTE counselor and ancillary costs: \$180,000 annually (LCFF). 		<p>Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I).</p> <ul style="list-style-type: none"> - 2015 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).
<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"> • Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model. <ul style="list-style-type: none"> 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. • 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 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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).
	<p>OR: <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	

<p>to school sites.</p> <ul style="list-style-type: none"> o Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: approximately \$2.58 million annually (LCFF). o 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). 	<p>Dual Language Academies only at Anaheim High School, and Sycamore Junior High School</p>	<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> • Continue to expand World Languages and Dual Language Academy programs. <ul style="list-style-type: none"> o Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). <ul style="list-style-type: none"> - Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$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 8th and 12th grade: \$7,500 annually. (Title II) o Continue to support stipend that was negotiated for teachers with bilingual authorization: \$68,000 (LCFF). o Continue to 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 Continue to explore the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin. • Continue to expand high school peer-to-peer academic tutoring programs: minimal to no cost (site funds). • Continue to 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 II). <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"> • Continue to support data-management systems that make student achievement indicators more accessible to school sites. • Continue to refine a District-wide, comprehensive assessment system, which utilizes performance task assessments, project based learning (including capstone-like projects), and summative assessments. o Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million (LCFF, Title I—duplicated amount from Action
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 benefits (LCFF). - Continue to support teachers working on bilingual authorization: \$5,000 annually for release time (Title II). - Recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: \$7,500 annually (Title II). - Continue to 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 II). 	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 1.2.).
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 1.2.). 	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>All Schools</p>

1.7.)

- o 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.).
- 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 (Title I and LCFF).
- o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF)
- Continue to formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from 1.5)
- Continue 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 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.
- Continue 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.

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.

- Continue to 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 III, 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).

All Schools

___ ALL
OR:
 Low Income Pupils
 English Learners
 Foster Youth
 Redesignated Fluent English Proficient
___ Other Subgroups: _____

- 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).
- Continue to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 (LCFF).

Estimated Costs:

- 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

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

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.

- ___ ALL
OR:
___ Low Income Pupils
 English Learners
___ Foster Youth
___ Redesignated Fluent English Proficient
___ Other Subgroups: _____

- Continue to support monitoring system to effectively assess/monitor the language development and academic success of EL students, including newly reclassified EL students: \$50,000 (Title I).
- Continue to support Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$15,000 (Title I).
- Continue 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.

- Continue to provide adequate curriculum and teaching strategies for EL, including Newcomers EL and LTEL students not enrolled in ELD courses.
 - 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 (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.).

- Continue to 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).
 - 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.).
 - 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 embedded LDS support to address

Funds--duplicated amount from Action 1.1.).

Estimated Costs:

- Continue to support 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).
- Continue to support Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$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.).
- Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I--duplicated amount from Action 1.7.).
- Continue to hire/restore additional instructional assistants to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I).
- Provide primary language resources to students/teachers: \$10,000

<p>instructional needs of EL students.</p> <ul style="list-style-type: none"> ○ Continue to hire/restore additional instructional assistants (Vietnamese, Korean, Arabic, Mandarin, and Spanish) to provide primary language support in content areas as funding becomes available: \$150,000 (Title III, site LCFF, site Title I). ○ Continue to provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. ○ Continue to provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). ○ Continue to provide extended learning and/or enrichment opportunities to EL students. <ul style="list-style-type: none"> - Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). 		<p>annually (Title III).</p> <ul style="list-style-type: none"> - Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).
<p>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p> <ul style="list-style-type: none"> ● Refine assessment and identification processes for SWD. <ul style="list-style-type: none"> ○ 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) ● 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"> ○ 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). ○ Continue to support 1 FTE Curriculum Specialist added in 2016-17 to provide curriculum development, and modifications and accommodations training: \$120,000 annually if funding becomes available (LCFF). ○ Continue to provide professional learning/training 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.). ● 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"> ○ 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). ○ Continue to support 1 FTE speech-language pathologist added 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 2 FTE psychologists: \$278,000 annually (Medi-Cal and LCFF) - 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). - Continue to support 1 FTE Curriculum Specialist added 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.). - 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). - Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF).
<p>instructional needs of EL students.</p> <ul style="list-style-type: none"> ○ Continue to hire/restore additional instructional assistants (Vietnamese, Korean, Arabic, Mandarin, and Spanish) to provide primary language support in content areas as funding becomes available: \$150,000 (Title III, site LCFF, site Title I). ○ Continue to provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. ○ Continue to provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). ○ Continue to provide extended learning and/or enrichment opportunities to EL students. <ul style="list-style-type: none"> - Continue to support intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). 	<p>ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 2 FTE psychologists: \$278,000 annually (Medi-Cal and LCFF) - 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). - Continue to support 1 FTE Curriculum Specialist added 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.). - 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). - Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF).

<p>in 2016-17 to provide support with SWD literacy and language needs: \$125,000 if funding becomes available (LCFF).</p> <ul style="list-style-type: none"> 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) o Increase technology to support access to curriculum with SWDs as funds become available. (Duplicated from Action 1.4.) • Continue 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. (Duplicated from Action 1.10.) 		<p>– 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>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"> • 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). o Continue to investigate other credit recovery options for students who need accommodated or modified curriculum. <ul style="list-style-type: none"> – Continue to support credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, piloted second semester 2016-17: \$5,000 (Title I McKinney-Vento) – Continue to support summer institute for EL students that was piloted in 2015-16: \$53,000 (Title III funds). • Continue to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> o 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). 	<p>All High Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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). – Continue to support credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students, piloted second semester 2016-17: \$5,000 (Title I McKinney-Vento). – Continue to support summer institute for EL students that was piloted in 2015-16: \$53,000 (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).
<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"> • Strengthen and/or expand community partnerships to provide 	<p>All High Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – District College and Career Fair: \$25,000 (AUHSD Foundation). – Site college/career fairs: \$10,000
<p>Estimated Costs:</p> <ul style="list-style-type: none"> – District College and Career Fair: \$25,000 (AUHSD Foundation). – Site college/career fairs: \$10,000 	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – District College and Career Fair: \$25,000 (AUHSD Foundation). – Site college/career fairs: \$10,000

- robust post-secondary transition opportunities for students.
- Continue to 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 approved strategies for adults in the community. (No fiscal impact to the District.)
 - 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).
 - 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.
 - 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).

OR:
 Low Income Pupils
 English Learners
 Foster Youth
 Redesignated Fluent English Proficient
 Other Subgroups: _____

- (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).

Goal 1, LCAP Year 3: 2018-19

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% annually.
- 2) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually.
- 3) As a District, we will increase the District-wide A-G completion rate by 1% annually.
- 4) As a District, we will increase the A-G completion rate for Low Income Pupils by 1% annually.
- 5) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually.
- 6) As a District, we will increase the District-wide graduation rate by 1% annually.
- 7) As a District, we will increase the graduation rate for English Learners by 1% annually.
- 8) As a District, we will increase the graduation rate for Students With Disabilities (SWD) by 1% annually.
- 9) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually.
- 10) As a District, we will increase Advanced Placement (AP) Exam pass rate, with a score of 3 or higher by .5% annually.
- 11) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually.
- 12) As a District, we will improve Early Assessment Program (EAP) Mathematics results by 1% annually.
- 13) As a District, we will increase the percentage of ELs making annual progress in learning English by 2.6% over two years, 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, as defined by AMAO 2.
- 15) The District will increase the percentage of ELs reclassifying/re-designating to Fluent English Proficient, by .5% annually.
- 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, as defined by 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.)

Expected
Annual
Measurable
Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> • Continue to retain highly effective teachers and staff by maintaining salary schedules that are competitive with neighboring school districts. <ul style="list-style-type: none"> ○ 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]). • Continue to support lower class sizes—reduction of 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). • Continue to support 1 FTE additional teacher per site added in 2015-16; \$1.85 million annually (LCFF). • 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). • 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). • Continue to support 19 FTE tech coaches added in 2015-16; approximately \$625,000 annually for 1 release period per tech coach (site funds). • Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) • 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). <ul style="list-style-type: none"> ○ 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: cost are included in District Professional Learning Plan. ○ Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - Continue to support .5 FTE additional teacher added to all schools in 2016-17; Approximately \$1 million annually (LCFF). - Continue to support 1 FTE additional teacher per site 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). - Continue to support 19 FTE tech coaches 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 (site funds). - Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) - 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 (Title II).

<p>Plan.</p> <ul style="list-style-type: none"> ○ Provide professional learning/training on instructional strategies to better support the needs of Newcomers and Long-Term English Learners (LTEL). ● Continue to implement professional learning monitoring system to track professional learning participation and costs: <ul style="list-style-type: none"> ○ GoSignMeUp registration software: \$8,500 annually (Title II). ● Provide for on-going professional learning for bilingual support staff, including translators, instructional assistants, community liaisons, testing assistants. (Part of District Professional Learning Plan already referenced.) 	<p>All Schools</p>	<p>X ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs: – 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.). – Continue to support math coach(es) added in 2016-17 pending funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1.)</p>
<p>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.</p> <ul style="list-style-type: none"> ● 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.). 	<p>All Schools</p>	<p>X ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs: – 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 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.). – 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.). – Continue to support math coach(es) added in 2016-17 pending</p>

<p>funding outcomes. (Minimally, one teacher on half-time release: \$60,000 for salaries and benefits [Title I].) (Duplicated from Action 1.1.)</p> <ul style="list-style-type: none"> 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, 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. Continue to 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.) 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 2018-19. Continue to purchase consumable math textbooks in 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 NGSS instructional materials in appropriate year: \$2 million in 2018-19 (Lottery, One-Time Funds). 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, Epsco AP Source): \$65,000 annually (LCFF, Title I). Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF). Continue to support 1 FTE
<p>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) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.</p> <ul style="list-style-type: none"> 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"> 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 2018-19. 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: \$500,000million 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 literacy resources for students and staff. <ul style="list-style-type: none"> Continue to support a modern, cloud-based library operating software system that can be accessed during all hours of the 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 2018-19. Continue to purchase consumable math textbooks in 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 NGSS instructional materials in appropriate year: \$2 million in 2018-19 (Lottery, One-Time Funds). 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, Epsco AP Source): \$65,000 annually (LCFF, Title I). Enhance technology infrastructure: \$600,000 (77%-E-Rate, 23%-LCFF). Continue to support 1 FTE

<p>day (i.e. Atrium Book System): \$48,000 annually (LCFF, Title I).</p> <ul style="list-style-type: none"> Continue to increase the variety of online resource database subscriptions (i.e. Britannica, Britannica ImageQuest, Epsco 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 21st century instructional materials. <ul style="list-style-type: none"> Continue to enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$600,000 (77%-E-Rate, 23%-LCFF). Continue to develop policies and procedures for technology implementations that support 21st century learning. <ul style="list-style-type: none"> Continue to support 1 FTE Educational Services, Technology Integration Coordinator (or Program Administrator 2) added in 2017-18: \$175,000 if funding becomes available (LCFF). 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____ 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 2018-19 (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 approximately \$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). Continue to support 1 FTE Network Manager to manage district network infrastructure added in 2016-17 pending funding outcomes: \$140,000 (LCFF).
<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"> Continue to purchase and implement technological resources, including technological infrastructure: devices, programs, and professional learning. <ul style="list-style-type: none"> 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.). Support the implementation and use of technology as part of an instructional model. <ul style="list-style-type: none"> Continue to support 19 FTE tech coaches: approximately \$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). Continue to support 1 FTE Network Manager to manage district network infrastructure added in 2016-17 pending funding outcomes: \$140,000 (LCFF). Increase technology to support access to curriculum for SWD, EL, McKinney-Vento, and Foster Youth students as funding becomes available. 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____ 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 2018-19 (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 approximately \$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). Continue to support 1 FTE Network Manager to manage district network infrastructure added in 2016-17 pending funding outcomes: \$140,000 (LCFF).

<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"> 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. <ul style="list-style-type: none"> Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, 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. <ul style="list-style-type: none"> 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) Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF) 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) 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.) Continue to formally and regularly assess the educational strengths and needs of SWD, EL, McKinney-Vento, and Foster Youth students. 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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)
<p>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.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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"> Maintain supplementary support for CTE pathways: \$635,000 annually (Perkins) District provides additional resources and professional learning/training to support broader courses of study: \$50,000 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Supplementary support for CTE pathways: \$635,000 annually (Perkins). Additional resources and professional learning/training 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).

<p>annually (LCFF).</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Intramural sports for grades 7-8: \$89,000 (LCFF). Transportation for McKinney-Vento, and Foster Youth students: \$40,000 (Title I, LCFF). 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> AP professional learning/training for teachers in 2018-19: approximately \$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 balance of 10 FTE counselors proposed to be added in 2016-17 and in 2017-18, and in 2018-19: \$1.24 million pending funding outcomes (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
<p>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.</p> <ul style="list-style-type: none"> Continue to provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. <ul style="list-style-type: none"> AP professional learning/training for teachers in 2018-19: Approximately \$25,000 annually (site Title I, site Title II, and site LCFF). Continue to provide teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses. <ul style="list-style-type: none"> 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 continue to provide each student with an individualized six-year, student academic plan that is college and career aligned. <ul style="list-style-type: none"> Add counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Add balance of 10 FTE counselors proposed to be added in 2016-17, 2017-18, and in 2018-19 (add up to 5 FTE each year): \$1.24 million annually pending funding outcomes (LCFF). Provide A-G enrichment opportunities: <ul style="list-style-type: none"> Continue to support summer programs that focus on the development of academic skills and include credit recovery 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> AP professional learning/training for teachers in 2018-19: approximately \$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 balance of 10 FTE counselors proposed to be added in 2016-17 and in 2017-18, and in 2018-19: \$1.24 million pending funding outcomes (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 	

<p>opportunities (piloted in 2015-16): \$350,000 annually (Title I and LCFF).</p> <ul style="list-style-type: none"> ○ 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 (RtI²), support to students who are struggling in A-G courses. <ul style="list-style-type: none"> ○ 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. ● Continue to expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: <ul style="list-style-type: none"> ○ 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). 		<p>Specialists added in 2014-15: \$2.16 million annually for salaries and benefits (LCFF, Title I).</p> <ul style="list-style-type: none"> - 2015 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).
<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"> ● Continue to provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other paraprofessionals to better support an improved EL instructional model. <ul style="list-style-type: none"> ○ 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. ● 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 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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).
	<p>___ ALL</p> <p>OR:</p> <ul style="list-style-type: none"> ___ Low Income Pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____ 	

<p>to school sites.</p> <ul style="list-style-type: none"> Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: approximately \$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). 	<p>Dual Language Academies only at Anaheim HS, Sycamore JHS</p>	<p>___ ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 benefits (LCFF). Continue to support teachers working on bilingual authorization: \$5,000 annually for release time (Title III). Continue to recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: \$7,500 annually (Title III). Continue to 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).
<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> Continue to expand World Languages and Dual Language Academy programs. <ul style="list-style-type: none"> Recruit and hire additional World Languages and bilingual authorized teachers (as teaching positions become available). <ul style="list-style-type: none"> Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$551,000 annually (LCFF). Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work (Title III). Recognize students' attainment of biliteracy through pathway awards in 8th and 12th grade: \$7,500 annually. (Title III) Continue to support stipend that was negotiated for teachers with bilingual authorization. Approximately 30 teachers have their bilingual authorization: \$68,000 (LCFF). Continue to 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). Continue to explore the addition of Arabic and Vietnamese World Language courses and the expansion of Mandarin. Continue to expand high school peer-to-peer academic tutoring programs: minimal to no cost (site funds). Continue to 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). 	<p>College and Career Enrichment Programs at All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 1.2.).
<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"> Continue to support data-management systems that make student achievement indicators more accessible to school sites. Continue to refine a District-wide, comprehensive assessment system, which utilizes performance task assessments, project 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.). 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 1.2.).

<p>o 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).</p> <p>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 (Title I and LCFF).</p> <p>o Continue to support 1 FTE Research/Data Analyst (Program Administrator) added in 2015-16: \$113,000 (LCFF)</p> <p>• Continue to formally and regularly assess the educational strengths and needs of each EL, McKinney-Vento, and Foster Youth students. (Duplicated item from 1.5)</p> <p>• Continue 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 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.</p> <p>• Continue 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.</p>	<p>– 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).</p> <p>– Continue to support 1 FTE Research/Data Analyst added in 2015-16: \$113,000 (LCFF).</p>
<p>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.</p> <ul style="list-style-type: none"> • Continue to 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"> 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). 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 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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).
<p>All Schools</p>	<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated Fluent English Proficient</p> <p>Other Subgroups: _____</p>

<p>mental-health services and in-school therapeutic services, regardless of whether he or she qualifies for special education.</p> <ul style="list-style-type: none"> Continue 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 annually (Title I, Title II, Title III, LCFF, Educator Effectiveness Funds--duplicated amount from Action 1.1.). 		
<p>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.</p> <ul style="list-style-type: none"> 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: Approximately \$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. <ul style="list-style-type: none"> 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 (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 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"> 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.) 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 embedded LDS support to address instructional needs of EL students. Continue to 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). 	<p>___ ALL</p> <p>OR:</p> <p>___ Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated Fluent English Proficient</p> <p>___ Other Subgroups: _____</p>	<p>All Schools</p>
<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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). Creation of a Welcome Center for Newcomer EL students and their parents/guardians in 2016-17: Approximately \$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.). Continue to support 18 FTE MTSS Specialists added in 2014-15: \$2.16 million annually (LCFF, Title I--duplicated amount from Action 1.7.). Continue to hire/restore additional instructional assistants to provide primary language support in content areas: \$150,000 (Title III, site LCFF, site Title I). Provide primary language resources to students/teachers: \$10,000 annually (Title III). Continue to support intensive 		

<p>language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).</p>		<p>language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III).</p>
<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support 2 FTE psychologists: \$278,000 annually (Medi-Cal and LCFF) 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). Continue to support 1 FTE Curriculum Specialist added 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.). 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). Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: \$125,000 for 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>___ ALL</p> <p>OR:</p> <p>___ Low Income Pupils</p> <p>___ English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>All Schools</p>
<p>1.13. Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.</p> <ul style="list-style-type: none"> Refine assessment and identification processes for SWD. <ul style="list-style-type: none"> 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) 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"> 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). Continue to support 1 FTE Curriculum Specialist added in 2016-17 to provide curriculum development, and modifications and accommodations training: \$120,000 annually if funding becomes available (LCFF). Continue to provide professional learning/training 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.). 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"> 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). Continue to support 1 FTE speech-language pathologist added in 2016-17 to provide support with SWD literacy and language needs: \$125,000 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) Increase technology to support access to curriculum with SWDs 		<p>All Schools</p>

<p>as funds become available. (Duplicated from Action 1.4.)</p> <ul style="list-style-type: none"> Continue 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. (Duplicated from Action 1.10.) 	<p>All High Schools</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"> 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"> APEX Learning licenses for expanded program: \$167,000 annually (LCFF). Learning Management software for eLearning: \$150,000 annually (LCFF). 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). Investigate other credit recovery options for students who need accommodated or modified curriculum. <ul style="list-style-type: none"> Continue to support credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students: \$5,000 (Title I McKinney-Vento). Continue to support summer institute for EL students that was piloted in 2015-16: \$53,000 (Title III funds). Continue to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> 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). 	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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). Continue to support credit recovery program for 9th- and 10th-grade McKinney-Vento and Foster Youth students: \$5,000 (Title I McKinney-Vento). Continue to support summer institute for EL students that was piloted in 2015-16: \$53,000 (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).
<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"> Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> Continue to 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 	<p>All High Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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). 	

- 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 approved strategies for adults in the community. (No fiscal impact to the District.)
- 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).
- 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.
- 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).

- Continue to support 1 FTE College and Career Community Partnership Coordinator: \$124,000 annually for salary and benefits (LCFF).

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

Related State and/or Local Priorities:

1_ 2_ 3 4_ 5_ 6_ 7_ 8_

COE only: 9_ 10_

Local : Specify _____

- Identified Need:**
- 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.
 - 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.
 - 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.
 - 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.
 - 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.

Schools: All District Schools

Applicable Pupil Subgroups:

Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic-20,821 pupils, 0.5% Native American-162 pupils, 12.3% Asian-3,895 pupils, 2.4% African American-778 pupils, 0.5% Pacific Islander-182 pupils, 11.5% White-3,646 pupils, 2.7% two or more races and not Hispanic-878 pupils.
Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)-23,432 pupils, 21.0% English Learners (EL)-6,658 pupils, 10.95% Students with Disabilities (SWD)-3,425 pupils, 0.47% Foster Youth (FY)-147 pupils.

Goal 2, LCAP Year 1: 2016-17

Priority 3: Parental Involvement

- Increase the number of parents completing parent learning walks by 1%, from 1% (315) in 2014-15 to 2% (630) in 2015-16.
- 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, RFEP, Low Income Pupils, and Foster Youth.
- 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.)
- Each school will increase parent participation in programs for Students With Disabilities (SWD). Current data for SWD parents states via survey results that the percent positive parent involvement for SWD is 99.4%.
- 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. (Continue to establish baseline data in 2016-17.)

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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"> 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. 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Parent learning walks: \$5,000 annually (Site LCFF Funding). Programs for parents that are designed to increase awareness of post-secondary options, including

<p>Proficient ___ Other Subgroups: _____</p>	<p>the importance of meeting A-G requirements: costs to be determined (LCFF). - Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).</p>
<p>___ ALL OR: ___ Low Income Pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient ___ Other Subgroups: _____</p>	<p>Estimated Costs: - 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).</p>
<p>o Continue to provide training to parents on how to proactively monitor student progress. o Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding). o 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. • 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: costs to be determined (LCFF). • 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: costs to be determined (LCFF).</p>	<p>All Schools</p> <p>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 (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students. • Provide language appropriate community liaison coverage at all school sites. o Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2016-17. o 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). o Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III). • 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, RFEP, 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. o Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF). o Add/restore 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). o 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</p>

<p>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).</p> <ul style="list-style-type: none"> ○ 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. ○ 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"> – 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) <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ○ Implement a visitor management system not to exceed \$1,500 per school site annually. ○ 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. 	<p>(CABE), and/or other parent education programs: approximately \$70,000 annually depending on site needs (site Title I and site LCFF).</p> <ul style="list-style-type: none"> – 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.).
<p>2.5. Expand methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> • 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 access to Aeries Student Information System Parent Portal. • Provide additional translators/interpreters to communicate with parents using a variety of methods. <ul style="list-style-type: none"> ○ 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.). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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.). – Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). – Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF).
<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <ul style="list-style-type: none"> ___ Low Income Pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English Proficient ___ Other Subgroups: _____

- ZippSlip: \$32,000 annually (LCFF).

- 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: costs to be determined (site funds).
- Provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds).
- 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).

Goal 2, LCAP Year 2: 2017-18

Priority 3: Parental Involvement

- 1) Increase the number of parents completing parent learning walks by 1% annually.
- 2) Monitor school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. Disaggregate parent communication data by subgroups, such as EL, RFEIP, 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.
- 4) Each school will increase parent participation in programs for Students With Disabilities (SWD). Current data for SWD parents states 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.

Expected Annual Measurable Outcomes:

Actions/Services

- 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.
 - 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.
 - Continue to provide training to parents on how to proactively monitor student progress.
 - Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding).
 - 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.
 - The District and schools will continue to implement programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF).
 - The District and schools will continue to implement programs that provide real-world learning experiences for students, which are

Scope of Service

All Schools

Pupils to be served within identified scope of service

ALL
OR:
 Low Income Pupils
 English Learners
 Foster Youth
 Redesignated Fluent English Proficient
 Other Subgroups: _____

Budgeted Expenditures

Estimated Costs:
 - Parent learning walks: \$5,000 annually (Site LCFF Funding).
 - Programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF).
 - Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).

<p>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: costs to be determined (LCFF).</p>	<p>All Schools</p>	<p>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.</p> <ul style="list-style-type: none"> • Continue to provide language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> ○ Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually (LCFF, Title I, and Title III), 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 III). ○ Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison added in 2015-16: \$52,000 (Title III). • Continue to support Welcome Center for Newcomer EL students and their parents/guardians. • Continue to provide additional training and resources to parents of Newcomer EL, LTEL, RFEF, and IFEP students: \$250,000 (Title I, Title III, and LCFF). • Continue to language appropriate translators/interpreters as needed to ensure that parent communication, written and oral, is in the home language. <ul style="list-style-type: none"> ○ Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF). ○ Continue to support added/restored 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). ○ Continue to add additional translators as needed using site-level LCFF funding • Continue to provide parent involvement opportunities and workshops unique to the needs of parents/caregivers of McKinney-Vento, Foster Youth, and Newcomer EL students. <ul style="list-style-type: none"> ○ Continue to provide workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 annually (Title I, Title III, and LCFF). - Continue to support 2 FTE 8-hour Spanish translators/ interpreters added in 2015-16: \$118,000 (LCFF). - Continue to support added/restored 1 FTE (8-hour) Vietnamese translator/ interpreter in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17). - Continue to support workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento). 	<p>OR:</p> <p><input type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated Fluent English Proficient</p> <p>Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - No Cost to the District.
<p>2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> • Continue to provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. • Continue to involve parents in trainings provided by Greater Anaheim Special Education Local Plan Area (SELPA) on special education 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - No Cost to the District. 	<p>OR:</p> <p><input type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p>		

<p>topics, including Free Appropriate Public Education (FAPE), behavior strategies and understanding IEPs.</p> <ul style="list-style-type: none"> 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) 	<p><u>X</u> Other Subgroups: <u>Students With Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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.). Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title II). Continue to support 1 FTE (full-time) Korean Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title II). 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 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) Continue to support visitor management system not to exceed
<p>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.</p> <ul style="list-style-type: none"> 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). Continue to provide a parent resource center at all school sites. <ul style="list-style-type: none"> 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.). Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). Continue to support 1 FTE (full-time) Korean Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> Continue to support 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: approximately \$70,000 annually depending on site needs (site Title I and site LCFF). 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. District staff will continue to expand, and/or improve parent 	<p>All Schools</p> <p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 added in 2015-16: \$52,000 (Title III—duplicated amount from Action 2.2.). Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). Continue to support 1 FTE (full-time) Korean Bilingual Instructional Assistant added in 2016-17: \$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: approximately \$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) Continue to support visitor management system not to exceed

- 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.
 - Continue to implement parent social-emotional workshops piloted 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.
 - Continue to support a visitor management system not to exceed \$1,500 per school site annually.
 - Continue to support 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.

2.5. Expand 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 access to Aeries Student Information System Parent Portal.
- Provide additional translators/interpreters to communicate with parents using a variety of methods.
 - Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF-duplicated amount from Action 2.2.).
 - Address/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: costs to be determined (site funds).
- Provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds).
- Continue to utilize mass communication systems, such as TeleParent/Blackboard Connect, ZippSlip Zippgram to provide

All Schools

ALL

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated Fluent English Proficient
- Other Subgroups: _____

- \$1,500 per school site annually.
- Continue to support 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.)

Estimated Costs:

- 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.).
- Continue to support 1 FTE (8-hour) Vietnamese translator/interpreter added/restored in 2016-17: \$60,000 if funding becomes available (LCFF-duplicated amount from Action 2.2.).
- Continue to Implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I).
- Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF).

<p>responsive mass-communication to parents and community.</p> <ul style="list-style-type: none"> o Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). o Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF). 	
<p>Goal 2, LCAP Year 3: 2018-19</p>	
<p>Priority 3: Parental Involvement</p> <ol style="list-style-type: none"> 1) Increase the number of parents completing parent learning walks by 1% annually. 2) Monitor school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. 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. 4) Each school will increase parent participation in programs for Students With Disabilities (SWD). Current data for SWD parents states 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. 	
<p>Expected Annual Measurable Outcomes:</p>	
<p>Actions/Services</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"> • 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"> o Continue to provide training to parents on how to proactively monitor student progress. o Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding). o 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. • The District and schools will continue to implement programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF). • 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: costs to be determined (LCFF). <p>2.2. Provide additional qualified personnel to schools to support the needs of</p>	<p>Scope of Service</p> <p>All Schools</p> <p>Pupils to be served within identified scope of service</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p> <p>Budgeted Expenditures</p> <p>Estimated Costs:</p> <ul style="list-style-type: none"> - Parent learning walks: \$5,000 annually (Site LCFF Funding). - Programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF). - Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).
	<p>Estimated Costs:</p> <p>___ ALL</p>

<p>Newcomer English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p> <ul style="list-style-type: none"> Continue to provide language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> Maintain all current School Community Liaisons/Bilingual School 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). Continue to support Welcome Center for Newcomer EL students and their parents/guardians. Continue to provide additional training and resources to parents of Newcomer EL, LTEL, RFEP, and IFEP students: \$250,000 (Title I, Title III, and LCFF). Continue to provide language appropriate translators/interpreters as needed to ensure that parent communication, written and oral, is in the home language. <ul style="list-style-type: none"> 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 Continue to provide parent involvement opportunities and workshops unique to the needs of parents/caregivers of McKinney-Vento, Foster Youth, and Newcomer EL students. Continue to provide workshops for parents of undocumented students regarding services and resources available to them: \$2,000 (Title I McKinney-Vento). 	<p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	<p>- Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$762,000 annually for salaries and benefits (LCFF, Title I, and Title II)</p> <p>- Continue to support 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$155,000 annually (LCFF, Title I, and Title II).</p> <p>- Continue to support 1 FTE full-time Vietnamese Bilingual School Community Liaison: \$52,000 (Title II or LCFF).</p> <p>- Training and resources for EL support staff: \$250,000 annually (Title I, Title III, and LCFF).</p> <p>- Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF).</p> <p>- Continue to support 1 FTE (8-hour) Vietnamese translator/interpreter added/restored in 2016-17: \$60,000 if funding becomes available (LCFF-2016-17).</p> <p>- Workshops for parents of undocumented students regarding services and resources available to them: \$2,000 annually (Title I McKinney-Vento).</p>	<p>Estimated Costs:</p> <p>- No Cost to the District.</p>
<p>2.3 Expand and/or improve parent involvement services for Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> Continue to provide communication to parents regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. Continue 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. 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) <p>Continue to make sure that parents feel they have participated in their students' IEP process. (No cost)</p>	<p>OR:</p> <p><input type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p>	<p>All Schools</p>	<p>Estimated Costs:</p> <p>- No Cost to the District.</p>

<p>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.</p> <ul style="list-style-type: none"> • 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). • Continue to provide a parent resource center at all school sites. <ul style="list-style-type: none"> ○ 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). • Continue to involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> ○ Continue to support 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: approximately \$70,000 annually depending on site needs (site Title I and site LCFF). ○ 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. ○ District staff will continue to 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"> - Continued implementation of parent involvement teams at all schools. - Expand opportunities for parents to participate and facilitate Parent Learning Walks at all schools. - Parent social-emotional workshops in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento) 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - Continue to support 1 FTE (full-time) Vietnamese Bilingual Instructional Assistant added in 2016-17: \$35,000 (LCFF, Title III). - Continue to support 1 FTE (full-time) Korean Bilingual Instructional Assistant added in 2016-17: \$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: approximately \$70,000 annually depending on site needs (site Title I and site LCFF). - Continue to support parent social-emotional workshops piloted in 2016-17 to increase student resiliency: \$3,000 (Title I McKinney-Vento) - Continue to support implement a visitor management system not to exceed \$1,500 per school site annually. - Continue to implement Go Sign Me Up registration software at \$10,500 in 2015-16 and \$8,500 per year thereafter. (Title II—duplicated
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<p>amount from Action 1.1.)</p>	
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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.). - Continue to support 1 FTE (8-hour) Vietnamese translator/interpreter added/restored in 2016-17: \$60,000 if funding becomes available (LCFF—duplicated amount from Action 2.2.). - Continue to Implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). - Continue to implement ZippSlip Zippgram: \$32,000 annually (LCFF). 	
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- Reduce the stigma and raise awareness of mental-health issues.
- Provide resources and parenting tools needed to address students' mental-health needs.
- Continue to implement a system to electronically track parent involvement contacts.
 - Visitor management system not to exceed \$1,500 per school site annually.
 - 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.

All Schools

- 2.5. Expand methods of meaningful two-way communication between schools, District, and families.
- Continue to 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)
 - Continue to 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.
 - Continue to provide additional translators/interpreters to communicate with parents using a variety of methods.
 - Continue to support 2 FTE 8-hour Spanish translators/interpreters added in 2015-16: \$118,000 (LCFF—duplicated amount from Action 2.2.).
 - Add/restored 1 FTE (8-hour) Vietnamese translator/interpreter in 2016-17: \$60,000 if funding becomes available (LCFF—duplicated amount from Action 2.2.).
 - Continue to provide trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: costs to be determined (site funds).
 - Continue to provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds).
 - 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).

ALL

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated Fluent English Proficient
- Other Subgroups: _____

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

Related State and/or Local Priorities:

1 2_ 3_ 4_ 5 6 7_ 8_

COE only: 9 ___ 10 ___
Local : Specify ___

GOAL:

- 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 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.

Identified Need:

Schools: All District Schools

Goal Applies to:
Applicable Pupil Subgroups:

Ethnic subgroups with at least 30 pupils (data snapshot from 2-11-14): 64.8% Hispanic—20,661 pupils, 0.5% Native American—155 pupils, 16.5% Asian—5,259 pupils, 2.6% African American—832 pupils, 0.6% Pacific Islander—196 pupils, 12.3% White—3,915 pupils, 2.7% two or more races and not Hispanic—858 pupils.
Subgroups specified in Education Code 52052: 71.7% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)—22,879 pupils, 21.5% English Learners (EL)—6,856 pupils, 10.6% Students with Disabilities (SWD)—3,311 pupils, 0.47% Foster Youth (FY)—147 pupils.

Goal 3, LCAP Year 1: 2016-17

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 7.7% in 2014-15 to 7.2% 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 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.

Expected Annual Measurable Outcomes:

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 0%.)

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.)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1. Create a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> 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: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Provide school resources, programs, and support services to monitor and improve student attendance District-wide. <ul style="list-style-type: none"> Expand transportation services for students, in need, who live more than 2.5 miles from school: funding analysis will occur in 2016-17. 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. <ul style="list-style-type: none"> Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<p>All Schools</p>	<p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento, Students with Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 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).
<p>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.</p> <ul style="list-style-type: none"> Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> 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 (LCFF—duplicated amount from Action 1.7.). Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 if funding becomes available (LCFF). Add 1 FTE social worker in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (United Way Funds) Continue to support 3 FTE health technicians in 2015-16: \$185,000 annually (LCFF). Continue to develop alternatives to suspension, including 	<p>All Schools</p>	<p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 if funding becomes available (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 FTE health

<p>"Restorative Practices."</p> <ul style="list-style-type: none"> 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). o Continue to support 1 FTE Teacher on Special Assignment added in 2015-16 to implement Alternatives to Suspension program: \$93,000 (LCFF) <ul style="list-style-type: none"> • 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"> o Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million (LCFF, Title I—duplicated amount from Action 1.7.). o 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 cost to be determined based on new model and funding availability. (AB114 funds)" • 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.) <ul style="list-style-type: none"> o 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 professional learning/training 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"> o In-house PBIS and ProACT trainers will refine implementation of PBIS and improve crisis management services; o In-house Boys Town trainers will refine proactive interventions that target students in restrictive educational environments. o "Capturing Kids Hearts" and civic learning training will be provided during the 2016-17 year. (Costs included in District Professional Learning Plan.) 	<ul style="list-style-type: none"> - 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.). - Professional learning/training 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.).
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<ul style="list-style-type: none"> ○ Provide training on Behavior Support Plans to Special 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. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$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).
<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"> ● District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> ○ 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-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. <ul style="list-style-type: none"> - 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. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Add .5 FTE additional teacher to all schools in 2016-17: Approximately \$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).
<p>3.4. Each school will implement targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> ● Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to meet the diverse needs of student subgroups. <ul style="list-style-type: none"> ○ 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 (LCFF-duplicated amount from Action 3.2.). ○ Continue to support 2 FTE counselors added in 2014-15: 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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 (LCFF-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.).

<p>\$268,000 annually (LCFF–duplicated amount from Action 1.7.).</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> AVID tutoring and after school tutoring: Approximately \$175,000 annually (site Title I, site LCFF). Continue to support Saturday Academies for academic enrichment/attendance recovery: \$145,000 (LCFF), which is offset 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 <ul style="list-style-type: none"> 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"> 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: Approximately \$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.). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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.).
<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"> 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. <ul style="list-style-type: none"> 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) in 2015-16: \$474,000 annually (LCFF–duplicated amount from Action 1.7.). 	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>

<ul style="list-style-type: none"> • Require a six-year academic plan for all students. • Require a comprehensive transition plan for all 7th- and 9th-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. 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - 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: Approximately \$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 added in 2015-16: \$309,000 annually (LCFF). - Continue to support 1 FTE grounds technician added in 2015-16: \$74,000 annually (LCFF). - Continue to support the regular replacement and growth of
<p>3.6. Upgrade facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • 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). • 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 TBD as funds become available.) • Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. <ul style="list-style-type: none"> ○ Continue to support 3 FTE custodians added in 2015-16: \$211,000 annually (LCFF). ○ 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). ○ 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 added in 2015-16: \$309,000 annually (LCFF). ○ Continue to support 1 FTE grounds technician added in 2015-16: \$74,000 annually (LCFF). • Continue to support the regular replacement and growth of 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - 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: Approximately \$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 added in 2015-16: \$309,000 annually (LCFF). - Continue to support 1 FTE grounds technician added in 2015-16: \$74,000 annually (LCFF). - Continue to support the regular replacement and growth of

ALL

OR:

Low Income Pupils

English Learners

Foster Youth

Redesignated Fluent English

Proficient

Other Subgroups: _____

<p>infrastructure and student and staff technology annually as long as funding is available: \$4.9 million annually (LCFF–duplicated amount from Action 1.4).</p> <ul style="list-style-type: none"> • Provide appropriate staffing to maintain technology and technology infrastructure: <ul style="list-style-type: none"> ○ 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). • 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). 		<ul style="list-style-type: none"> – 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).
<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"> • 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 professional learning/training 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.). • Increase outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ○ 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: 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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 funding becomes available (LCFF–duplicated amount from Action 3.2.). – Professional learning/training 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
	<p>available).</p> <ul style="list-style-type: none"> – Continue to support 6 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). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – 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 funding becomes available (LCFF–duplicated amount from Action 3.2.). – Professional learning/training 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

- o \$50,000 if funding becomes available (LCFF).
- o 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.
 - o 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).

- 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).

Goal 3, LCAP Year 2: 2017-18

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% annually.
- 2) As a District, we will decrease the District-wide middle school/junior high school drop-out rate by .05% annually.
- 3) As a District, we will increase the District-wide attendance rate by .5% annually.
- 4) As a District, we will decrease the District-wide chronic absenteeism rate by .5% annually. (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.
- 6) As a District, we will increase the cohort graduation rate for Low Income Pupils (LIP) by 1% annually.
- 7) As a District, we will increase the cohort graduation rate for English Learners (EL) by 1% annually.
- 8) As a District, we will increase the cohort graduation rate for Students With Disabilities (SWD) by 1% annually.

Priority 6: School Climate

- 1) As a District, we will reduce the District-wide suspension rate by 1% annually.
- 2) As a District, we will continue to maintain a District-wide expulsion rate of less than 1%.
- 3) As a District, we will improve survey results regarding school climate and campus safety.
- 4) The District will improve Healthy Kid Survey results.

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1. Create a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> Continue to implement 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: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Provide school resources, programs, and support services to monitor and improve student attendance District-wide. 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. <ul style="list-style-type: none"> Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<p>All Schools</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento, Students with Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 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).
<p>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.</p> <ul style="list-style-type: none"> Continue to implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> 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 (LCFF–duplicated amount from Action 1.7.). Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 if funding becomes available (LCFF). 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). Continue to support 3 FTE health technicians in 2015-16: \$185,000 annually (LCFF). Continue to develop alternatives to suspension, including "Restorative Practices." <ul style="list-style-type: none"> Continue to support 4.5 FTE assistant principals added in 2014-15: \$618,000 annually (LCFF). Continue to support 2 FTE assistant principals added in 2015-16: \$278,000 (LCFF). 	<p>All Schools</p>	<p>___ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 if funding becomes available (LCFF). Continue to support 1 FTE social worker added in 2016-17 to support ILC students: \$134,000 for salary and benefits if funding becomes available (LCFF). Continue to support 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-

- Continue to support additional 1 FTE assistant principal added 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).
- 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.).
 - Continue to support 2 nurses (RNs) added in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Continue to 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)
- Continue to 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.
- Continue 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)
- Continue to provide professional learning/training 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 Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan)

- 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).
- Continue to support additional 1 FTE assistant principal added 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).
- Continue to support 2 nurses (RNs) added 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).
- Professional learning/training 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).

<ul style="list-style-type: none"> Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost Continue to 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. 	<p>All Schools</p>	<p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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.). 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).
<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"> District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> 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 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. <ul style="list-style-type: none"> 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). Continue to support District Discipline Committee, which looks 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. 	<p>All Schools</p>	<p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Special Education and McKinney-Vento</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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.). Continue to support 1 FTE social worker added in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF–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
<p>3.4. Each school will implement targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to meet the diverse needs of student subgroups. <ul style="list-style-type: none"> 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.). Continue to support 1 FTE social worker added in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (LCFF–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), 	<p>All Schools</p>	<p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income Pupils English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>Special Education and McKinney-Vento</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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.). Continue to support 1 FTE social worker added in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF–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

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: Approximately \$175,000 annually (site Title I, site LCFF).
- Continue to support Saturday Academies for academic enrichment/attendance recovery: \$145,000 (LCFF), which is offset 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).
- Continue 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 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).

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.
 - 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) in 2015-16: \$474,000 annually (LCFF—duplicated amount from Action 1.7.).
- Require a six-year academic plan for all students.
- Require a comprehensive transition plan for all 7th- and 9th-grade

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: Approximately \$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.).

All Schools

ALL

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated Fluent English Proficient
- Other Subgroups: _____

Estimated Costs:

- 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.).

<p>students (ex. new student orientations, campus tours, and Link Crew): cost to be determined (site LCFF)</p> <ul style="list-style-type: none"> • 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. 		
<p>3.6. Upgrade facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • 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). • 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 TBD as funds become available.) • Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. <ul style="list-style-type: none"> ○ Continue to support 3 FTE custodians added in 2015-16: \$211,000 annually (LCFF). ○ 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). ○ 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 added in 2015-16: \$309,000 annually (LCFF). ○ 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 	<p>All Schools</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - 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: Approximately \$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 FTE athletic field available). - Continue to support FTE athletic field
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		

<ul style="list-style-type: none"> • from Action 1.4). • Provide appropriate staffing to maintain technology and technology infrastructure: <ul style="list-style-type: none"> ◦ Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF—duplicated amount from Action 1.4). ◦ Continue to support 1 FTE Network Manager added in 2016-17 to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available). • 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). 		<ul style="list-style-type: none"> 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). – Continue to support 1 FTE Network Manager added 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).
<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"> • Continue to increase course selection and course access for Foster Youth and McKinney-Vento students. • Continue to provide additional instructional materials to Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF) • 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). • Continue to provide additional professional learning/training 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). • Continue to increase outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ◦ Continue to support additional Child Welfare and Attendance outreach position added 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). 	<p>All Schools</p> <p>OR:</p> <p><input type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income Pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: McKinney-Vento</p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF). – 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). – Professional learning/training 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). – Continue to support additional Child Welfare and Attendance outreach position added in 2016-17: \$69,000 if funding becomes available (LCFF). – Continue to support 1 FTE Bilingual

<ul style="list-style-type: none"> o Continue to support additional Bilingual School Community Liaison added in 2016-17: \$50,000 if funding becomes available (LCFF). o Continue to support additional Office Assistant, Bilingual added 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). 	<p>School Community Liaison added in 2014-15: \$50,000 annually for salary and benefits (LCFF).</p> <ul style="list-style-type: none"> - Continue to support additional Bilingual School Community Liaison added in 2016-17: \$50,000 if funding becomes available (LCFF). - Continue to support additional Office Assistant, Bilingual added in 2016-17: \$40,000 if funding becomes available (LCFF).
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<p>Goal 3, LCAP Year 3: 2018-19</p>	
<p>Priority 1: Basic</p> <ol style="list-style-type: none"> 1) School facilities are maintained and in good repair, as evidenced by Facilities Inspection Tool (FIT) results. <p>Priority 5: Pupil Engagement</p> <ol style="list-style-type: none"> 1) As a District, we will decrease the District-wide high school cohort drop-out rate by .3% annually. 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 7.7% in 2014-15 to 7.2% 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 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) 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 Learners (EL) 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) 1% annually, from 65.1% in 2014-15 to 66.1% in 2015-16. <p>Priority 6: School Climate</p> <ol style="list-style-type: none"> 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 0%.) 4) As a District, we will improve survey results regarding school climate and campus safety. (Continue to establish baseline data in 2016-17.) 5) The District will improve Healthy Kid Survey results. (Continue to establish baseline data in 2016-17.) 	<p>Expected Annual Measurable Outcomes:</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1. Create a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> Continue to implement 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: position and cost to be determined in 2016-17 if funding becomes available (LCFF). Provide school resources, programs, and support services to monitor and improve student attendance District-wide. 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. <ul style="list-style-type: none"> Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<p>All Schools</p>	<p>—ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento, Students with Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Increase outreach for students with significant truancy issues: position and cost to be determined in 2016-17 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).
<p>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.</p> <ul style="list-style-type: none"> Continue to implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> 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 (LCFF—duplicated amount from Action 1.7.). Continue to support 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials added in 2015-16: \$268,000 if funding becomes available (LCFF). 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). Continue to support 3 FTE health technicians in 2015-16: \$185,000 annually (LCFF). Continue to develop alternatives to suspension, including "Restorative Practices." <ul style="list-style-type: none"> Continue to support 4.5 FTE assistant principals added in 2014-15: \$618,000 annually (LCFF). 	<p>All Schools</p>	<p>—ALL OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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 if funding becomes available (LCFF). Continue to support 1 FTE social worker added in 2016-17 to support ILC students: \$134,000 for salary and benefits if funding becomes available (LCFF). Continue to support FTE health technicians in 2015-16: \$185,000 annually for salaries and benefits (LCFF).

- o Continue to support 2 FTE assistant principals added in 2015-16: \$278,000 (LCFF).
- o Continue to support additional 1 FTE assistant principal added in 2016-17: \$139,000 (LCFF).
- o 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.
 - o Continue to support 18 FTE MTSS Specialists added in 2014-15: \$1.85 million (LCFF, Title I—duplicated amount from Action 1.7.).
 - o Continue to support 2 nurses (RNs) added in 2016-17: \$274,000 (LCFF- if funding becomes available).
- Continue to 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)
- Continue to 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.)
 - o Decrease the percentage of transfers for McKinney-Vento and Foster Youth students to continuation and other alternative schools.
- Continue 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)
- Continue to provide professional learning/training 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.).
 - o In-house PBIS and ProACT trainers will refine implementation of PBIS and improve crisis management services;
 - o In-house Boys Town trainers will refine proactive interventions that target students in restrictive educational environments.
 - o “Capturing Kids Hearts” and civic learning training will be provided during the 2016-17 year. (Costs included in District Professional Learning Plan.)
 - o Continue to provide training on Behavior Support Plans to

- 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).
- Continue to support additional 1 FTE assistant principal added 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).
- Continue to support 2 nurses (RNs) added 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.).
- Professional learning/training 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.).

<p>Special Education teachers in order to increase positive behavior for SWDs (District Professional Learning Plan)</p> <ul style="list-style-type: none"> Continue to support the internship training institution, were graduate-level interns provide mental-health services to the District's students (all subgroups): No cost Continue to 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. 	<p>All Schools</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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). 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).
<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"> District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> 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 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. <ul style="list-style-type: none"> 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. 	<p>All Schools</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education and McKinney-Vento</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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.). Continue to support 1 FTE social worker added in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF—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.).
<p>3.4. Each school will implement targeted academic and social-emotional/behavioral interventions to close the opportunity gap among student subgroups.</p> <ul style="list-style-type: none"> Develop and monitor targeted academic and social-emotional/behavioral interventions and support services to meet the diverse needs of student subgroups. <ul style="list-style-type: none"> 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.). Continue to support 1 FTE social worker added in 2016-17 to support ILC students' mental health needs: \$134,000 if funding becomes available (LCFF—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.). 	<p>All Schools</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Special Education and McKinney-Vento</u></p>	<p>Estimated Costs:</p> <ul style="list-style-type: none"> 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.). Continue to support 1 FTE social worker added in 2016-17: \$134,000 for salary and benefits if funding becomes available (LCFF—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.).

- o 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.).
- o Continue to support academic interventions, including but not limited to AVID, after-school tutoring, and the EMT process.
 - AVID tutoring and after school tutoring: Approximately \$175,000 annually (site Title I, site LCFF).
- o Continue to support Saturday Academies for academic enrichment/attendance recovery: \$145,000 (LCFF), which is offset by increased revenue from recuperated attendance. (Duplicated from 3.2)
- o Increase school library hours, based upon the needs of students at each school: (site funds, as funding becomes available).
- Continue 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 annually (Title I, Title II, 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).

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.).

- 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: Approximately \$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.).

All Schools

ALL

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated Fluent English Proficient
- Other Subgroups: _____

Estimated Costs:

- 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.).

<ul style="list-style-type: none"> • Require a six-year academic plan for all students. • Require a comprehensive transition plan for all 7th- and 9th-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. 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - 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). - 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: Approximately \$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).
<p>3.6. Upgrade facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> ○ 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 TBD as funds become available.) • Provide an appropriate number of custodial staff and athletic facilities workers to correspond with current facilities' needs. <ul style="list-style-type: none"> ○ Continue to support 3 FTE custodians added in 2015-16: \$211,000 annually (LCFF). ○ 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). ○ 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 added in 2015-16: \$309,000 annually (LCFF). ○ 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 	<p>All Schools</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English Proficient <input type="checkbox"/> Other Subgroups: _____

<p>funding is available: \$4.9 million annually (LCFF—duplicated amount from Action 1.4).</p> <ul style="list-style-type: none"> • Provide appropriate staffing to maintain technology and technology infrastructure: <ul style="list-style-type: none"> ◦ Continue to support 6 FTE site technicians added in 2015-16 to maintain technological resources: \$504,000 (LCFF—duplicated amount from Action 1.4). ◦ Continue to support 1 FTE Network Manager added in 2016-17 to manage district network infrastructure: \$140,000 (LCFF—if funding becomes available). • 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). 		<ul style="list-style-type: none"> - Continue to support 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). - Continue to support 1 FTE Network Manager added 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).
<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"> • Continue to increase course selection and course access for Foster Youth and McKinney-Vento students. • Continue to provide additional instructional materials to Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF) • 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). • Continue to provide additional professional learning/training 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). • Continue to increase outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ◦ Continue to support additional Child Welfare and Attendance outreach position added in 2016-17: \$69,000 if funding becomes available (LCFF). ◦ Continue to support 1 FTE Bilingual School Community Liaison 	<p>— ALL</p> <p>OR:</p> <ul style="list-style-type: none"> — Low Income Pupils — English Learners <input checked="" type="checkbox"/> Foster Youth — Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento</u> 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF). - 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). - Professional learning/training 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). - Continue to support additional Child Welfare and Attendance outreach position added in 2016-17: \$69,000 if funding becomes available (LCFF).

<p>added in 2014-15: \$50,000 annually (LCFF).</p> <ul style="list-style-type: none"> o Continue to support additional Bilingual School Community Liaison added in 2016-17: \$50,000 if funding becomes available (LCFF). o Continue to support additional Office Assistant, Bilingual added in 2016-17: \$40,000 if funding becomes available (LCFF). <ul style="list-style-type: none"> • 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). 		<ul style="list-style-type: none"> - Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$50,000 annually for salary and benefits (LCFF). - Continue to support additional Bilingual School Community Liaison added in 2016-17: \$50,000 if funding becomes available (LCFF). - Continue to support additional Office Assistant, Bilingual added in 2016-17: \$40,000 if funding becomes available (LCFF).
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schools/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?

Anaheim Union High School District (AUHSD) Local Control Accountability Plan (LCAP) Annual Update 2015-16

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: All students will demonstrate college and career readiness.</p>		<p>Related State and/or Local Priorities: 1 X 2 X 3_ 4 X 5_ 6_ 7 X 8 X COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All District Schools Applicable Pupil Subgroups:</p>	<p>Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic–20,821 pupils, 0.5% Native American–162 pupils, 12.3% Asian–3,895 pupils, 2.4% African American–778 pupils, 0.5% Pacific Islander–182 pupils, 11.5% White–3,646 pupils, 2.7% two or more races and not Hispanic–878 pupils. Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)–23,432 pupils, 21.0% English Learners (EL)–6,658 pupils, 10.95% Students with Disabilities (SWD)–3,425 pupils, 0.47% Foster Youth (FY)–147 pupils.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>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 Performance Task Assessments (PTA) by 2% annually. (Establish baseline data in 2015-16.) 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% annually. 2) As a District, we will increase California Assessment of Student Performance and Progress (CAASPP) achievement test results at least 1% annually 3) As a District, we will increase the District-wide A-G completion rate</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1: Basic 1) For the 2015-16 year, more than 95% of teachers are appropriately assigned and fully-credentialed in all subject areas that they are teaching. 2) For the 2015-16 year, more than 95% of teachers are appropriately assigned and fully-credentialed and/or fully-authorized for the pupils that they are instructing. 3) For the 2015-16 year, 100% compliance with Williams' instructional materials requirements was met. Priority 2: Implementation of State Standards 1) For the 2015-16 year, all current academic content and performance standards adopted by the State Board of Education were implemented. 2) For the 2015-16 year, the District redirected its focus from PTAs to Capstone Projects, which contain PTAs, and there has been at least a minimum of 2% District-wide increase in the number of Capstone Projects. 3) For the 2015-16 year, the District added a summer language academy English Learners (EL) and also started the EL curriculum revision process. Priority 4: Pupil Achievement 1) For the 2015-16 year, baseline data is available from 2014-15: 44% met or exceeded the standard in 2014-15 in English Language Arts. (30%met, and 14% exceeded) 2) For the 2015-16 year, baseline data is available from 2014-15: 28% met or exceeded the standard in 2014-15 in mathematics. (16% met, and 12% exceeded) 3) The most current A-G completion rate is from the 2013-14 year. The District-wide A-G completion rate increased 5.1%, from 28.8% in 2012-13 to 33.9% in 2013-14. 4) The most current A-G completion rate for the EL subgroup is from the 2013-14 year. The A-G completion rate for the EL Subgroup</p>

<p>by 1% annually, from 38.9% to 39.9%. (Most current A-G completion rate is from 2013-14.)</p> <p>4) As a District, we will increase the A-G completion rate for English Learners (EL) by .5% annually, from 6.1% to 7.1%. (Most current A-G completion rate for this subgroup is from 2013-14.)</p> <p>5) As a District, we will increase the District-wide graduation rate by 1% annually.</p> <p>6) As a District, we will increase the graduation rate for English Learners by 1% annually.</p> <p>7) As a District, we will increase the graduation rate for Students With Disabilities (SWD) by 1% annually, from 62.4% in 2014-15 to 63.4% in 2015-16.</p> <p>8) As a District, we will increase Advanced Placement (AP) participation rates by .5% annually.</p> <p>9) As a District, we will increase Advanced Placement (AP) Exam pass rate, with a score of 3 or higher, by .5% annually.</p> <p>10) As a District, we will increase Early Assessment Program (EAP) ELA results by 1% annually, from 23% to 24%, "Ready for College" in 2015-16.</p> <p>11) 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.</p> <p>12) 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.</p> <p>13) 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.</p> <p>14) The District will increase the percentage of ELs reclassifying/re-designating to Fluent English Proficient, from 8% to 9%</p> <p>15) 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 AMAO 2.</p> <p>Priority 7 and 8: Course Access and Other Pupil Outcomes</p> <p>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.</p> <p>2) As a District, we will improve and/or expand programs and services developed and provided to unduplicated pupils.</p>	<p>increased 1.9%, from 4.2% in 2012-13 to 6.1% in 2013-14.</p> <p>5) The most current District-wide graduation rate is from the 2014-15 year. The District-wide graduation rate increased 2.5% from 84.8% in 2013-14 to 87.3% in 2014-15.</p> <p>6) The most current graduation rate for the EL Subgroup is from the 2014-15 year. The graduation rate for the EL Subgroup increased 5.2% from 70.8% in 2013-14 to 76.0% in 2014-15.</p> <p>7) The most current graduation rate for the SWD Subgroup is from the 2014-15 year. The graduation rate for the SWD Subgroup increased 4.3% from 62.4% in 2013-14 to 66.7% in 2014-15.</p> <p>8) The most current AP participation rate is from 2014-15, and the participation rate remained static at 18.7%, from 2013-14 through 2014-15.</p> <p>9) The most current AP pass rate is 53.0% % from 2014-15. It is baseline data.</p> <p>10) The most current Early Assessment Program (EAP) ELA results are baseline data, in which 23% scored "Ready for College" in 2014-15.</p> <p>11) The most current Early Assessment Program (EAP) Mathematics results are baseline data, in which 12% scored "Ready for College" in 2014-15.</p> <p>12) ELs making annual progress in learning English increased from 59.4% in 2013-14 to 61.2% in 2014-15, as defined by Annual Measurable Achievement Objective (AMAO) 1. (Most current CELDT data is from 2014-15.)</p> <p>13) ELs who are enrolled less than 5 years and who score "English Proficient" on the California English Language Development Test (CELDT) increased from 28.4% in 2013-14 to 28.9% in 2014-15, as defined by AMAO 2.</p> <p>14) The District increased the percentage of ELs reclassifying/re-designating to Fluent English Proficient, from 8% to 9% in 2014-15.</p> <p>15) ELs who are enrolled 5 years or more and who score "English Proficient" on the CELDT by 2.1% over two years, increased from 50.7% in 2013-14 to 52.1% in 2014-15, as defined by AMAO 2.</p> <p>Priority 7 and 8: Course Access and Other Pupil Outcomes</p> <p>1) 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—Continue to establish baseline data in 2016-17.</p> <p>2) Expand programs and services developed and provided to unduplicated pupils—Continue to establish baseline data in 2016-17.</p> <p>3) Improve and/or expand programs and services developed and provided to Students With Disabilities (SWD)—Continue to establish baseline data in 2016-17.</p>
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Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual	
<p>3) As a District, we will improve and/or expand programs and services developed and provided to Students With Disabilities (SWD).</p>	<p>LCAP Year: 2015-16</p>		
<p>1.1. The District will continue to recruit (as needed), retain, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> • Continue to support 18 full-time equivalent (FTE) Lesson Design Specialists: \$2.1 million annually (Title I, Title II, and Local Control Funding Formula [LCFF]). • Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF). • Continue to support 19 FTE tech coaches: approximately \$316,000 annually for 1 release period per tech coach (site funds). • Lower class sizes by reducing teacher-to-pupil staffing ratios to pre-2007 staffing ratios: add 1 FTE additional teacher per site = \$1.8 million annually as funding becomes available (LCFF). • 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: \$750,000 annually (Title I, Title II, Title III, LCFF). • Develop a 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. cost are included in District Professional Learning Plan. • Provide professional learning/training that addresses cultural proficiency/competency, including cross-cultural interactions, cultural 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 18 FTE Lesson Design Specialists: \$2.1 million annually for salaries and benefits (Title I, Title II, and LCFF). - Continue to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF). - Continue to support 19 FTE tech coaches: base funded except for 1 release period for 1 release period per tech coach (site funds) approximately \$316,000 annually for salaries and benefits (site funds). - Reduce teacher-to-pupil staffing ratios to pre-2007 staffing ratios: add 1 FTE additional teacher per site = \$1.8 million annually for salaries and benefits as funding becomes available (LCFF). - District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF). - Professional development survey: \$5,520 annually (Title II). 	<p>1.1. The District continued to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21st century learning experiences to all students.</p> <ul style="list-style-type: none"> • Continued to support 18 full-time equivalent (FTE) Lesson Design Specialists: \$2.1 million annually (Title I, Title II, and Local Control Funding Formula [LCFF]). • Continued to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF). • Continued to support 19 FTE tech coaches: approximately \$316,000 annually for 1 release period per tech coach (site funds). • Lower class sizes by reducing teacher-to-pupil staffing ratios to pre-2007 staffing ratios: add 1 FTE additional teacher per site = \$1.8 million annually as funding becomes available (LCFF). • 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: \$750,000 annually (Title I, Title II, Title III, LCFF). • Continued to develop a 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. cost are included in District Professional Learning Plan. • Continued to provide professional learning/training that addresses cultural proficiency/competency, including cross- 	<p>Estimated Actual Annual Expenditures</p> <ul style="list-style-type: none"> - Continued to support 18 FTE Lesson Design Specialists: \$2.1 million annually for salaries and benefits (Title I, Title II, and LCFF). - Continued to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF). - Continued to support 19 FTE tech coaches: base funded except for 1 release period for 1 release period per tech coach (site funds), which is approximately \$316,000 annually for salaries and benefits (site funds). - Reduced teacher-to-pupil staffing ratios to pre-2007 staffing ratios: added 1/2 FTE additional teacher per site = \$900,000 annually for salaries and benefits (LCFF). - Implemented District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, and Educator Effectiveness One Time Funding). - Professional learning monitoring system: GoSignMeUp software: \$10,500 in 2014-15 (\$10,500 in 2014-15 (Educator Effectiveness

<p>differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan.</p> <ul style="list-style-type: none"> ○ Provide professional learning/training on instructional strategies to better support the needs of Long-Term English Learners (LTEL). • Develop and implement professional development survey: \$5,520 annually (Title II). 		<p>cultural interactions, cultural differences, and culturally responsive curriculum and instruction: costs are included in District Professional Learning Plan.</p> <ul style="list-style-type: none"> ○ Continued to provide professional learning/training on instructional strategies to better support the needs of Long-Term English Learners (LTEL). • Instead of developing and implementing professional development survey, the District purchased GoSignMeUp professional development tracking software, with surveying capabilities. 	<p>Funds), and \$8,500 annually, starting in 2016-17 (Title II).</p>	
<p>Scope of service: X ALL</p> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p> <p>1.2. Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS) and all other state adopted standards.</p> <ul style="list-style-type: none"> • Provide centralized training necessary for the implementation of all California State Standards, including CCSS 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. • 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-duplicated amount from Action 1.1.). • Provide professional learning/training on strategies to develop skills that are part of the Framework for 21st Century Learning (aka P21 Framework). Among the skills included are critical thinking, creativity, communication, and collaboration, which are often referred to as the "Four Cs." 	<p>Scope of service: All Schools</p> <p>OR: X ALL</p> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p> <p>1.2. Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS) and all other state adopted standards.</p> <ul style="list-style-type: none"> • Provided centralized training necessary for the implementation of all California State Standards, including CCSS 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. • 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 annually (Title I, Title II, Title III, LCFF-duplicated amount from Action 1.1.). • Provided professional learning/training on strategies to develop skills that are part of the Framework for 21st Century Learning (aka P21 Framework). Among the skills included are critical thinking, creativity, communication, and collaboration, which are often referred to as the "Four Cs." 	<p>Scope of service: All Schools</p> <p>OR: X ALL</p> <p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p> <p>1.2. Instructional design and delivery is aligned with all California State Standards, including Common Core State Standards (CCSS) and all other state adopted standards.</p> <ul style="list-style-type: none"> • Provided centralized training necessary for the implementation of all California State Standards, including CCSS 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. • 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 annually (Title I, Title II, Title III, LCFF-duplicated amount from Action 1.1.). • Provided professional learning/training on strategies to develop skills that are part of the Framework for 21st Century Learning (aka P21 Framework). Among the skills included are critical thinking, creativity, communication, and collaboration, which are often referred to as the "Four Cs." 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF-duplicated amount from Action 1.1.). - Continued to support 18 FTE Lesson Design Specialists: \$2.1 million annually for salaries and benefits (Title I, Title II, and LCFF-duplicated amount from Action 1.1.). - Continued to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF-duplicated amount from Action 1.1.). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Total professional development/professional learning costs and/or cost of District Professional Learning Plan: \$750,000 annually-duplicated amount from Action 1.1.). - Continued to support 18 FTE Lesson Design Specialists: \$2.1 million annually for salaries and benefits (Title I, Title II, and LCFF-duplicated amount from Action 1.1.). - Continued to support 5.5 FTE curriculum specialists and/or instructional coaches: \$675,000 annually for salaries and benefits (Title I, II, III, and LCFF-duplicated amount from Action 1.1.).

<p>Scope of service: X ALL</p>	<p>All Schools</p>	<p>Scope of service: X ALL</p>	<p>All Schools</p>
<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>All Schools</p>	<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p>	<p>All Schools</p>
<p>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), Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks.</p> <ul style="list-style-type: none"> • Purchase and implement instructional materials that are aligned with current state adopted Standards (CCSS), 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"> ○ Adopt English language arts (ELA) instructional materials in 2015-16: \$3.4 million–Houghton Mifflin Harcourt (HMH) textbooks and \$3.3 million–Chromebooks (Lottery, One-Time Funds). Total cost of ELA adoption = \$6.7 million. ○ Continue to purchase consumable math textbooks in 2015-16, 2016-17, and 2017-18: \$350,000 annually (Lottery). ○ Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$1 million annually (Lottery). ○ Enhance technology infrastructure: \$2.4 million (77%-E-Rate, 23%-LCFF). • Continue to purchase consumable math textbooks in 2015-16, 2016-17, and 2017-18: \$350,000 annually (Lottery). ○ Purchase instructional materials for partial adoptions and/or to replace worn out instructional materials: \$1 million annually (Lottery). • Purchase technology to support 21st century instructional materials. <ul style="list-style-type: none"> ○ Enhance technology infrastructure to support 21st century learning, which includes increasing technology connectivity capacity (wireless access points, switches, and cabling): \$2.4 million (77%-E-Rate, 23%-LCFF). ○ Develop policies and procedures for 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> – Adopt English language arts (ELA) instructional materials in 2015-16: \$3.4 million–Houghton Mifflin Harcourt (HMH) textbooks; and \$3.3 million–Chromebooks (Lottery, One-Time Funds). Total cost of ELA adoption = \$6.7 million. – Continue to purchase consumable math textbooks in 2015-16, 2016-17, and 2017-18: \$350,000 annually (Lottery). – Purchase of instructional materials for partial adoptions and/or to replace worn out instructional materials: \$1 million annually (Lottery). – Enhance technology infrastructure: \$2.4 million (77%-E-Rate, 23%-LCFF). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> – Adopted English language arts (ELA) instructional materials in 2015-16: \$3.4 million–Houghton Mifflin Harcourt (HMH) textbooks; and \$3.3 million–Chromebooks (Lottery, One-Time Funds). Total cost of ELA adoption = \$6.7 million. – Continued to purchase consumable math textbooks in 2015-16, 2016-17, and 2017-18: \$350,000 annually (Lottery). – Purchased instructional materials for partial adoptions and/or to replace worn out instructional materials: \$1 million annually (Lottery). – Enhanced technology infrastructure: \$2.4 million (77%-E-Rate, 23%-LCFF). 	

<p>technology implementations that support 21st century learning.</p>	<p>technology implementations that support 21st century learning.</p>	<p>technology implementations that support 21st century learning.</p>
<p>Scope of service: <u>X</u> ALL</p>	<p>All Schools</p>	<p>All Schools</p>
<p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other <u> </u> Subgroups: (Specify)</p>	<p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other <u> </u> Subgroups: (Specify)</p>	<p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other <u> </u> Subgroups: (Specify)</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"> • Purchased and implemented technological resources, including technological infrastructure, devices, programs, and professional learning. ○ Purchased technology—HMH ELA adoption requires Chromebooks for all English language arts teachers to support HMH Collections curriculum: \$3.3 million (LCFF—duplicated amount from Action 1.3.). ○ Purchase of technology to support the work of Innovation Team teachers: \$160,000 in 2015-16 (LCFF). ○ Enhance technology infrastructure: \$2.4 million in 2015-16 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). ○ Support the implementation and use of technology as part of an instructional model. 	<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"> • Purchased and implemented technological resources, including technological infrastructure, devices, programs, and professional learning. ○ Purchased technology—HMH ELA adoption requires Chromebooks for all English language arts teachers to support HMH Collections curriculum: \$3.3 million (LCFF—duplicated amount from Action 1.3.). ○ Purchase of technology to support the work of Innovation Team teachers: \$160,000 in 2015-16 (LCFF). ○ Enhance technology infrastructure: \$2.4 million in 2015-16 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). ○ Support the implementation and use of technology as part of an instructional model. 	<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"> • Purchased and implemented technological resources, including technological infrastructure, devices, programs, and professional learning. ○ Purchased technology—HMH ELA adoption requires Chromebooks for all English language arts teachers to support HMH Collections curriculum: \$3.3 million (LCFF—duplicated amount from Action 1.3.). ○ Purchase of technology to support the work of Innovation Team teachers: \$160,000 in 2015-16 (LCFF). ○ Enhance technology infrastructure: \$2.4 million in 2015-16 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). ○ Support the implementation and use of technology as part of an instructional model.
<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Purchased technology—HMH ELA adoption requires Chromebooks for all English language arts teachers to support HMH Collections curriculum: \$3.3 million (LCFF—duplicated amount from Action 1.3.). - Purchased technology to support the work of Innovation Team teachers: \$160,000 in 2015-16 (LCFF). - Enhanced technology infrastructure: \$2.4 million in 2015-16 (77%-E-Rate, 23%-LCFF—duplicated amount from Action 1.3.). - Continued to support 19 tech coaches: base funded except for 1 release period for tech coaches: approximately \$316,000 annually for 1 release period per tech coach (site funds—duplicated amount from Action 1.1.). - Add 6 FTE site technicians to maintain expanded technological resources: \$523,000 (6 FTE) in 2015-16. 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Purchase of technology—HMH ELA adoption requires Chromebooks for all English language arts teachers to support HMH Collections curriculum: \$3.3 million (LCFF—duplicated amount from Action 1.3.). - Purchase of technology to support the work of Innovation Team teachers: \$160,000 in 2015-16 (LCFF). - Enhance technology infrastructure: \$2.4 million in 2015-16 (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 approximately \$316,000 annually for salaries and benefits (site funds—duplicated amount from Action 1.1.). - Add 6 FTE site technicians to maintain expanded technological resources: \$245,000 (3 FTE) in 2015-16; and \$245,000 (3 FTE) in 2016-17, if additional funding becomes available. Total cost = \$490,000 (LCFF). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Purchase of technology—HMH ELA adoption requires Chromebooks for all English language arts teachers to support HMH Collections curriculum: \$3.3 million (LCFF—duplicated amount from Action 1.3.). - Purchase of technology to support the work of Innovation Team teachers: \$160,000 in 2015-16 (LCFF). - Enhance technology infrastructure: \$2.4 million in 2015-16 (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 approximately \$316,000 annually for salaries and benefits (site funds—duplicated amount from Action 1.1.). - Add 6 FTE site technicians to maintain expanded technological resources: \$245,000 (3 FTE) in 2015-16; and \$245,000 (3 FTE) in 2016-17, if additional funding becomes available. Total cost = \$490,000 (LCFF).

<p>Scope of service: <u>X</u> ALL</p>	<p>All Schools</p>	<p>Scope of service: <u>X</u> ALL</p>	<p>All Schools</p>
<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>1.5. All teachers use formative, interim, and summative assessments to guide instruction, monitor student progress, and use appropriate interventions when needed.</p> <ul style="list-style-type: none"> • Update current system of assessments to include tools that school sites can use to implement formative assessment practices, interim assessments, and performance task assessments. <ul style="list-style-type: none"> o Continue to support Illuminate Data and Assessment program: \$130,000 annually (Title I). • District Professional Learning Plan includes training on formative, interim, and summative assessments. <ul style="list-style-type: none"> o Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF–duplicated amount from Action 1.1.). <p>Estimated Costs: – Illuminate Data and Assessment program: \$130,000 annually (Title I). – District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF–duplicated amount from Action 1.1.).</p>	<p>1.5. All teachers use formative, interim, and summative assessments to guide instruction, monitor student progress, and use appropriate interventions when needed.</p> <ul style="list-style-type: none"> • Updated current system of assessments to include tools that school sites can use to implement formative assessment practices, interim assessments, and performance task assessments. <ul style="list-style-type: none"> o Continue to support Illuminate Data and Assessment program: \$130,000 annually (Title I). • District Professional Learning Plan included training on formative, interim, and summative assessments. <ul style="list-style-type: none"> o Costs included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF–duplicated amount from Action 1.1.). <p>Estimated Actual Costs: – Continued to support Illuminate Data and Assessment program: \$130,000 annually (Title I). – Implemented District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, and Educator Effectiveness One Time Funding–duplicated amount from Action 1.1.).</p>
<p>Scope of service: <u>X</u> ALL</p>	<p>All Schools</p>	<p>Scope of service: <u>X</u> ALL</p>	<p>All Schools</p>
<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify)</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 <p>Estimated Costs: – Supplementary support for CTE pathways: \$570,000 to \$600,000 annually (Perkins) – Additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF).</p>	<p>1.6. Each school implemented scheduling structures adjusted 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"> • Refined school scheduling structures and/or provided scheduling options for students to access broader courses of study, such as access to Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and <p>Estimated Actual Costs: – Supplementary support for CTE pathways: \$570,000 to \$600,000 annually (Perkins). – Additional resources and professional learning/training to support broader courses of study:</p>

<p>Performing Arts (VAPA), Career Technical Education (CTE), and World Languages.</p> <ul style="list-style-type: none"> Utilize a variety of resources including Regional Occupational Program (ROP), grants, and community partnerships to expand STEAM, VAPA, CTE, and World Languages course offerings. Maintain supplementary support for CTE pathways: \$570,000 to \$600,000 annually (Perkins) District provides additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). 	<p>Performing Arts (VAPA), Career Technical Education (CTE), and World Languages.</p> <ul style="list-style-type: none"> Utilized a variety of resources including Regional Occupational Program (ROP), grants, and community partnerships to expand STEAM, VAPA, CTE, and World Languages course offerings. Maintain supplementary support for CTE pathways: \$570,000 to \$600,000 annually (Perkins) District provided additional resources and professional learning/training to support broader courses of study: \$50,000 annually (LCFF). 	<p>\$50,000 annually (LCFF).</p> <ul style="list-style-type: none"> Schools received block funding for VAPA & athletics: \$206,000 spent to date
<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p> <p>1.7. District and schools will continue to refine the vertical alignment of A-G courses, and Honors and Advanced Placement (AP) courses.</p> <ul style="list-style-type: none"> Provide additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. AP professional learning/training for teachers in 2015-16: Approximately \$18,000 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. 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-duplicated amount from Action 1.1). Schools provide each student with an individualized six-year, student academic plan that is college and career aligned. 	<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p> <p>1.7. District and schools continued to refine the vertical alignment of A-G courses, courses that precede A-G courses, and Honors and Advanced Placement (AP) courses.</p> <ul style="list-style-type: none"> Provided additional A-G, Honors, and AP course offerings, and increase the number of sections for existing courses as needed. AP professional learning/training for teachers in 2015-16: Approximately \$18,000 annually (site Title I, site Title II, and site LCFF). Provided teachers with the training and resources to better vertically-align A-G courses, including AP and Honors courses. 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-duplicated amount from Action 1.1). Schools provided each student with an individualized four-year, student academic plan that is college and career aligned, and schools are phasing-in six-year, student academic plans 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Supported AP professional learning/training for teachers in 2015-16: approximately \$18,000 annually (site Title I, site Title II, and site LCFF). Implemented District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF-duplicated amount from Action 1.1). Continued to support 2 FTE counselors added in 2014-15: \$270,000 annually for salaries and benefits (LCFF). Added 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (5), and Lexington JHS (5) in 2015-16: \$470,000

<p>o Add counselors to decrease student to counselor ratio.</p> <ul style="list-style-type: none"> ▪ Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF) ▪ Add 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually (LCFF). <ul style="list-style-type: none"> • Provide A-G enrichment opportunities such as enrichment summer school: \$200,000 annually if funding becomes available (LCFF). • Provide Response to Intervention (RtI), aka Response to Intervention and Instruction, support to students who are struggling in A-G courses. <ul style="list-style-type: none"> o Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually (LCFF). • Expand programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: cost to be determined (site funds). <ul style="list-style-type: none"> o 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). o AVID Tutors: \$230,000 annually (Title I, LCFF). o PUENTE counselor and ancillary costs: \$175,000 annually (LCFF). 	<ul style="list-style-type: none"> - Add 10 FTE counselors in 2016-17 and in 2017-18 (add 5 FTE each year): \$1.2 million if funding becomes available (LCFF). - A-G enrichment opportunities such as enrichment summer school: \$200,000 if funding becomes available (LCFF). - Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually for salaries and benefits (LCFF). - 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). - AVID Tutors: \$230,000 annually (Title I, LCFF). - PUENTE counselor and ancillary costs: \$175,000 annually for salary, benefits, and ancillary costs (LCFF). 	<p>that are college and career aligned.</p> <ul style="list-style-type: none"> o Added counselors to decrease student to counselor ratio. <ul style="list-style-type: none"> ▪ Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF) ▪ Added 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually (LCFF). • Provided A-G enrichment opportunities such as enrichment summer school: \$200,000 annually if funding becomes available (LCFF). • Provided Response to Intervention (RtI), aka Response to Intervention and Instruction, support to students who are struggling in A-G courses. <ul style="list-style-type: none"> o Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually (LCFF). • Expanded programs, such as the Advancement Via Individual Determination (AVID), and People United to Enrich the Neighborhood Through Education (PUENTE) programs: cost to be determined (site funds). <ul style="list-style-type: none"> o 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). o AVID Tutors: \$230,000 annually (Title I, LCFF). o PUENTE counselor and ancillary costs: \$175,000 annually (LCFF). 	<p>annually for salaries and benefits (LCFF).</p> <ul style="list-style-type: none"> - A-G enrichment opportunities such as enrichment summer school: \$200,000 if funding becomes available (LCFF). Funding did not become available in July 2015. - Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually for salaries and benefits (LCFF). - Supported 2015 AVID summer training: \$75,500 (LCFF, GEAR UP, Title III). - Supported AVID Tutors: \$230,000 annually (Title I, LCFF). - Continued to support PUENTE counselor and ancillary costs: \$175,000 annually for salary, benefits, and ancillary costs (LCFF).
<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</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"> • Provide professional learning/training for teachers, counselors, administrators, instructional assistants, and other 	<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p> <p>1.8. Improved instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p> <ul style="list-style-type: none"> • Provided professional learning/training for teachers, counselors, administrators, instructional assistants, and other 	<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p> <p>1.8. Improved instructional model for English Learners (EL) to increase access to, and completion of, A-G courses.</p> <ul style="list-style-type: none"> • Provided professional learning/training for teachers, counselors, administrators, instructional assistants, and other 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Implemented District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF— duplicated amount from

<p>paraprofessionals to better support an improved EL instructional model.</p> <ul style="list-style-type: none"> 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—duplicated amount from Action 1.1.). o 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.) o Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. o Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.5 million annually (LCFF). o Continue to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.4 million (LCFF and Title III). 	<p>-- Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.5 million annually for salaries and benefits (LCFF).</p> <p>-- Continue to support EL Services staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.4 million annually for salaries and benefits (LCFF and Title III).</p>	<p>paraprofessionals to better support an improved EL instructional model.</p> <ul style="list-style-type: none"> 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—duplicated amount from Action 1.1.). o 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.) o Support EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. o Continue to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.5 million annually (LCFF). o Continue to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.4 million (LCFF and Title III).
<p>paraprofessionals to better support an improved EL instructional model.</p> <ul style="list-style-type: none"> 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—duplicated amount from Action 1.1.). o Increased EL students' engagement in the learning process through expanded access to appropriate technological resources. (Technology costs referenced in Actions 1.2. and 1.3.) o Supported EL students' progression through English learner program to successful reclassification, and provide monitoring tools and data to school sites. o Continued to support the current number of ELD teachers and EL support positions/paraprofessionals at school sites: \$2.5 million annually (LCFF). o Continued to support District EL Services Department staffing needs, such as language testing assistants, translators, and bilingual instructional assistants: \$1.4 million (LCFF and Title III). 		<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> All <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>
<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> All <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1.9. Expand college and career enrichment programs to promote biliteracy.</p> <ul style="list-style-type: none"> o Expand World Languages and Dual Language Academy programs. (Dual Language Academy programs did not expand in 2015-16; however, a stipend for bilingual authorized teachers was approved in 2015-16 through the District's negotiations process to support the expansion of these programs in future years.) o Recruit and hire additional World Languages and bilingual authorized teachers (as 	<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> All <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>
<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Continued to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$535,000 annually for salaries and benefits (LCFF). - Continued to support 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$535,000 annually for salaries and benefits (LCFF). - Continue to support teachers working on bilingual 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Continued to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$535,000 annually for salaries and benefits (LCFF). - Continued to support

<p>(5 FTE): approximately \$535,000 annually (LCFF).</p> <ul style="list-style-type: none"> Continue to support teachers working on bilingual authorization: \$5,000 for release time to complete field work. (Title III). Provide a stipend for teachers assigned to a bilingual setting: cost to be determined. Increase World Languages and Dual Language Academy course offerings: cost to be determined (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: \$17,000 annually for program, curriculum and resources (Title III). 	<p>authorization: \$5,000 annually for release time (Title III). AVID Excel program, curriculum and resources: \$17,000 (Title III).</p>	<p>teaching positions become available).</p> <ul style="list-style-type: none"> Continued to support current bilingual authorized teachers at Sycamore Junior High School and at Anaheim High School (5 FTE): approximately \$535,000 annually (LCFF). Continued to support teachers working on bilingual authorization: \$5,000 for release time to complete field work. (Title III). Provided a stipend for teachers assigned to a bilingual setting: cost to be determined. Did not increase World Languages and Dual Language Academy course offerings in 2015-16. Expanded 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: \$17,000 annually for program, curriculum and resources (Title III). 	<p>teachers working on bilingual authorization: \$5,000 annually for release time (Title III). – Provided a stipend for teachers assigned to a bilingual setting: \$68,000 annually (LCFF). – Implemented AVID Excel program, curriculum and resources: \$17,000 (Title III).</p>
<p>Scope of service:</p> <p>Dual Language Academies only at Anaheim HS, Sycamore JHS; College and Career Enrichment Programs at All Schools</p>		<p>Scope of service:</p> <p>Dual Language Academies only at Anaheim HS, Sycamore JHS; College and Career Enrichment Programs at All Schools</p>	
<p>___ALL OR: ___Low Income pupils <input checked="" type="checkbox"/> English Learners ___Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)</p>		<p>___ALL OR: ___Low Income pupils <input checked="" type="checkbox"/> English Learners ___Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)</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 rigorous courses of study.</p> <ul style="list-style-type: none"> Continue to support data-management systems, such as Illuminate Data and Assessment program, that makes student achievement indicators more accessible to school sites. <ul style="list-style-type: none"> Illuminate: \$130,000 annually (Title I– duplicated amount from Action 1.5). Create a District-wide, comprehensive assessment system, which utilizes interim assessments, performance tasks, project 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> Illuminate Data and Assessment program: \$130,000 annually (Title I– duplicated amount from Action 1.5). Continue to support 18 FTE Rtl Specialists added in 2014-15: \$2.1 million annually (LCFF–duplicated amount from Action 1.7). Training cost included in District Professional learning Plan: \$750,000 annually (Title 	<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 rigorous courses of study.</p> <ul style="list-style-type: none"> Continue to support data-management systems, such as Illuminate Data and Assessment program, that makes student achievement indicators more accessible to school sites. <ul style="list-style-type: none"> Illuminate: \$130,000 annually (Title I– duplicated amount from Action 1.5). Continued to develop a District-wide, comprehensive assessment system, which utilizes performance tasks, project based 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Continued to implement Illuminate Data and Assessment program: \$130,000 annually (Title I– duplicated amount from Action 1.5). Continued to support 18 FTE Rtl Specialists added in 2014-15: \$2.1 million annually (LCFF–duplicated amount from Action 1.7). Training cost included in District Professional

<p>based learning (including capstone-like projects), summative assessments, and also create and maintain a digital assessment intranet site.</p> <ul style="list-style-type: none"> o Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million (LCFF—duplicated amount from Action 1.7). o 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—duplicated amount from Action 1.2). o Continue to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$186,000 (Title I and LCFF). 	<p>I, Title II, Title III, LCFF—duplicated amount from Action 1.2).</p> <ul style="list-style-type: none"> - Continue to support 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$186,000 annually for salaries and benefits (Title I and LCFF). 	<p>learning (including capstone-like projects), and summative assessments.</p> <ul style="list-style-type: none"> o Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million (LCFF—duplicated amount from Action 1.7). o 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—duplicated amount from Action 1.2). o Continued to support District-level assessment and evaluation team, consisting of 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$186,000 (Title I and LCFF). 	<p>learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF, and Educator Effectiveness One Time Funding—duplicated amount from Action 1.2).</p> <ul style="list-style-type: none"> - Continued to support 1 FTE Director of Assessment and Evaluation, and 1 FTE Assessment Technician: \$186,000 annually for salaries and benefits (Title I and LCFF).
<p>Scope of service: <input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><u>Other Subgroups:(Specify)</u></p>	<p>All Schools</p>	<p>Scope of service: <input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><u>Other Subgroups:(Specify)</u></p>	
<p>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.</p> <ul style="list-style-type: none"> • 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: \$13.3 million (Title I, Title III, and LCFF). o Supported programs that help struggling students earn a high school diploma 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - All salaries and benefits that support EL, Low Income Pupils and Foster Youth which are not part of the base fund: \$13.3 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 	<p>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.</p> <ul style="list-style-type: none"> • Expanded 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 Continued to fund all positions that support EL, Low Income Pupils, and Foster Youth, which are not part of the base fund: \$13.3 million (Title I, Title III, and LCFF). o Supported programs that help struggling students earn a high school diploma through targeted services, such as APEX 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Continued to support all salaries and benefits that support EL, Low Income Pupils and Foster Youth which are not part of the base fund: \$13.3 million annually for salaries and benefits (Title I, Title III, and LCFF). - Continued to implement APEX Learning credit recovery program: \$180,000 annually for salaries and benefits (Title I and LCFF). - Continued to fund teacher supplemental

<p>through targeted services, such as APEX Learning credit recovery program: \$180,000 annually (Title I and LCFF).</p> <ul style="list-style-type: none"> Teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually (LCFF). 	<p>salaries and benefits (LCFF).</p>	<p>Learning credit recovery program: \$180,000 annually (Title I and LCFF).</p> <ul style="list-style-type: none"> Continued to fund teacher supplemental hourly pay to support APEX after-school program: \$102,000 annually (LCFF).
<p>Scope of service: All Schools</p>	<p>Scope of service: All Schools</p>	<p>Scope of service: All Schools</p>
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>
<p>1.12. District and schools will refine placement and monitoring system for English Learners (EL), including Long-Term English Learners (LTEL), and also will revise/refine the District's EL curriculum.</p> <ul style="list-style-type: none"> Refine and implement a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including LTEL—to be piloted in 2016-17. Provide adequate curriculum and teaching strategies for EL, including LTEL. Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.5 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—duplicated amount from Action 1.1). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1). 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). Continue to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.4 million (LCFF, and Title III—duplicated amount from Action 1.8). Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million (LCFF— 	<p>1.12. District and schools refined placement and monitoring system for English Learners (EL), including Long-Term English Learners (LTEL), and also the District's EL curriculum.</p> <ul style="list-style-type: none"> Refined a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including LTEL—to be piloted in 2016-17. Provided adequate curriculum and teaching strategies for EL, including LTEL. Continued to support the current number of ELD teachers and EL support positions at school sites: \$2.5 million annually (LCFF—duplicated amount from Action 1.8). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1). 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). Continued to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.4 million (LCFF, and Title III—duplicated amount from Action 1.8). Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million (LCFF—duplicated amount from Action 	<p>1.12. District and schools refined placement and monitoring system for English Learners (EL), including Long-Term English Learners (LTEL), and also the District's EL curriculum.</p> <ul style="list-style-type: none"> Refined a course of study sequence, teaching strategies, and placement criteria to meet, monitor, and support the needs of EL, including LTEL—to be piloted in 2016-17. Provided adequate curriculum and teaching strategies for EL, including LTEL. Continued to support the current number of ELD teachers and EL support positions at school sites: \$2.5 million annually (LCFF—duplicated amount from Action 1.8). Professional Learning costs for EL staff included in District Professional Learning Plan: \$750,000 (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1). 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). Continued to support positions that provide services to ELs, including EL Support Services staffing needs: \$1.4 million (LCFF, and Title III—duplicated amount from Action 1.8). Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million (LCFF—duplicated amount from Action
<p>Estimated Costs:</p> <ul style="list-style-type: none"> Continue to support the current number of ELD teachers and EL support positions at school sites: \$2.5 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—duplicated amount from Action 1.1). EL Services staff: \$1.4 million annually (LCFF, and Title III—duplicated amount from Action 1.8). Continue to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually (LCFF—duplicated amount from Action 1.7). Hire/restore additional instructional assistants to provide primary language support in content areas: if funding becomes available (site LCFF). Provide primary language 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Continued to support the current number of ELD teachers and EL support positions at school sites: \$2.5 million annually (LCFF—duplicated amount from Action 1.8). Supported professional learning costs for EL staff, which was included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1). Continued to support EL III—duplicated amount from Action 1.8). Services staff: \$1.4 million annually (LCFF, and Title III—duplicated amount from Action 1.8). Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually (LCFF—duplicated amount from Action 1.7). Hire/restore additional instructional assistants to provide primary language support in content areas: if 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> Continued to support the current number of ELD teachers and EL support positions at school sites: \$2.5 million annually (LCFF—duplicated amount from Action 1.8). Supported professional learning costs for EL staff, which was included in District Professional Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1). Continued to support EL III—duplicated amount from Action 1.8). Services staff: \$1.4 million annually (LCFF, and Title III—duplicated amount from Action 1.8). Continued to support 18 FTE RtI Specialists added in 2014-15: \$2.1 million annually (LCFF—duplicated amount from Action 1.7). Hire/restore additional instructional assistants to provide primary language support in content areas: if

<p>resources to students/teachers: \$10,000 annually (Title III).</p>	<p>1.7.). <ul style="list-style-type: none"> Hired/restored additional instructional assistants to provide primary language support in content areas: cost to be determined (site LCFF). Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). Piloted intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). </p>	<p>1.7.). <ul style="list-style-type: none"> Hired/restored additional instructional assistants to provide primary language support in content areas: cost to be determined (site LCFF). Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). Piloted intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). </p>
<p>resources to students/teachers: \$10,000 annually (Title III).</p>	<p>1.7.). <ul style="list-style-type: none"> Hired/restored additional instructional assistants to provide primary language support in content areas: cost to be determined (site LCFF). Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). Piloted intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). </p>	<p>1.7.). <ul style="list-style-type: none"> Hired/restored additional instructional assistants to provide primary language support in content areas: cost to be determined (site LCFF). Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). Piloted intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). </p>
<p>resources to students/teachers: \$10,000 annually (Title III).</p>	<p>1.7.). <ul style="list-style-type: none"> Hired/restored additional instructional assistants to provide primary language support in content areas: cost to be determined (site LCFF). Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). Piloted intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). </p>	<p>1.7.). <ul style="list-style-type: none"> Hired/restored additional instructional assistants to provide primary language support in content areas: cost to be determined (site LCFF). Provide training for instructional assistants and teachers on best practices: cost included in District Professional Learning Plan referenced in Action 1.1. Provide additional primary language supplemental instructional materials to students/teachers: \$10,000 annually (Title III). Piloted intensive language support program for Newcomer EL students piloted in 2015-16 (Summer Language Academy): \$50,000 (Title III). </p>

<p>annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).</p> <ul style="list-style-type: none"> ○ Provide professional learning/training 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—duplicated amount from Action 1.1.). • 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"> ○ Hire/restore 20 FTE additional instructional assistants to provide academic support to SWD in content areas: \$1.5 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). 	<p>annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> - Hire/restore 20 FTE additional instructional assistants to provide academic support to SWD in content areas: \$1.5 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). 	<p>annually (Special Education State and Federal Funding, Mental Health State and Federal Funding, and LCFF).</p> <ul style="list-style-type: none"> ○ Provided professional learning/training 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—duplicated amount from Action 1.1.). • Increased support to address the literacy and language needs of SWD in both general education and special education classrooms. <ul style="list-style-type: none"> ○ Hire/restore 20 FTE additional instructional assistants to provide academic support to SWD in content areas: \$1.5 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). 	<p>Learning Plan: \$750,000 annually (Title I, Title II, Title III, LCFF—duplicated amount from Action 1.1.).</p> <ul style="list-style-type: none"> - Hired/restored 20 FTE additional instructional assistants to provide academic support to SWD in content areas: \$1.5 million annually for salaries and benefits (LCFF). (Minimum of 10 verified) - Added 1 FTE speech-language pathologist in 2015-16 to provide support with SWD literacy and language needs: \$125,000 for salary and benefits if funding becomes available (LCFF). (Already added that position this year.)
<p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> <u> </u> Other Subgroups: (Specify) <u> </u> Students With Disabilities</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"> • 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"> ○ APEX Learning licenses for expanded program: \$167,000 annually (LCFF). ○ Learning Management software for 	<p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> <u> </u> Other Subgroups: (Specify) <u> </u> Students With Disabilities</p> <p>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.</p> <ul style="list-style-type: none"> • Maintained 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"> ○ APEX Learning licenses for expanded program: \$167,000 annually (LCFF). ○ Learning Management software for eLearning: \$150,000 annually (LCFF). 	<p>Scope of service:</p> <p>All Schools</p>	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Continued to implement APEX Learning licenses for expanded program: \$167,000 annually (LCFF). - Continued to fund Learning Management software for eLearning: \$150,000 annually (LCFF). - Supported ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2

<ul style="list-style-type: none"> eLearning: \$150,000 annually (LCFF). Continue to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> Maintain ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.4 million annually (LCFF). 		<ul style="list-style-type: none"> Continued to support Independent Learning Centers (ILC) at two schools. <ul style="list-style-type: none"> Maintained ILC costs for 2 schools (Anaheim High School, and Western High School), 3 FTE Teachers and 1 FTE Counselor (x 2 sites): \$1.4 million annually (LCFF). 	<p>sites): \$1.3 million annually for salaries and benefits (LCFF). (Over estimated cost by \$100,000)</p>
<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</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"> Strengthen and/or expand community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> Nurture existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), Fullerton College, and Chapman University. Continue to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities. Expand mentoring and volunteering opportunities. Increase work experience opportunities. Continue to provide District and site college and career fairs: <ul style="list-style-type: none"> District College and Career Fair: \$25,000 (AUHSD Foundation). Site college/career fairs: cost to be determined (site funds). Increase access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes. 	<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p> <p>1.15. Created 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"> Strengthened and/or expanded community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> Nurtured existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), Fullerton College, and Chapman University. Continued to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities. Expanded mentoring and volunteering opportunities. Increased work experience opportunities. Continued to provide District and site college and career fairs: <ul style="list-style-type: none"> District College and Career Fair: \$25,000 (AUHSD Foundation). Site college/career fairs: cost to be determined (site funds). Increased access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes. Increased opportunities for dual 	<p>Scope of service: <u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p> <p>1.15. Created 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"> Strengthened and/or expanded community partnerships to provide robust post-secondary transition opportunities for students. <ul style="list-style-type: none"> Nurtured existing community partnerships with Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Tiger Woods Learning Center (TWLC), Fullerton College, and Chapman University. Continued to refine Anaheim Collaborative as a means to effectively co-create post-secondary transition opportunities. Expanded mentoring and volunteering opportunities. Increased work experience opportunities. Continued to provide District and site college and career fairs: <ul style="list-style-type: none"> District College and Career Fair: \$25,000 (AUHSD Foundation). Site college/career fairs: cost to be determined (site funds). Increased access to Career Technical Education (CTE) through District and Regional Occupational Program (ROP) classes. Increased opportunities for dual 	<p>Estimated Actual Costs: Continued to support 1 FTE College and Career Community Partnership Coordinator: \$120,000 annually for salary and benefits (LCFF).</p>

<ul style="list-style-type: none"> o Increase opportunities for dual enrollment with community colleges and universities. o Increased access to career inventories (e.g. Armed Services Vocational Aptitude Battery [ASVAB], or career interest inventory software): cost to be determined. o Establish mentorship opportunities for students with community partners. • Continue to support 1 FTE College and Career Community Partnership Coordinator: \$120,000 annually (LCFF). 	<p>enrollment with community colleges and universities.</p> <ul style="list-style-type: none"> c Increased access to career inventories (e.g. Armed Services Vocational Aptitude Battery [ASVAB], or career interest inventory software): cost to be determined. c Established mentorship opportunities for students with community partners. • Continued to support 1 FTE College and Career Community Partnership Coordinator: \$120,000 annually (LCFF).
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> All High Schools</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Scope of service:</p> <p><input checked="" type="checkbox"/> All High Schools</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>
<p>Through the 2015-16 LCAP stakeholder engagement process, 2015-16 LCAP Goals remained the same for the 2016-17 LCAP:</p> <p>2015-16 LCAP Goals</p> <p>Goal 1: All students will demonstrate college and career readiness.</p> <p>Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</p> <p>Goal 3: Provide and nurture a safe and positive school culture.</p> <p>Goal 1 will continue to have 15 actions in 2016-17. However, each of the actions has been significantly refined, and one action (Action 1.5) was rewritten. Also, the Illuminate Data and Assessment program (\$130,000 annually) was eliminated from Action 1.5, because it has been under-utilized. It is possible that a much down-sized version of the program might be purchased in 2016-17 to monitor English Learners (EL).</p> <p>All of the original actions from Goal 1 the 2015-16 LCAP have carried forward to the 2016-17 LCAP, with the exception of Action 1.5 being rewritten to better capture the spirit of its intent. Action 1.5 states the following for 2016-17: "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." The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, McKinney-Vento, and Students with Disabilities.</p> <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through the 2015-16 LCAP stakeholder engagement process, 2015-16 LCAP Goals remained the same for the 2016-17 LCAP:</p> <p>2015-16 LCAP Goals</p> <p>Goal 1: All students will demonstrate college and career readiness.</p> <p>Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</p> <p>Goal 3: Provide and nurture a safe and positive school culture.</p> <p>Goal 1 will continue to have 15 actions in 2016-17. However, each of the actions has been significantly refined, and one action (Action 1.5) was rewritten. Also, the Illuminate Data and Assessment program (\$130,000 annually) was eliminated from Action 1.5, because it has been under-utilized. It is possible that a much down-sized version of the program might be purchased in 2016-17 to monitor English Learners (EL).</p> <p>All of the original actions from Goal 1 the 2015-16 LCAP have carried forward to the 2016-17 LCAP, with the exception of Action 1.5 being rewritten to better capture the spirit of its intent. Action 1.5 states the following for 2016-17: "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." The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, McKinney-Vento, and Students with Disabilities.</p>

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

Related State and/or Local Priorities:

1_ 2_ 3 **X** 4_ 5_ 6_ 7_ 8_

COE only: 9_ 10_

Local : Specify _____

Schools: All District schools.

Applicable Pupil Subgroups:

Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic—20,821 pupils, 0.5% Native American—162 pupils, 12.3% Asian—3,895 pupils, 2.4% African American—778 pupils, 0.5% Pacific Islander—182 pupils, 11.5% White—3,646 pupils, 2.7% two or more races and not Hispanic—878 pupils.
Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED), aka Low Income Pupils—23,432 pupils, 21.0% English Learners (EL)—6,658 pupils, 10.95% Students with Disabilities (SWD)—3,425 pupils, 0.47% Foster Youth (FY)—147 pupils.

Goal Applies to:

- 1) Increase the number of parents completing parent learning walks by 1%.
- 2) Monitor school-to-parent and District-to-parent communication through Blackboard Connect, parent surveys, and other web-based correspondence. Disaggregate parent communication data by subgroups, such as EL, RFEP, 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.
- 4) Each school will increase parent participation in programs for Students With Disabilities (SWD).
- 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.

Expected Annual Measurable Outcomes:

Actual Annual Measurable Outcomes:

- 1) For the 2015-16 year, baseline data is available: 315 parents participated in parent learning walks 2014-15.
- 2) Continue to establish baseline data in 2016-17, as the District is working on cost effective ways to track school-to-parent and District-to-parent communication.
- 3) Continue to establish baseline data in 2016-17, as the District purchased software in 2015-16 to help track parent attendance at school functions. The implementation of the new software will begin in 2016-17.
- 4) Survey results from SWD parents in 2015-16 verify that the percent positive parent involvement for SWD is 99.4%.
- 5) Continue to establish baseline data in 2016-17. However, the LCAP stakeholder engagement process has given participating parents an opportunity to effectively advocate for programs/services that they feel would benefit their students. Additionally, 1,244 parents completed LCAP parent surveys in 2015-16.

LCAP Year: 2015-16

Planned Actions/Services

Actual Actions/Services

	Budgeted Expenditures
<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"> • 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. 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> -- Parent learning walks: \$5,000 annually (Site LCFF Funding). -- Programs for parents that are designed to increase awareness of post-secondary options, including the importance of meeting A-G requirements: costs to be determined (LCFF).

	Estimated Actual Expenditures
<p>2.1. Improved and/or expanded 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"> • The District and schools will continued to implement and refine parent involvement activities that increase parental understanding of the pedagogy used to prepare students for college and career. 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> -- Implemented Parent learning walks: \$5,000 or less annually (Site LCFF Funding). -- Implemented programs for parents that are designed to increase awareness of post-secondary options, including the importance of

<p>o Continue to provide training to parents on how to proactively monitor student progress.</p> <p>o Continue to provide Parent Learning Walks: \$5,000 (Site LCFF Funding).</p> <p>• 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: costs to be determined (LCFF).</p> <p>• The District and schools will implement programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).</p>	<p>-- Programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).</p>	<p>o Continued to provide training to parents on how to proactively monitor student progress.</p> <p>o Walks: \$5,000 (Site LCFF Funding).</p> <p>• 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: costs to be determined (LCFF).</p> <p>• The District and schools implemented programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: costs to be determined (LCFF).</p>	<p>meeting A-G requirements: Costs are still being determined (LCFF). – Implemented programs that provide real-world learning experiences for students, which are showcased to parents and community partners, such as capstone projects: Costs are still being determined (LCFF).</p>
<p>Scope of service: X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p> <p>2.2. Provide additional qualified personnel to schools to support the needs of English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p> <ul style="list-style-type: none"> • Provide language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> o Maintain all current School Community Liaisons/Bilingual School Liaisons: \$740,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2015-16. o Add 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III). o Add .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III or LCFF). -- Training and resources for EL support staff: \$250,000 (Title I, Title III, and LCFF). -- Add/restore 2 FTE 8-hour Spanish 	<p>Scope of service: All Schools</p> <p>X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p> <p>2.2. Provide additional qualified personnel to schools to support the needs of English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p> <ul style="list-style-type: none"> • Provided language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> o Maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2015-16. o Added 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III). o Added .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III). • Provided additional training and resources to parents of EL, LTEL, RFEP, and IFEP students: 	<p>Scope of service: All Schools</p> <p>X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)</p> <p>2.2. Provide additional qualified personnel to schools to support the needs of English Learners (EL), Long-Term English Learners (LTEL), Redesignated Fluent English Proficient (RFEP) students, and/or Initially Fluent English Proficient (IFEP) students.</p> <ul style="list-style-type: none"> • Provide language appropriate community liaison coverage at all school sites. <ul style="list-style-type: none"> o Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually (LCFF, Title I, and Title III), and increase the number of School Community Liaisons/Bilingual School Community Liaisons to one per school site in 2015-16. o Add 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III). o Add .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III). -- Training and resources for EL support staff: \$250,000 (Title I, Title III, and LCFF). -- Add/restore 2 FTE 8-hour Spanish 	<p>Estimated Actual Costs: – Maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually for salaries and benefits (LCFF, Title I, and Title III) – Add 3 FTE School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III). – Add .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III or LCFF). – Training and resources for EL support staff: \$250,000 (Title I, Title III, and LCFF). – Add/restore 2 FTE 8-hour Spanish</p>

<ul style="list-style-type: none"> • Provide additional training and resources to parents of EL, LTEL, RFEP, 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. <ul style="list-style-type: none"> ◦ Add/restore 2 FTE 8-hour Spanish translators/interpreters: \$115,000 if funding becomes available (LCFF). 	<p>translators/interpreters in 2016-17: \$115,000 for salaries and benefits if funding becomes available (LCFF).</p>	<ul style="list-style-type: none"> • \$250,000 (Title I, Title III, and LCFF). Provided language appropriate translators/interpreters as needed to ensure that parent communication, written and oral, is in the home language. <ul style="list-style-type: none"> ◦ Added/restored 2 FTE 8-hour Spanish translators/interpreters: \$115,000 if funding becomes available (LCFF). 	<p>III, and LCFF). – Replaced 2 FTE 8-hour Spanish translators /interpreters in 2015-16: \$115,000 for salaries and benefits if funding becomes available (LCFF).</p>
<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <p>2.3. Expand and/or improve parent involvement services for Students With Disabilities (SWD). <ul style="list-style-type: none"> • Provide communication regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. • Involve parents in trainings provided by Greater Anaheim SELPA on areas around Free Appropriate Public Education (FAPE). • Provide information to parents specific to Boys Town parent trainings. </p>	<p>Estimated Costs: -- No Cost to the District.</p>	<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <p>2.3. Expanded and/or improved parent involvement services for Students With Disabilities (SWD). <ul style="list-style-type: none"> • Provided communication regarding Community Advisory Committee (CAC) meetings that provide special education information and training for parents. • Involved parents in trainings provided by Greater Anaheim SELPA on areas around Free Appropriate Public Education (FAPE). • Provided information to parents specific to Boys Town parent trainings. </p>	<p>Estimated Actual Costs: – No Cost to the District.</p>
<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p> <p>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.</p>	<p>Estimated Costs: – Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually for salaries</p>	<p>Scope of service: All Schools</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u></p> <p>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.</p>	<p>Estimated Actual Costs: – Maintained all current School Community Liaisons/Bilingual School Community Liaisons:</p>

<ul style="list-style-type: none"> • Provide a parent resource center at all school sites. <ul style="list-style-type: none"> ○ Maintain all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). ○ Add 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). ○ Add .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III—duplicated amount from Action 2.2.). • Involve parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> ○ 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). ○ 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. ○ 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. ○ Develop and implement a system to electronically track parent involvement contacts: cost to be determined (LCFF and Title I). 	<p>and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</p> <p>-- Add 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</p> <p>-- Add .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 annually for salary and benefits (Title III—duplicated amount from Action 2.2.).</p> <p>-- 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 annually depending on site needs (site Title I and site LCFF).</p> <p>-- System to electronically track parent involvement contacts: cost to be determined (LCFF and Title I).</p>	<ul style="list-style-type: none"> • Provided a parent resource center at all school sites. <ul style="list-style-type: none"> ○ Maintained all current School Community Liaisons/Bilingual School Community Liaisons: \$740,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). ○ Added 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually (LCFF, Title I, and Title III—duplicated amount from Action 2.2.). ○ Added .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 (Title III—duplicated amount from Action 2.2.). • Involved parents in ways that build their confidence, such as through parent education activities and parent leadership opportunities. <ul style="list-style-type: none"> ○ Continued 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). ○ 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. ○ District staff developed, expanded, and refined parent involvement resources, such as the development and implementation of the District Parent Leadership Academy. ○ Developed/implemented parent involvement teams at all schools. (33% increase in PTA membership in 20151-6) ○ Did not develop and implement a system to electronically track parent involvement contacts, but analyzed ways to take action on this item in 2016-17. 	<p>\$740,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</p> <p>-- Added 3 FTE 8-hour School Community Liaisons/Bilingual School Community Liaisons: \$150,000 annually for salaries and benefits (LCFF, Title I, and Title III—duplicated amount from Action 2.2.).</p> <p>-- Added .5 FTE part-time Vietnamese Bilingual School Community Liaison: \$25,000 annually for salary and benefits (Title III—duplicated amount from Action 2.2.).</p> <p>-- Implemented 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 annually depending on site needs (site Title I and site LCFF).</p> <p>-- System to electronically track parent involvement contacts: Costs are still being determined (LCFF and Title I).</p>
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<p>Scope of service: <u>X</u>_ALL</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>	<p>All Schools</p>	<p>Scope of service: <u>X</u>_ALL</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>	<p>All Schools</p>
<p>2.5. Expand methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> • 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. • Provide additional translators/interpreters to communicate with parents using a variety of methods. <ul style="list-style-type: none"> o Add/restore 2 FTE 8-hour Spanish translators/interpreters: \$115,000 annually (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: costs to be determined (site funds). • Provide resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds). • Continue to utilize mass communication systems, such as TeleParent/Blackboard Connect and ZippSlip to provide responsive mass-communication to parents and community. <ul style="list-style-type: none"> o Continue to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). o Continue to implement ZippSlip: \$32,000 annually (LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Add/restore 2 FTE 8-hour Spanish translators/interpreters: \$115,000 annually for salaries and benefits (LCFF--duplicated amount from Action 2.2.). - TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). - ZippSlip: \$32,000 annually (LCFF). 	<p>2.5. Expanded methods of meaningful two-way communication between schools, District, and families.</p> <ul style="list-style-type: none"> • 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. • Provided additional translators/interpreters to communicate with parents using a variety of methods. <ul style="list-style-type: none"> o Added/restored 2 FTE 8-hour Spanish translators/interpreters: \$115,000 annually (LCFF--duplicated amount from Action 2.2.). • Provided trainings for parents on effectively utilizing parent communication platforms, such as continuing to provide training on use of the Aeries Parent Portal: costs to be determined (site funds). • Provided resources to maintain Websites with up-to-date District and school information: costs to be determined (site funds). • Continued to utilize mass communication systems, such as TeleParent/Blackboard Connect and ZippSlip to provide responsive mass-communication to parents and community. <ul style="list-style-type: none"> o Continued to implement TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). o Continued to implement ZippSlip: \$32,000 annually (LCFF). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Replaced 2 FTE 8-hour Spanish translators/interpreters: \$115,000 annually for salaries and benefits (LCFF--duplicated amount from Action 2.2.). - Continued to support TeleParent/Blackboard Connect: \$78,000 annually (LCFF and Title I). - Continued to support ZippSlip: \$32,000 annually (LCFF).
<p>Scope of service: <u>X</u>_ALL</p>	<p>All Schools</p>	<p>Scope of service: <u>X</u>_ALL</p>	<p>All Schools</p>

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Through the 2015-16 LCAP stakeholder engagement process, 2015-16 LCAP Goals remained the same for the 2016-17 LCAP:</p> <p>2015-16 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.</p> <p>Goal 2 will continue to have 5 actions in 2016-17. However, each of the actions were refined. All of the original actions from Goal 2 the 2015-16 LCAP have carried forward to the 2016-17 LCAP. The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, McKinney-Vento, and Students with Disabilities.</p>	<p>Through the 2015-16 LCAP stakeholder engagement process, 2015-16 LCAP Goals remained the same for the 2016-17 LCAP:</p> <p>2015-16 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.</p> <p>Goal 2 will continue to have 5 actions in 2016-17. However, each of the actions were refined. All of the original actions from Goal 2 the 2015-16 LCAP have carried forward to the 2016-17 LCAP. The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, McKinney-Vento, and Students with Disabilities.</p>
<p>Original GOAL from prior year LCAP:</p>	<p>Goal 3: Provide and nurture a safe and positive school culture.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All District schools. Applicable Pupil Subgroups: Ethnic subgroups with at least 30 pupils (data snapshot from 2014-15): 65.7% Hispanic-20,821 pupils, 0.5% Native American-162 pupils, 12.3% Asian-3,895 pupils, 2.4% African American-778 pupils, 0.5% Pacific Islander-182 pupils, 11.5% White-3,646 pupils, 2.7% two or more races and not Hispanic-878 pupils. Subgroups specified in Education Code 52052: 74.0% Socioeconomically Disadvantaged (SED, aka Low Income Pupils)-23,432 pupils, 21.0% English Learners (EL)-6,658 pupils, 10.95% Students with Disabilities (SWD)-3,425 pupils, 0.47% Foster Youth (FY)-147 pupils.</p>		<p>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% annually. 2) As a District, we will decrease the District-wide middle school/junior high school drop-out rate by .05% annually. 3) As a District, we will increase the District-wide attendance rate by .5% annually. 4) As a District, we will decrease the District-wide chronic absenteeism rate by .5% annually. 5) As a District, we will increase the District-wide cohort graduation rate 1% annually. 6) As a District, we will increase the cohort graduation rate for Low Income Pupils (LIP) 1% annually. 7) As a District, we will increase the cohort graduation rate for English</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 1: Basic 1) FIT results from the 2014-15 year indicate that school facilities are maintained and in good repair, as documented on the District's most recent School Accountability Report Cards (SARC), which were published in January 2016. Priority 5: Pupil Engagement 1) The District-wide high school cohort drop-out rate decreased by 1.3%, from 8.6% in 2013-14 to 7.3% in 2014-15. 2) The District-wide middle school/junior high school drop-out rate increased by .17%, from .01% in 2013-14 to .18% in 2014-15. 3) The District-wide attendance rate increased by .5%, from 95.1% in 2013-14 to 95.6% in 2014-15. 4) The District-wide chronic absenteeism rate decreased by .5%, from 8.2% in 2013-14 to 7.7% in 2014-15. (The chronic absenteeism rate is locally defined as missing 10% or more days of the school year.) 5) The District-wide cohort graduation rate increased by 2.5%, from</p>		<p>Priority 1: Basic 1) FIT results from the 2014-15 year indicate that school facilities are maintained and in good repair, as documented on the District's most recent School Accountability Report Cards (SARC), which were published in January 2016. Priority 5: Pupil Engagement 1) The District-wide high school cohort drop-out rate decreased by 1.3%, from 8.6% in 2013-14 to 7.3% in 2014-15. 2) The District-wide middle school/junior high school drop-out rate increased by .17%, from .01% in 2013-14 to .18% in 2014-15. 3) The District-wide attendance rate increased by .5%, from 95.1% in 2013-14 to 95.6% in 2014-15. 4) The District-wide chronic absenteeism rate decreased by .5%, from 8.2% in 2013-14 to 7.7% in 2014-15. (The chronic absenteeism rate is locally defined as missing 10% or more days of the school year.) 5) The District-wide cohort graduation rate increased by 2.5%, from</p>

<p>Learners (EL) 1% annually.</p> <p>8) As a District, we will increase the cohort graduation rate for Low Income Pupils (LIP) Students With Disabilities (SWD) 1% annually.</p> <p>Priority 6: School Climate</p> <p>1) As a District, we will reduce the District-wide suspension rate by 1%.</p> <p>2) The District will reduce the District-wide suspension rate by 1% in 2015-16</p> <p>3) As a District, we will improve survey results regarding school climate and campus safety.</p>	<p>84.8% in 2013-14 to 87.3% in 2014-15.</p> <p>6) The District cohort graduation rate for Low Income Pupils (LIP) increased by 3.3%, from 82.1% in 2013-14 to 85.4% in 2014-15.</p> <p>7) The District cohort graduation rate for English Learners (EL) increased by 5.2%, from 70.8% in 2013-14 to 76.0% in 2014-15.</p> <p>8) The District cohort graduation rate for Students With Disabilities (SWD) increased by 2.7%, from 62.4% in 2013-14 to 65.1% in 2014-15.</p> <p>Priority 6: School Climate</p> <p>1) The District-wide suspension remained static, as it was 5.4% in 2013-14 and remained at 5.4% in 2014-15. (Most current suspension rate is from 2014-15.)</p> <p>2) The 2013-14 District-wide expulsion rate is 0.16%, and the 2014-15 District-wide expulsion rate is 0%.</p> <p>3) Continue to establish baseline data in 2016-17.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures	Estimated Actual Costs:	Budgeted Expenditures	Estimated Actual Costs:
<p>3.1. Create a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> Each school will develop a systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school. Provide school resources, programs, and support services to monitor and improve student attendance District-wide. Continue to support 1 FTE Attendance Program Administrator to support improved attendance results: \$160,000 (LCFF), and expand Saturday school program: \$45,000 (LCFF). Position supports all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<ul style="list-style-type: none"> Continue to support 1 FTE Attendance Program Administrator added in 2015-16: \$160,000 annually for salary and benefits (LCFF) Saturday school program: \$45,000 annually (LCFF). 	<p>3.1. Created a systemic plan for identifying and providing wrap-around support for students with significant truancy issues.</p> <ul style="list-style-type: none"> Each school developed a systemic attendance monitoring system that will lead to reduced dropouts and increased numbers of students who graduate from high school. Provided school resources, programs, and support services to monitor and improve student attendance District-wide. Continued to support 1 FTE Attendance Program Administrator to support improved attendance results: \$160,000 (LCFF), and expand Saturday school program: \$45,000 (LCFF). Position supported all students and pays special attention to Low Income Pupils, English Learners, Foster Youth, and McKinney-Vento students. 	<ul style="list-style-type: none"> Continued to support 1 FTE Attendance Program Administrator added in 2015-16: \$162,000 annually for salary and benefits (LCFF) Saturday school program: \$123,000 annually (LCFF).
<p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <u> </u> English Learners</p>	<p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <u> </u> English Learners</p>	<p>All Schools</p>	<p>All Schools</p>

<p><u>X</u> Foster Youth __ Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: McKinney-Vento</p>	<p><u>X</u> Foster Youth __ Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: McKinney-Vento</p>	<p><u>X</u> Foster Youth __ Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: McKinney-Vento</p>
<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF--duplicated amount from Action 1.7.). - Add 4 FTE counselors--Katella HS (1), Cypress HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually for salaries and benefits (LCFF--duplicated amount from Action 1.7.). - Add 2 FTE Licensed Social Workers with PPS credentials in 2016-17: \$260,000 for salaries and benefits if funding becomes available (LCFF). - Add 1 FTE psychologist in 2016-17: \$130,000 for salary and benefits if funding becomes available (LCFF). - Add 3 FTE health technicians: \$180,000 annually for salaries and benefits (LCFF). - Continue to support 4.5 FTE Assistant Principals added in 2014-15: \$600,000 annually for salaries and benefits (LCFF). - Add additional 2 FTE assistant principals in 2015-16: \$270,000 (LCFF). - \$270,000 annually for salaries and benefits (LCFF). - Continue to support 18 FTE RtI Specialists added in 2014-15: \$1.8 million annually for salaries and benefits (LCFF--duplicated 	<p>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.</p> <ul style="list-style-type: none"> • Implement MTSS, which includes increased mental health resources to meet the social and emotional needs of students. <ul style="list-style-type: none"> ○ Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF--duplicated amount from Action 1.7.). • Add 4 FTE counselors--Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually for salaries and benefits (LCFF--duplicated amount from Action 1.7.). • Add 2 FTE Licensed Social Workers with PPS credentials in 2016-17: \$260,000 if funding becomes available (LCFF). • Add 1 FTE psychologist in 2016-17 to support ILC students' mental health needs: \$130,000 if funding becomes available (LCFF). • Add 3 FTE health technicians: \$180,000 annually (LCFF). • Continue to explore/develop alternatives to suspension, including "Restorative Practices." ○ Continue to support 4.5 FTE assistant principals added in 2014-15: \$600,000 annually (LCFF). ○ Add additional 2 FTE assistant principals in 2015-16: \$270,000 (LCFF). • Continue to develop preventative actions and define behavioral expectations through the use of RtI 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 RtI Specialists 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF--duplicated amount from Action 1.7.). - Added 4 FTE counselors--Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 annually for salaries and benefits (LCFF--duplicated amount from Action 1.7.). - Added 2 FTE licensed Social Workers with PPS credentials in 2016-15: \$260,000 for salaries and benefits annually (LCFF). - Added 1 FTE psychologist in 2015-16: \$130,000 for salary and benefits (LCFF). (Already added 2 psychologists this year?) - Added 3 FTE health technicians: \$180,000 annually for salaries and benefits (LCFF). - Continue to support 4.5 FTE Assistant Principals added in 2014-15: \$600,000 annually for salaries and benefits (LCFF). - Added additional 2 FTE assistant principals in 2015-16: \$270,000 annually for salaries and benefits (LCFF). - Continued to support 18 FTE RtI Specialists added in 2014-15: \$1.8 million

<p>added in 2014-15: \$1.8 million (LCFF-- duplicated amount from Action 1.7.).</p> <ul style="list-style-type: none"> • Provide professional learning/training to support MTSS implementation: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF-- duplicated amount from Action 1.1.). <ul style="list-style-type: none"> ▪ Training includes in-house PBIS and ProACT trainers to refine implementation of PBIS and improve crisis management services; and in-house Boys Town trainers, for proactive interventions that target students in restrictive educational environments. 	<p>amount from Action 1.7.).</p> <ul style="list-style-type: none"> - Professional learning/training to implement MTSS: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF-- duplicated amount from Action 1.1.). 	<p>added in 2014-15: \$1.8 million (LCFF-- duplicated amount from Action 1.7.).</p> <ul style="list-style-type: none"> • Provided professional learning/training to support MTSS implementation: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF-- duplicated amount from Action 1.1.). <ul style="list-style-type: none"> ▪ Training included in-house PBIS and ProACT trainers to refine implementation of PBIS and improve crisis management services; and in-house Boys Town trainers, for proactive interventions that target students in restrictive educational environments. 	<p>annually for salaries and benefits (LCFF--duplicated amount from Action 1.7.).</p> <p>Implemented professional learning/training to implement MTSS: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF--duplicated amount from Action 1.1.).</p>
<p>Scope of service: All Schools</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u>, and <u>McKinney-Vento</u></p>		<p>Scope of service: All Schools</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students With Disabilities</u>, and <u>McKinney-Vento</u></p>	
<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"> • District and school sites will develop, implement, and monitor a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> - Aeries Analytics program: \$16,000 annually (LCFF). ○ Continue to support District-level 1 FTE Behavior Intervention Specialist (Special Behavior Intervention Specialist added in 2014-15: \$130,000 annually for salaries and benefits (LCFF)). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Aeries Analytics program: \$16,000 annually (LCFF). - Continue to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$130,000 annually for salaries and benefits (LCFF). 	<p>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.</p> <ul style="list-style-type: none"> • District and school sites developed, implemented, and monitored a proactive system that guides appropriate student disciplinary interventions. <ul style="list-style-type: none"> ○ 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. (Web-reporting program is still being refined.) <ul style="list-style-type: none"> - Aeries Analytics program: \$16,000 annually (LCFF). ○ Continue to support District-level 1 FTE Behavior Intervention Specialist (Special Youth Services Department), who coordinates interventions and support services at site-level for SWD: \$130,000 annually (LCFF). 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Purchased Aeries Analytics program: \$16,000 annually (LCFF). - Continued to support 1 FTE Behavior Intervention Specialist added in 2014-15: \$130,000 annually for salaries and benefits (LCFF).

<p>Scope of service: __ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	<p>All Schools</p>	<p>Estimated Costs: - Continue to support 18 FTE Rtl Specialists added in 2014-15: \$2.1 million annually for salaries and benefits (LCFF-- duplicated amount from Action 1.7.). - Add 1 FTE psychologist in 2016-17: \$130,000 for salary and benefits if funding becomes available (LCFF-- duplicated amount from Action 3.2.). - Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF-- duplicated amount from Action 1.7.). - Add 4 FTE counselors--Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 (LCFF--duplicated amount from Action 1.7.). - Continue to support Illuminate Data and Assessment program to track student progress: \$130,000 annually (Title I-- duplicated amount from Action 1.5.).</p>	<p>Scope of service: __ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)</p>	<p>All Schools</p>	<p>Estimated Costs: - Continued to support 18 FTE Rtl Specialists added in 2014-15: \$2.1 million annually for salaries and benefits (LCFF--duplicated amount from Action 1.7.). - Added 1 FTE psychologist in 2015-16: \$130,000 for salary and benefits annually (LCFF--duplicated amount from Action 3.2.). - Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually for salaries and benefits (LCFF--duplicated amount from Action 1.7.). - Added 4 FTE counselors in 2015-16: \$460,000 annually for salaries and benefits (LCFF--duplicated amount from Action 1.7.). - Continued to fund Illuminate Data and Assessment program: \$130,000 annually (Title I-- duplicated amount from Action 1.5.).</p>
<p>Scope of service: __ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>All Schools</p>	<p>Estimated Costs: - Continue to support 18 FTE Rtl Specialists added in 2014-15: \$2.1 million annually for salaries and benefits (LCFF-- duplicated amount from Action 1.7.). - Add 1 FTE psychologist in 2016-17: \$130,000 for salary and benefits if funding becomes available (LCFF-- duplicated amount from Action 3.2.). - Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF-- duplicated amount from Action 1.7.). - Add 4 FTE counselors--Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5), and Lexington JHS (.5) in 2015-16: \$460,000 (LCFF--duplicated amount from Action 1.7.). - Continue to support Illuminate Data and Assessment program to track student progress: \$130,000 annually (Title I-- duplicated amount from Action 1.5.).</p>	<p>Scope of service: __ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>All Schools</p>	

<p><u>X</u> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p> <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"> • 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. <ul style="list-style-type: none"> ○ Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF—duplicated amount from Action 1.7.). ○ Add 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5) and Lexington JHS (.5) in 2015-16: \$460,000 annually (LCFF—duplicated amount from Action 1.7.). • Require a six-year academic plan for all students. • Require a comprehensive transition plan for all 7th- and 9th-grade students (ex. Link Crew): cost to be determined (site LCFF). 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Add 4 FTE counselors in 2015-16: \$460,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). - Continue to support 2 FTE counselors added in 2014-15: \$260,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). 	<p><u>X</u> Other Subgroups: <u>Students With Disabilities, and McKinney-Vento</u></p> <p>3.5. Increased 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"> • Adopted national counseling standards, provide appropriate professional learning, and monitor implementation. • Reduced student/guidance counselor ratio by adding additional counselors in order to increase counseling services provided to students. <ul style="list-style-type: none"> ○ Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually (LCFF—duplicated amount from Action 1.7.). ○ Added 4 FTE counselors—Katella HS (1), Cypress HS (1), Anaheim HS (1), Oxford Academy (.5) and Lexington JHS (.5) in 2015-16: \$460,000 annually (LCFF—duplicated amount from Action 1.7.). • Require a six-year academic plan for all students. (Still transitioning from four-year to six-year academic plans.) • Require a comprehensive transition plan for all 7th- and 9th-grade students (ex. Link Crew): cost to be determined (site LCFF). (Still developing comprehensive transition plans.) 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Added 4 FTE counselors in 2015-16: \$460,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.). - Continued to support 2 FTE counselors added in 2014-15: \$260,000 annually for salaries and benefits (LCFF—duplicated amount from Action 1.7.).
<p>Scope of service:</p> <p><u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p> <p>3.6. Upgrade facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond). • Provide an appropriate number of custodial 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> - Increase fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H 	<p>Scope of service:</p> <p>All Schools</p> <p><u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p> <p>3.6. Upgraded facilities to improve educational learning environments.</p> <ul style="list-style-type: none"> • Increased fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over three years (Measure H Bond). • Provided an appropriate number of custodial 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Increased fiscal resources to provide repairs, upgrades, and beautification of school sites, including security fencing: \$8.2 million over

<p>staff and athletic facilities workers to correspond with current facilities' needs.</p> <ul style="list-style-type: none"> ○ Add/restore 3 FTE custodians in 2015-16: \$205,000 annually (LCFF). ○ Add/restore 4 FTE athletic field workers in 2015-16: \$300,000 annually (LCFF). ○ Add/restore 1 FTE grounds technician in 2015-16: \$72,000 annually (LCFF). ● Provide appropriate staffing to maintain technology and technology infrastructure: <ul style="list-style-type: none"> ○ Add 6 FTE site technicians to maintain technology (3 FTE in 2015-16, and 3 additional FTE in 2016-17, if additional funding becomes available): \$490,000 (LCFF--duplicated amount from Action 1.4.). ● 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). 	<p>Bond).</p> <ul style="list-style-type: none"> -- Add/restore 3 FTE custodians: \$205,000 annually for salaries and benefits (LCFF) -- Add/restore 4 FTE athletic field workers: \$300,000 annually for salaries and benefits (LCFF) -- Add/restore 1 FTE grounds technician: \$72,000 annually for salary and benefits (LCFF). -- Add 6 FTE site technicians to maintain technology (3 FTE in 2015-16, and 3 additional FTE in 2016-17, if additional funding becomes available): \$490,000 total 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). 	<p>staff and athletic facilities workers to correspond with current facilities' needs.</p> <ul style="list-style-type: none"> ○ Add/restore 3 FTE custodians in 2015-16: \$205,000 annually (LCFF). ○ Add/restore 4 FTE athletic field workers in 2015-16: \$300,000 annually (LCFF). ○ Add/restore 1 FTE grounds technician in 2015-16: \$72,000 annually (LCFF). ● Provided appropriate staffing to maintain technology and technology infrastructure: <ul style="list-style-type: none"> ○ Add 6 FTE site technicians to maintain technology (3 FTE in 2015-16, and 3 additional FTE in 2016-17, if additional funding becomes available): \$490,000 (LCFF--duplicated amount from Action 1.4.). ● Invested 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). 	<p>three years (Measure H Bond).</p> <ul style="list-style-type: none"> - Added/restored 3 FTE custodians: \$205,000 annually for salaries and benefits (LCFF). - Added/restored 4 FTE athletic field workers: \$300,000 annually for salaries and benefits (LCFF). - Added/restored 1 FTE grounds technician: \$72,000 annually for salary and benefits (LCFF). - Added 6 FTE site technicians to maintain technology (6 FTE in 2015-16: \$523,000 total for salaries and benefits (LCFF--duplicated amount from Action 1.4.). Added all 6 site technicians this year. - Purchased Security cameras /surveillance/ alarm systems: \$ 3.4 million over three years (Measure H Bond). Cost for 2015-16 still being determined.
<p>Scope of service: <u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) 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"> ● Increase course selection and course access for Foster Youth and McKinney-Vento students. ● Provide additional instructional materials to Foster Youth and McKinney-Vento students: 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> -- 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: \$260,000 for 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Purchased instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF). - Added 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) 	
<p>Scope of service: <u>X</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) 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"> ● Increase course selection and course access for Foster Youth and McKinney-Vento students. ● Provide additional instructional materials to Foster Youth and McKinney-Vento students: 	<p>Estimated Costs:</p> <ul style="list-style-type: none"> -- 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: \$260,000 for 	<p>Estimated Actual Costs:</p> <ul style="list-style-type: none"> - Purchased instructional materials for Foster Youth and McKinney-Vento students: \$10,000 annually (LCFF). - Added 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) 	

<p>\$10,000 annually (LCFF)</p> <ul style="list-style-type: none"> • Add 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$260,000 if funding becomes available (LCFF–duplicated amount from Action 3.2.). • Provide additional professional learning/training 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–duplicated amount from Action 1.1.). • Increase outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ◦ Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$45,000 annually (LCFF). • Develop mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF). 	<p>salaries and benefits if funding becomes available (LCFF–duplicated amount from Action 3.2.).</p> <ul style="list-style-type: none"> – Professional learning/training to support mental health needs: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF–duplicated amount from Action 1.1.). – Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$45,000 annually for salary and benefits (LCFF). 	<ul style="list-style-type: none"> • Added 2 FTE Licensed Social Workers with Pupil Personnel Services (PPS) credentials in 2016-17: \$260,000 if funding becomes available (LCFF–duplicated amount from Action 3.2.). • Provided additional professional learning/training 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–duplicated amount from Action 1.1.). • Increased outreach services for Foster Youth and McKinney-Vento students. <ul style="list-style-type: none"> ◦ Continue to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$45,000 annually (LCFF). • Developed mentoring programs for Foster Youth and McKinney-Vento students: cost to be determined (LCFF). 	<p>credentials in 2015-16: \$260,000 for salaries and benefits annually (LCFF–duplicated amount from Action 3.2.).</p> <ul style="list-style-type: none"> – Provided professional learning/training to support mental health needs: cost included in District Professional Learning Plan \$750,000 annually (Title I, Title II, Title III, LCFF, and Educator Effectiveness One Time Funding–duplicated amount from Action 1.1.). – Continued to support 1 FTE Bilingual School Community Liaison added in 2014-15: \$45,000 annually for salary and benefits (LCFF).
<p>Scope of service:</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento</u></p>		<p>Scope of service:</p> <p>All Schools</p> <p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: <u>McKinney-Vento</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through the 2015-16 LCAP stakeholder engagement process, 2015-16 LCAP Goals remained the same for the 2016-17 LCAP:</p> <p>2015-16 LCAP Goals</p> <p>Goal 1: All students will demonstrate college and career readiness.</p> <p>Goal 2: Provide meaningful educational involvement opportunities for all parents to advocate for all students.</p> <p>Goal 3: Provide and nurture a safe and positive school culture.</p> <p>Goal 3 will continue to have 7 actions in 2016-17. However, each of the actions were refined. All of the original actions from Goal 3 the 2015-16 LCAP have carried forward to the 2016-17 LCAP. The actions that were carried forward have been refined, and there is a greater emphasis on expanding and/or improving services for English Learners, Low Income Pupils, Foster Youth, McKinney-Vento, and Students with Disabilities.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$57.53 million
<p>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 \$51.1 million to improve or expand services for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities. With these student subgroups in mind, the District is leveraging resources to improve and/or expand academic and behavioral services for students that help support successful student achievement outcomes. The District is also leveraging resources to create stronger connections between families and schools, which should benefit all students and particularly those from the aforementioned subgroups. Additionally, LCFF funding will help the District to support the following actions:</p> <ul style="list-style-type: none"> • Purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks in accordance with current state adoption cycle. • Provide professional learning/training to support the implementation of all current state adopted standards, and also to support all teachers in the completion of all state mandated credentialing requirements. • Provide professional learning/training to support improved services for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities. • Purchase of educational technology and upgrade technology infrastructure, so that students and staff have access to a broad range of sustainable technological resources to match students' individual learning needs. • Refine and expand multi-tiered system of supports, which provides additional opportunities to support all students with the completion of A-G requirements, and high school graduation requirements. • Increase social, emotional, and mental health services for all students, with an emphasis on providing additional support for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities. • Improve and/or expand current support structures for parents, which strengthen the connection between skills developed in school, 	

and the skills needed to successfully compete in post-secondary educational programs and in the workforce.

- Increase parental attendance/involvement, and personal connection to school sites by establishing, improving, or refining parent resources that are available at all school sites.
- Improve educational learning environments/facilities, and provide sufficient staffing to maintain facilities.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

24.20	%
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The required percentage increase in services for unduplicated English learners, low-income, and foster youth students is 23.91%. To address the required increase in services and improve achievement outcomes for these students, the District will support the following actions:

- Improve the instructional model for English Learners to increase access to, and completion of, A-G courses.
- Improve services for Students With Disabilities (SWD) and expand SWD access to the core curriculum.
- Increase academic support and extracurricular engagement opportunities for Foster Youth and McKinney-Vento students.
- 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.
- 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.
- 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.
- Refine the placement and monitoring system for English Learners (EL), including Long-Term English Learners, and also revise/refine the District's EL curriculum.
- 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.
- 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.

- Expand and/or improve parent involvement services for Low Income Pupils, English Learners, Foster Youth, and Students With Disabilities subgroups.
- Continue to provide a full-service Language Assessment Center for English Learners and parents of English Learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

This Consulting Agreement is being entered into between Anaheim Union School District and Harvey Daniels ("Consultant") on the date indicated below.

1. Work to be Performed.

One full day of consulting services by Harvey Daniels. Presentation content to be planned with the Client.

October 10, 2016.

2. Compensation.

Client shall pay Consultant a flat fee of **\$5,500.00** as total compensation for the duties described above. This will include all travel expenses. Payment shall be due upon completion of the on-site work.

3. Independent Contractor Relationship. Consultant's relationship with Client will be that of an independent contractor, and nothing in this Agreement is intended to, or should be construed to, create a partnership, agency, joint venture, or employment relationship. No part of Consultant's compensation will be subject to withholding by Client for the payment of any social security, federal, state, or any other employee payroll taxes.

4. Cancellation. In the event of any schedule or travel disruption, these services may be rescheduled. Client will be liable for airline change fees and any fare increase.

Harvey Daniels
Consultant
31 Camino Loma Seco
Lamy, NM 87540

Signature

Date 5/17/16

For Anaheim Union School District
501 North Crescent Way
Anaheim, CA 92801

Signature

Date

Please sign and return one copy as soon as possible to allow timely travel bookings.

ANAHEIM UNION HIGH SCHOOL DISTRICT
 501 N. Crescent Way–P.O. Box 3520
 Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this (Board Approval Date):

16 th	day of	June	2016
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by and between

Barry Tambara (Ninja Bear and Associates)

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:

Barry Tambara (Ninja Bear and Associates) will provide services to build and enhance the capacities and abilities of leaders and leadership teams at designated school sites in the areas of: shared vision training for school leadership teams, best practices for facilitating productive meetings and professional development, creating a collaborative culture of learning, refining classroom observations for data gathering and learning from student work, as well as constructivist coaching for individual and group growth, and planning and supporting the development of a community-based shared vision. Services also include collaboration workshops between District and selected school site leaders, which includes the analysis of both quantitative and qualitative data (student work, classroom observations, individual conversation, etc.), in order to develop a specific needs assessment aligned with specific site and District goals.

Site/School:	Oxford Academy, Western High School, and Orangeview Junior High School.	Funds (Cost Center):	Educator Effectiveness Funding (4690)
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2. List of Other Supportive Staff or Consultants:

No other support is required.

3. Consultant shall commence providing services under this AGREEMENT on:

Date:	July 1, 2016
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and shall diligently perform as specified and complete performance by:

Date:	June 30, 2017
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Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Schools will provide Information and data (quantitative and qualitative) that is deemed necessary to optimize the learning and growth of the individual leaders, teams, and sites.
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5. District shall pay Consultant the maximum amount of

Total cost for services for the year shall not exceed \$50,000. for services rendered
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to # of people:	Estimated 20 teachers, 6 counselors, and 15 administrators	# hours per day:	8	# of days:	Estimated 42 Days
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pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. District may at any time for any reason terminate this AGREEMENT. Written notice by the District's superintendent shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
- a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in

connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.

- b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

- 8. This AGREEMENT is not assignable without written consent of the parties hereto.
- 9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
- 10. Consultant, if an employee of another public agency, certifies that Consultant shall not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to the AGREEMENT.
- 11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

As a result of the services provided by Barry Tambara (Ninja Bear and Associates), selected school leaders and site leadership teams will develop a dynamic working vision of the future for students, staff, and communities of respective schools, as well as refine their capacities for effective collaboration that will result in improved student outcomes.

- 1. Proven protocols will strengthen the link between effective professional practice and improved student achievement of all students, including a targeted focus on English learners and students participating in special education;
- 2. Collaboration within and across content areas will provide student access

to, and support mastery of, rigorous standards-based content; and,
3. Successful work on real issues at schools will enhance the capacity of administrators and teachers to transform and sustain the achievement of all students.

12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

The consultant is an established expert in the area of developing leadership capacities for district- and school-level administrators and school leadership teams. Additionally, Barry Tambara (Ninja Bear and Associates) has several years of experience working with the District in the above mentioned areas, as well as providing similar work to several schools and districts in California and Hawaii.

List any technical support that will need to be supplied by District:

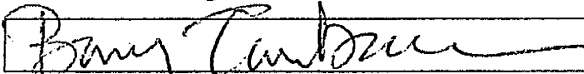
Technical support will not be required.

**COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)**

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- Own Work Hours:** Consultant will establish work hours for the job.
- Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- Business Expenses:** Consultant is responsible for incidental or special business expenses.
- Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- Possible Profit or Loss:** Consultant does these (check valid items):
 - Hires, directs, pays assistants
 - Has equipment, facilities
 - Has a continuing and recurring liability
 - Performs specific jobs for prices agreed-upon in advance
 - Lists services in Business Directory
 - Other (explain) _____
- Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- Services Available to the General Public** (check valid items):
 - Maintains an office
 - Business license
 - Business signs
 - Advertises services
 - Lists services in Business Directory
 - Other (explain) _____
- Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:		DISTRICT:	
Typed Name of consultant (same as page 1):			
Barry Tambara (Ninja Bear and Associates)		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Barry Tambara		Dr. Jaron Fried	
Authorized Signature:		Signature of Assistant Superintendent:	
			
Street Address:		Street Address:	
21605 Acanthus Circle		501 N. Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
Walnut, CA 91789		Anaheim, CA 92803-3520	
Date:		Date:	
MAY 24, 2016			

Mark Appropriately:

Independent/Sole Proprietor:	XX
Corporation:	
Partnership:	
Other/Specify:	

Social Security Number* or Federal Identification Number*

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*Or, initial below:

<input checked="" type="checkbox"/>	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
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Telephone Number:

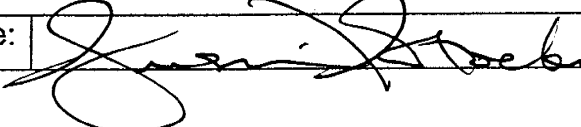
E-mail Address:

(h) 909 595.5057 (c) 909.373.5328	njabeare@gmail.com
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If a company/corporation is being approved, the signature must be that of a responsible person. Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	5-24-16
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Anaheim Union High School District
 Education Division
**APPLICATION FOR STUDENT-INITIATED,
 NON-CURRICULUM RELATED ORGANIZATION**

School:	Anaheim High School	Date of Application:	5/2/16
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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:

AHS Forestry Team

Purpose of the group:

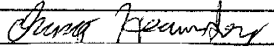
<ol style="list-style-type: none"> 1. To learn about our forests, including forest management practices 2. To educate others about our forests 3. To develop leadership and team work skills 4. To give students opportunities for new experiences, including community service opportunities

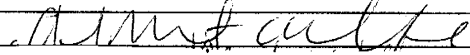
Frequency of group meetings:

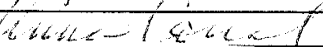
once a month

Proposed meeting day, time and location:

Day:	Friday	Time:	after school	Location:	AHS (advisor's room)
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Applicant's Signature:		Date:	5/2/16
Printed Name:	Izrael Hernandez		

Advisor's Signature:		Date:	5/2/16
Printed Name:	Angela Metcalfe		

Principal's Signature:		Date:	5/2/16
Printed Name:	Anna Corral		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	5-31-16
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Following approval, the completed application will be returned to the school principal.

Anaheim Union High School District
 Education Division
**APPLICATION FOR STUDENT-INITIATED,
 NON-CURRICULUM RELATED ORGANIZATION**
 CLICK AND ENTER DATA

School:	KATELLA HIGH SCHOOL	Date of Application:	5-17-16
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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:

Medic-Club

Purpose of the group:

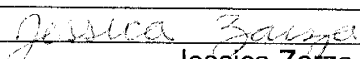
<p>The purpose of Medic-Club is to inform specifically those students that are interested in the medical field on the pathway they should start taking. We will also have guest speakers who will come and talk to them about their personal experience in the medical field. Not only will they be informed but they will also be able to help the community by going to visit hospitals and helping out. From there they will be able to engage in a live experience and see personally what they would want to study in the future. The whole reason for this is that the medical field can be a really impacted field, and if we want to pursuit that dream of working there. Those involved in this club will be able to make that dream come true by becoming those chosen candidates. Not only will this be open to those who are engaged in the medical field, it will be open to whoever but we would like for those interested in the medical field to participate in this club. We will also help the community by holding drives where we collect unnecessary clothing and give it out to shelter that sustains those people in need.</p>

Frequency of group meetings:

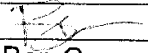
Once every two weeks.

Proposed meeting day, time and location:

Day:	Monday	Location:	Room 44 (Mrs. Fleischman)
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Applicant's Signature:		Date:	5/24/16
Printed Name:	Jessica Zarza		

Advisor's Signature:		Date:	5-17-16
Printed Name:	Mrs. Fleischman		

Principal's Signature:		Date:	5/26/14
Printed Name:	Ben Carpenter, Principal		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	5-31-14
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Following approval, the completed application will be returned to the school principal.

Anaheim Union High School District
Education Division

**APPLICATION FOR STUDENT-INITIATED,
NON-CURRICULUM RELATED ORGANIZATION**

CLICK AND ENTER DATA

School:	KATELLA HIGH SCHOOL	Date of Application:	February 24, 2016
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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:

MEChA Movimiento Estudiantil Chicano de Aztlan

Purpose of the group:

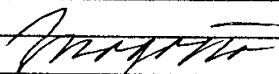
The purpose of the student organization Movimiento Estudiantil Chicano De Aztlan (MEChA) de Katella is to promote higher education, educational excellence, and build leadership in Latino students and all it's members. This also includes forming a community of students that participate in community service and civic engagement. Overall, the primary purpose is to create a sense of belonging on campus through learning about our raices (roots) and historias (histories).


Frequency of group meetings:

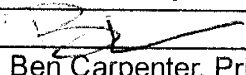
once a week

Proposed meeting day, time and location:

Day:	Wednesday	Lunch	12:07	Location:	
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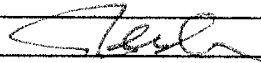
Applicant's Signature:		Date:	5/26/16
Printed Name:	Andrea Magaña		

Advisor's Signature:		Date:	5/26/16
Printed Name:	Carlos Ayala		

Principal's Signature:		Date:	5/2/16
Printed Name:	Ben Carpenter, Principal		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:



Date:

5/31/14

Following approval, the completed application will be returned to the school principal.

Anaheim Union High School District
 Education Division
**APPLICATION FOR STUDENT-INITIATED,
 NON-CURRICULUM RELATED ORGANIZATION**
 CLICK AND ENTER DATA

School:	Adult Transition @ Western	Date of Application:	5/23/2016
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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:

Adult Transition Club

Purpose of the group:

The Adult Transition Club will be a support group for young adults to gather to discuss challenges related to transitioning to adulthood and to provide support for one another. Students will have an opportunity to raise money to fund trips and other items students deem necessary to support the Adult Transition Program.
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Frequency of group meetings:

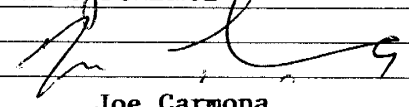
Monthly or as needed.

Proposed meeting day, time and location:

Day:	Friday	Time:	1:30	Location:	Adult Transition classroom
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Applicant's Signature:	Federico E. Gomez	Date:	5/23/2016
Printed Name:	Freddy Gomez		

Advisor's Signature:		Date:	5/23/2016
Printed Name:	Laura Gonzalez		

Principal's Signature:		Date:	5/27/16
Printed Name:	Joe Carmona		

Send signed form to #15, Assistant Superintendent/Education, for approval.

Assistant Superintendent's Signature:		Date:	5/31/16
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Following approval, the completed application will be returned to the school principal.

CATASTROPHIC LEAVE PROGRAM**6602**

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.

Legal Reference:

Education Code 44043.5 - Catastrophic Leave

Board of Trustees

September 19, 1996

Revised: February 11, 1999

Revised: October 7, 1999

Revised: October 24, 2002

Revised: June 17, 2004

Revised: Pending Approval

P

Rules and Regulations:

1.0 Definitions:

- 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 or she has exhausted all of his or her sick leave and other paid time off with the exception of extended illness leave.
- 1.2 Eligible leave credits mean sick leave days accrued to the donating employee.
- 1.3 The Sick Leave Bank represents donated eligible leave credits.
- 1.4 The Open Enrollment Period is established as the month of ~~October~~September each year.
- 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.

2.0 General Provisions:

The Board adopts the following rules and regulations for the administration of this policy, including, but not limited to the following:

- 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.
- 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.

- 2.3 From implementation of this program, through June 30, 1999, 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.
- 2.4 This program will not be operational until the total sick days donated reaches 100.
- 2.5 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.)
- 2.6 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.
- 2.7 The Sick Leave Bank must be used concurrently with the extended illness leave benefit.
- 2.8 The maximum amount of time for which donated sick leave credits may be used is ~~50-half~~ 25 days for any one catastrophic illness. The lifetime benefits from this policy may not exceed a total of ~~400-half~~ 50 whole days.
- 2.9 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.
- 2.10 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.
- 2.11 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.

- 2.12 Requests for Sick Leave Bank credits must be made in increments of ~~ten (10) half~~ five (5) whole days.
 - 2.13 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.
 - 2.14 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.
 - 2.15 Any unused donation will be returned to the Bank.
 - 2.16 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.
 - 2.17 The Sick Leave Bank Committee will issue a report to all employees of the status of the Bank each semester.
- 3.0 Donating to Bank:
- 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.
 - 3.2 All transfers of eligible leave credits are irrevocable.
 - 3.3 Employees may donate up to three (3) full days of eligible leave credits per school year. 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 Sick Leave Bank Committee.
 - 3.4 Donations to the Bank are general donations and cannot be donated to a specific employee.
 - 3.5 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.

4.0 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:

- 4.1 The employee must be a member of the Sick Leave Bank before requesting sick leave credits.
- 4.2 The employee who is suffering from a catastrophic illness provides verification of catastrophic illness as required by the Board.
- 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.
- 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.
- 4.5 The Board determines that the employee is unable to work due to the employee's catastrophic illness.
- 4.6 The employee has exhausted all accrued paid leave credits with the exception of extended illness leave.
- 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).

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 the Workers' Compensation Program.

Board of Trustees

August 13, 1998

Revised: October 7, 1999

Revised: October 24, 2002

Revised: June 17, 2004

Revised: Pending Approval

P

**Tentative Agreement
between
AFSCME Local 3112 and the Anaheim Union High School District**

May 27, 2016

The bargaining teams for AFSCME Local 3112 and the Anaheim Union High School District have reached tentative agreement with respect to reopener negotiations for the 2015-16 fiscal year. This tentative agreement is subject to ratification by the membership of Local 3112 and the District's Board of Trustees.

The bargaining teams have met and negotiated in good faith and the bargaining teams recommend ratification of the Tentative Agreement by the Local's membership and the Board of Trustees.

Amendments to the current collective bargaining agreement are indicated with respect to specific language proposals. The amended provisions are shown with marked insertions and deletions.

ARTICLE 2: HEALTH AND WELFARE

The parties previously reached an MOU regarding health and welfare benefits for insurance year 2016.

Per the 2015-2018 CBA, the parties have reserved their rights in Attachment E regarding PERB proceeding, LA-CE-5741-E.

No further negotiations are required for Article 2.

ARTICLE 5: WORKING HOURS

5.1 Workday

Per the 2015-2018 CBA, the parties have reserved their rights in Attachment E regarding PERB proceeding, LA-CE-5741-E.

- No further negotiations are required for Section 5.1.

5.3 Work Year

Per the 2015-2018 CBA, the parties have reserved their rights in Attachment E regarding PERB proceeding, LA-CE-5741-E.

- No further negotiations are required for Section 5.3.

ARTICLE 11: WAGES

11.1 Salary

3% salary schedule increase effective July 1, 2015, for Fiscal Year 2015-16.

11.2 Salary Increase

On May 24, 2016, the District proposed the following update to replace the language in the current Agreement at 11.2:

11.2 If any other organization receives a salary increase of any type which is a higher increase than the increase contained in this collective bargaining agreement for the 2015-16 school year, then such increase shall immediately be made effective for all employees covered by the Agreement

It is agreed between the District and the Union that no employee organization received a higher increase than the Union for the 2015-16 school year.

11.3 Night Work Differential

Increase the Night Work Differential from \$131 to \$135 per month.

11.7 Longevity (currently numbered 11.7)

11.7 Longevity

Employees will be eligible for long service recognition (longevity) in the Anaheim Union High School District under the following plan:

2% plus ~~\$441~~ **\$519** after ten (10) years of service with Anaheim Union High School District

4% plus ~~\$1,163~~ **\$1,543** after fifteen (15) years of service with Anaheim Union High School District

~~6%~~ **7%** plus ~~\$2,457~~ **\$2,840** after twenty years (20) of service with Anaheim Union High School District

9% **10%** plus ~~\$3,426~~ **\$3,705** after twenty-five (25) years of service with Anaheim Union High School District

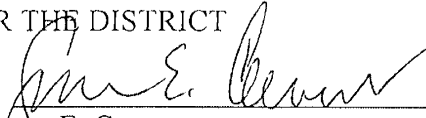
12% plus ~~\$3,426~~ **\$3,705** after thirty (30) years of service with Anaheim Union High School District

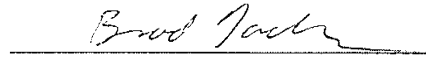
Percentages and flat rates stand alone. They are not added together or compounded.

- The parties have also agreed to a memorandum of understanding which will be attached to the collective bargaining agreement between Local 3112 and the District.

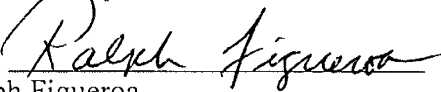
This Tentative Agreement is dated: May 27, 2016

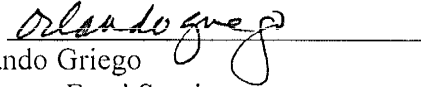
FOR THE DISTRICT


By: 
Spencer E. Covert
Chief Spokesperson

By: 
Brad Jackson
Assistant Superintendent, Human Resources

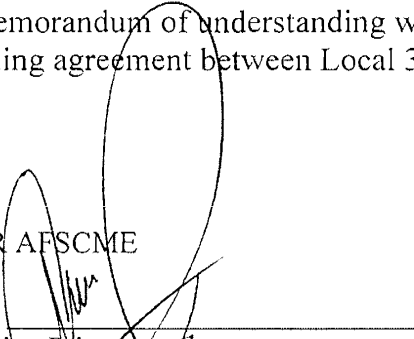
By: _____
Dianne Poore
Assistant Superintendent, Business Services


By: 
Ralph Figueroa
Director, Maintenance & Operations

By: 
Orlando Griego
Director, Food Service

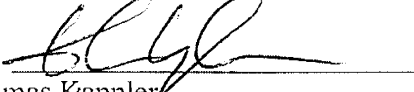
By: 
Matthew Thomas
Director, Transportation

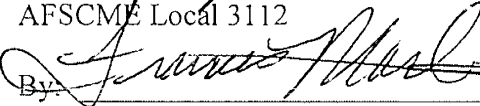
FOR AFSCME

By: 
Adrian Prieto
President, Local 3112

By: 
Armando Cortez
AFSCME Local 3112


By: _____
Steve Foster
AFSCME Local 3112

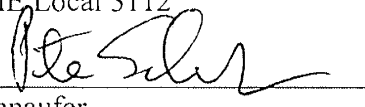
By: 
Thomas Kappeler
AFSCME Local 3112

By: 
Frances Morton
AFSCME Local 3112

By: _____
Jeff Nist
AFSCME Local 3112

By: _____
Robert Sanchez
AFSCME Local 3112

By: 
Gustavo Soto
AFSCME Local 3112

By: 
Pete Schnauffer
Business Representative, AFSCME Local 3112

**MEMORANDUM OF UNDERSTANDING
BETWEEN AFSCME LOCAL 3112 AND THE DISTRICT
PERTAINING TO BUS DRIVER WORK YEAR**

MAY 27, 2016

The District and AFSCME agree to clarify the work year for school bus drivers.

1. Regarding Article 15 of the Agreement between the District and AFSCME, the work year over 10.1 months (184 work days) is based upon the number of regular student school days, currently 180 student instructional school days and four (4) additional work days to be scheduled by the District.

1.1 For 2015-16 only, it is understood that the last two work days will be on May 31 and June 1, 2016. (May 30 is the Memorial Day holiday.) For following school years, commencing 2016-17, the four days will be scheduled by the District. Two of these four days will be scheduled prior to the start of the instructional school year.

1.2 Work days for the summer assignment of Extended School Year (ESY) are in addition to the 184 days. The number of bus routes and work days during ESY depends upon the student enrollment in ESY and the number of instructional days. As a result, the number of bus drivers and working days each year will correspond to the number of ESY student instructional days for that year.

2. The four most senior bus drivers will be known as "senior bus drivers." The work year for the four senior bus drivers shall be 208 work days including the 184 work days for regular bus drivers, the summer assignment of ESY and five additional work days to be scheduled between the end of the regular school year and the start of ESY. In case of a resignation/retirement of a senior bus driver, then the regular bus driver having the greatest seniority will fill the vacant senior bus driver position.

3. For purposes of sick leave and vacation accrual, it is agreed that all regular bus drivers shall accrue vacation and sick leave based upon 10.1 months of service effective July 1, 2015. Regular bus drivers assigned to ESY will accrue one additional day each of vacation and sick leave per section 12.1.6(4). Since the assignment of senior bus drivers includes ESY, senior bus drivers will accrue vacation and sick leave based upon 11 months of service.

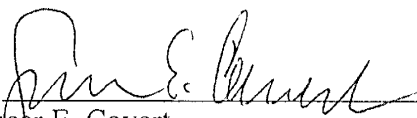
4. The District may employ up to three regular bus drivers with assignments as "cover drivers." Effective upon ratification, "cover drivers" will no longer be eligible for equalization per Section 15.3.

5. Weekend and holiday split trips will be paid a minimum of four hours for the "take" and four hours for the "return." Weekday split trips will be paid actual time worked.

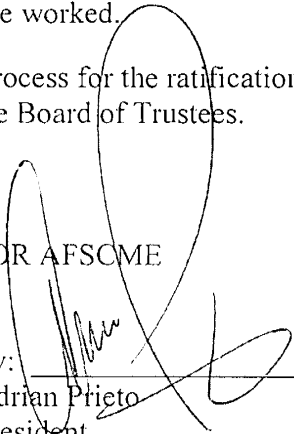
6. This MOU will be included within the ratification process for the ratification of the 2015-16 Reopener Negotiations between the AFSCME membership and the Board of Trustees.

This MOU is dated: May 27, 2016

FOR THE DISTRICT

By: 
Spencer E. Covert
Chief Spokesperson

FOR AFSCME

By: 
Adrian Prieto
President

ITEM NOT
AVAILABLE AT
TIME OF PRINT

Third Party Claims Administration Agreement

Property & Liability and Student Accident Insurance Programs
Contract Amendment

THIS AGREEMENT made and entered into February 1, 2016 by and between ANAHEIM UNION HIGH SCHOOL DISTRICT, hereinafter called "DISTRICT" and Claim Retention Services Inc., hereinafter called "TPA".

In addition to the approved contract we add the following amendment to Section VII

In consideration for services rendered for the Student Accident Insurance Program, DISTRICT agrees to pay TPA \$65 per hour on a time and expense basis for the term of this contract. This fee is for newly reported claims over the term of this agreement. The yearly fee shall not exceed three thousand dollars (\$3,000).

ANAHEIM UNION HIGH SCHOOL DISTRICT

BY: _____

Dianne Poore, Assistant Superintendent, Business

DATE APPROVED: _____

BY:  _____
CLAIM RETENTION SERVICES, INC.

Neil Butterbaugh, President



CA PPO # 16622

ORANGE COUNTY PUBLIC SAFETY
Service, Pride, Safety...

10401 Whittier Blvd
State 205
La Habra, CA 90631
Ph 951-642-0247
Ft 951-346-9344

SERVICE AGREEMENT

This service agreement is made this 17th day of June, 2016, 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, 2016.

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 1st 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, 2016, and ending on June 30, 2017. 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 Rodriquez, 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.

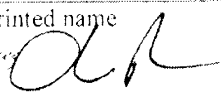
13. INDEPENDENT CONTRACTOR: Contractor is an independent contractor. Neither Contractor nor any of Contractor's officers, employees, agents, or subcontractors, if any, is an employee of Client by virtue of this Agreement or performance of any services under the Agreement.

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	Date
_____	_____
Authorized Client printed name	05/25/2016
<i>Al Rodriguez</i> 	
_____	_____
Al Rodriguez, OCPS Co-owner signature	Date

Al Rodriguez, (Co-owner)	
Al Rodriguez, OCPS Co-owner printed name	

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 \$25.00 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 8:00PM (refer to 2016-2017 Student Teacher Calendar).

- OCPS will provide 24 hour coverage: including dedicated alarm response services for “School Holiday” (refer to 2016-2017 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 7, 2016

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 year commencing July 1, 2016 through June 30, 2017 at a total cost not to exceed \$32,000, 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

6/7/16

Date

HUGH 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

**FOURTH
AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
ENVIRONMENTAL NETWORK CORPORATION**

This Amendment Agreement is made and entered into this 17th day of June, 2016 ("Effective Date"), by and between the **Anaheim Union High School District**, 501 Crescent Way, Anaheim, California 92801 ("District"), and **Environmental Network Corporation**, 16700 Valley View Ave, Suite 100, La Mirada, California 90638 ("Consultant"), for hazardous materials abatement and monitoring services.

WHEREAS, the District and Consultant entered into an agreement on April 20, 2012, setting forth the terms and conditions under which the Consultant would perform professional services for hazardous materials abatement and monitoring services ("Agreement"), in connection with the District's facilities and maintenance projects requiring preparation of plans and specifications for bidding or monitoring of hazardous materials ("Project" or "Projects");

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on September 3, 2013, July 10, 2014 and April 16, 2015;

WHEREAS, the term of the Agreement is from April 20, 2012 to April 20, 2016;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until April 20, 2017. Neither District nor Consultant shall have any obligations to the other after April 20, 2017 unless amended by written agreement.
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

Environmental Network Corporation

Dianne Poore
Assistant Superintendent - Business

Bill Bohning
Vice President

**SECOND
AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
PARKER & COVERT, LLP.**

This Amendment Agreement is made and entered into this 17th day of June, 2016 (“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”);

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on October 22, 2015;

WHEREAS, the term of the Agreement is from December 12, 2014 to June 30, 2016;

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed \$275,000;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until June 30, 2017. Neither District nor Consultant shall have any obligations to the other after June 30, 2017 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.

Dianne Poore
Assistant Superintendent, Business

Douglas N. Yeoman
Managing Partner

**AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
PUBLIC ECONOMICS, INC.**

This Amendment Agreement is made and entered into this 17th day of June, 2016 (“Effective Date”), by and between the **Anaheim Union High School District**, 501 Crescent Way, Anaheim, California 92801 (“District”), and **Public Economics, Inc.**, 221 S Glassell St, Orange, California 92866 (“Consultant”), for special services and advice for financial, economic, facilities and administrative matters such as Redevelopment Area (RDA) pass through entitlements, and update RDA audits.

WHEREAS, the District and Consultant entered into an agreement on July 1, 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 and advice for financial, economic, facilities and administrative matters such as Redevelopment Area (RDA) pass through entitlements, and update RDA audits. (“Project” or “Projects”);

WHEREAS, the term of the Agreement is from July 1, 2014 to June 30, 2016;

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed \$25,000;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The 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 specified in writing between the firms.
2. The authorized expenditures under this Agreement shall be increased by \$10,000 to not exceed \$35,000 in total.
3. 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

CONSULTANT
Public Economics, Inc.

Dianne Poore
Assistant Superintendent - Business

Dante Gumucio
Chief Executive Officer

**AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
SCHOOL FACILITY CONSULTANTS**

This Amendment Agreement is made and entered into this 17th day of June, 2016 (“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”);

WHEREAS, the term of the Agreement is from May 1, 2014 to June 30, 2016;

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement to not to exceed \$31,000;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The 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 specified in writing between the firms.
2. The authorized expenditures under this Agreement shall be increased by \$30,000 to not exceed \$61,000 in total.
3. 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

CONSULTANT
School Facility Consultants

Dianne Poore
Assistant Superintendent - Business

Alex R. Murdoch
President

ANAHEIM UNION HIGH SCHOOL DISTRICT
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT is made and entered into the 1st day of July, 2016 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, 2016, through June 30, 2017, 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 \$68 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

Dianne Poore
Assistant Superintendent
Business Services

Dated: _____

Executive Director

Date: _____

ANAHEIM UNION HIGH SCHOOL DISTRICT
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1st day of July 2016, 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, 2016, through June 30, 2017, 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 flat rated at \$72 per hour with no mileage or other additional charges.

3. The AUHSD shall indemnify, defend, and hold 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.

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

NORTH ORANGE COUNTY
OCCUPATIONAL PROGRAM
of Orange County, California

Dianne Poore
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 1st day of July 2016, 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, 2016, through June 30, 2017, 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 to the program for the transportation of the TIGER WOODS LEARNING CENTER students when the DISTRICT has available extra 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 \$72 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.

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

TIGER WOODS LEARNING CENTER
of Orange County, California

Dianne Poore

Assistant Superintendent
Business Services

Dated: _____

Katherine Bihr

Executive Director

Dated: _____

ANAHEIM UNION HIGH SCHOOL DISTRICT
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT, made and entered into the 1st day of July, 2016 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, 2016, through June 30, 2017, 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 \$72 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

Dianne Poore
Assistant Superintendent
Business Services

Micheal Brennen
Principal

Dated

Dated

ANAHEIM UNION HIGH SCHOOL DISTRICT
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT is made and entered into the 1st day of July, 2016, 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 same by the benefited public authority to the district performing said services; and

WHEREAS, the parties hereto desire, from July 1, 2016, through June 30, 2017, 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 \$72 per hour.

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

Dianne Poore
Assistant Superintendent
Business Division

Peter Grant
City Manager
City of Cypress

Dated: _____

Dated: _____

INDEPENDENT CONTRACTOR AGREEMENT

This AGREEMENT is hereby entered into between the Ocean View School District of Orange County, hereinafter referred to as "DISTRICT," and Anaheim Union High School District.

Name of Independent Contractor

<u>501 N. Crescent Way</u>	<u>Anaheim,</u>	<u>CA</u>	<u>92801</u>	
Mailing Address	City	State	Zip	Telephone Number

hereinafter referred to as "CONTRACTOR."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and

WHEREAS, CONTRACTOR is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. Services to be provided by CONTRACTOR: To cover routine school routes as needed.

Services shall be provided by qualified school bus driver(s).

(Name of specific individual, if required)

2. Term. CONTRACTOR shall commence providing services under this AGREEMENT on Friday, May 27, 2016, and will diligently perform as required and complete performance by Wednesday, June 22, 2016, or when assistance is no longer required.

3. Compensation. DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Seven Thousand Five Hundred Dollars (\$7,500). DISTRICT shall pay CONTRACTOR according to the following terms and conditions: \$72.00 per hour as invoiced.

4. Expenses. DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: All expenses are included, fuel, maintenance, etc.

5. Independent Contractor. CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts

and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees.

6. Materials. CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A

CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. Originality of Services. CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

8. Copyright/Trademark/Patent: CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

9. Termination. DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner.

DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within thirty (30) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the thirty (30) days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party or no later than three days after the day of mailing, whichever is sooner.

10. Hold Harmless. CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, 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 DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.

11. Insurance. Pursuant to Section 10, CONTRACTOR agrees to carry a comprehensive general and automobile liability insurance with limits of One Million Dollars (\$1,000,000) per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. In addition, CONTRACTOR agrees to provide an endorsement to this policy stating, "Such insurance as is afforded by this policy shall be primary, and any insurance carried by DISTRICT shall be excess and noncontributory." No later than thirty (30) days from execution of this AGREEMENT by the DISTRICT and CONTRACTOR, CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

12. Assignment. The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

13. Compliance With Applicable Laws. The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

14. Permits/Licenses. CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

15. Employment With Public Agency. CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will 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 this AGREEMENT.

16. Entire Agreement/Amendment. This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.

17. Nondiscrimination. CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

18. Non Waiver. The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance 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 subsequent similar act from again constituting a violation of such term or condition.

19. Notice. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT:
Ocean View School District of Orange County
17200 Pinehurst Lane
Huntington Beach, CA 92647

CONTRACTOR:
Anaheim Union High School District
501 N. Crescent Way
Anaheim, CA 92801

20. Severability. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

21. Attorney Fees/Costs. Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

22. 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. This AGREEMENT is made in and shall be performed in Orange County, California.

THIS AGREEMENT IS ENTERED INTO THIS ____ DAY OF ____, 20__.

OCEAN VIEW SCHOOL DISTRICT OF ORANGE COUNTY
Name of District

Anaheim Union High School District
Contractor Name

By: _____

By: _____

Michael Conroy, Ed.D.
Typed Name

Dianne Poore
Typed Name

Deputy Superintendent
Title

Assistant Superintendent, Business
Title

Taxpayer Identification Number

- * *Risk Manager should review all insurance requirements for the District.*
- * *Criminal Record Check (Fingerprint) may be applicable.*

Contract Number:

Board Approved: June 7, 2016 (ratified)

Funding Source: Fund 01

Account Number: 01-460-390-76-5820

Department Lead: _____

Name

Signature

Date

ANAHEIM UNION HIGH SCHOOL DISTRICT
AGREEMENT FOR PUPIL TRANSPORTATION

THIS AGREEMENT is made and entered into the 1st day of July, 2016, 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, 2016, through June 30, 2017, 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 \$72 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

Dianne Poore
Assistant Superintendent
Business Division

Debra Schroeder
Director
GOALS Academy

Dated: _____

Dated: _____



TAX-EXEMPT COMPLIANCE

May 17, 2016

Ms. Dianne Poore
Assistant Superintendent – Business
Anaheim Union High School District
501 North Crescent Way
Anaheim, CA 92801

Re: \$63,455,000 Anaheim Union High School District (Orange County, California), General
Obligation Bonds, Election of 2014, Series 2015

Dear Ms. Poore:

Anaheim Union High School District (the “District”) has issued the above referenced General Obligation Bonds, Election of 2014, Series 2015 (the “Bonds”). With your authorization AMTEC would like to provide arbitrage services for the Bonds.

AMTEC represents that it is qualified to provide the services required and states that the District may rely upon these representations. The scope of services to be performed is identified below.

AMTEC's Scope of Services

Our engagement includes, but is not limited to, the following services:

- Review of all bond documents and account statements for possible rebate exceptions;
- Computation of the rebate liability and/or the yield restricted amount, in accordance with Section 148 of the Internal Revenue Code, commencing with the date of the closing through the required reporting date of the Bonds;
- Calculation of the bond yield. Yield calculations performed prior to the closing often do not contain all requisite figures, resulting in inaccurate calculations for rebate purposes. This effort certifies we are presenting accurate information and enables us to issue our unqualified opinion;
- Reconciliation of the sources and uses of funds from the bond documentation;
- Calculation and analysis of the yield on all investments, subject to the Regulations, for each computation period;
- Production of rebate reports, indicating the above stated information, and the issuance of the AMTEC Opinion;
- Recommendations for proactive rebate management;
- Commingled funds, transferred proceeds and yield restriction analyses, if necessary;
- Preparation of IRS Form 8038-T and any accompanying documentation, should a rebate payment be required;
- We will discuss the results of our Reports with you and your auditors and provide our continued support in the event of an IRS inquiry; and
- We guarantee the completeness and accuracy of our work.

AMTEC agrees to provide these services for a guaranteed fixed fee of \$3,000, as follows:

\$63,455,000 General Obligation Bonds, Election of 2014, Series 2015

Report Date	Type of Report	Period Covered	Fee
May 31, 2016	Rebate and Opinion	Closing – May 31, 2016	\$ 600
May 31, 2017	Rebate and Opinion	Closing – May 31, 2017	600
May 31, 2018	Rebate and Opinion	Closing – May 31, 2018	600
May 31, 2019	Rebate and Opinion	Closing – May 31, 2019	600
May 27, 2020	Rebate and Opinion	Closing – May 27, 2020	600
Total			\$3,000

The District agrees to furnish AMTEC with the required documentation necessary to fulfill its obligation under the scope of services. The District will make available staff knowledgeable about the bond transactions, investments and disbursements of bond proceeds.

The District agrees to pay AMTEC its fee after it has been satisfied that the scope of services, as outlined above, has been fulfilled.

AMTEC agrees that its fee is all-inclusive and that it will not charge the District for any expenses connected with this engagement.

The District has the option to terminate this Agreement within 30 days of notifying AMTEC of its intent.

The parties have executed this Agreement on June 16, 2016.

Anaheim Union High School District

Consultant: American Municipal Tax-Exempt
Compliance Corporation



By: _____
Dianne Poore
Assistant Superintendent – Business

By: _____
Heather E. Place
Assistant Vice President

1 AGREEMENT NUMBER 39394

2 AMENDMENT #3
3 ANAHEIM UNION HIGH SCHOOL DISTRICT
4 HUMAN RESOURCES APPLICATION
5 IMPLEMENTATION AND SOFTWARE SUPPORT SERVICE AGREEMENT6 The AGREEMENT entered into April 26, 2013, by and between the
7 Orange County Superintendent of Schools, 200 Kalmus Drive, Costa
8 Mesa, California 92628, hereinafter referred to as SUPERINTENDENT,
9 and Anaheim Union High School District, 501 north Crescent Way,
10 Anaheim, California 92801, hereinafter referred to as DISTRICT,
11 hereinafter referred to as DISTRICT, is hereby further amended as
12 follows:13 1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to
14 pay SUPERINTENDENT the sum of Seventy-eight thousand four hundred
15 fifty-nine dollars (\$78,459.00) for SUPERINTENDENT'S Human Resources
16 Application annual software support service fees for fiscal year
17 2016-2017. Annual software support service fees due for each fiscal
18 year shall be paid by DISTRICT on or before August 1st of that fiscal
19 year upon receipt of an itemized invoice from SUPERINTENDENT. Annual
20 Human Resources Application software support service fees will be
21 evaluated annually for possible upward or downward adjustments.
22 SUPERINTENDENT will provide DISTRICT written notice of the annual
23 Human Resources Application software support service fees due for the
24 renewal period ninety (90) days prior to the end of each renewal
25 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: _____
Authorized Signature

BY:  _____
Authorized Signature

8 PRINT NAME: Dianne Poore

PRINT NAME: Renee Hendrick

9 TITLE: Assistant Superintendent,
Business

TITLE: Associate Superintendent

10 DATE: June 16, 2016

DATE: April 28, 2016

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AUHSD-Bi-Tech HR 2015-2016(39394)Amend#3
ZIP4 (MLS)

AGREEMENT NUMBER 41659

AMENDMENT #1
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 amended as follows:

1.0 Section 5.0 PAYMENT shall be amended to read: DISTRICT agrees to pay SUPERINTENDENT the sum of Ninety-eight thousand five hundred fifty-eight dollars (\$98,558.00) for annual software support service fees for fiscal year 2016-2017. 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.

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2016 - 2017 Annual Software Support Service Fees

Basic Financial/Budget	\$68,365.00
School Site Finance	\$12,048.00
Stores Inventory	\$ 9,072.00
Fixed Assets	<u>\$ 9,072.00</u>
	\$98,558.00

2.0 Except as expressly herein amended, 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 DISTRICT

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS

BY: _____
Authorized Signature

BY: Renee Hendrick
Authorized Signature

PRINTED NAME: Dianne Poore

PRINTED NAME: Renee Hendrick

TITLE: Assistant Superintendent, Business

TITLE: Associate Superintendent

DATE: _____

DATE: April 28, 2016

AnaheimUHSD(41659)-Amend#1-BiTech-Sungard Bus Plus 2016-2017
ZIP4-mls

MUNICIPAL LEASE-PURCHASE AGREEMENT

LESSOR

Santander Bank N. A.
 3 Huntington Quad
 Suite 101N
 Melville, NY 11747-4616

LESSEE

Name: Anaheim Union High School District
 Street: 501 N. Crescent Way
 City/State/Zip: Anaheim, CA 92801
 Responsible Official: _____
 Phone: () _____

1. LEASE OF VEHICLES: LESSOR hereby agrees to lease to LESSEE and LESSEE hereby agrees to lease from LESSOR the school buses or other motor vehicles and equipment and accessories thereon (herein "Vehicles") on the terms and conditions provided in this Agreement and the schedule and additional schedules annexed hereto (each a "Schedule" and collectively, the "Schedules"). Each Schedule shall be a separately enforceable Lease, the terms and conditions of which shall be those set forth herein and on each Schedule (each a "Lease-Purchase Agreement" and collectively, the "Leases").

2. COVENANTS: LESSEE represents, covenants and warrants that (a) It is a public body corporate and politic, (b) It is a "tax-exempt issuer" within the meaning of the Internal Revenue Code, (c) It is authorized by all applicable laws to make, and perform under, this Lease, (d) The Vehicles are essentially needed for their proper, efficient and economic operation, (e) At the time of making the Lease, sufficient funds were appropriated to fulfill the Lessee's obligations of the current fiscal year, and (f) LESSEE has not previously terminated a lease for non-appropriation.

3. TERM AND RENT: The Lease term shall commence as of the date that the Vehicles are delivered to LESSEE, or LESSEE's Agent (the "Commencement Date") and shall continue for the term shown on the attached Schedule relating thereto, unless Lessee notifies LESSOR that an Event of Non-appropriation (described below) has occurred. At the end of such term LESSEE shall acquire legal title to the Vehicles and terminate this Lease with respect thereto by paying to LESSOR all amounts then due and unpaid hereunder and the remaining principal balance with respect to such Vehicles as shown on the Schedule relating The rent under this Lease shall be payable in lawful money of the United States of America, from any and all legally available funds, and at the times and in the amounts as indicated on each attached Schedule. In lieu of cash, LESSOR will accept payment by check or wire transfer of immediately available funds only. Each payment will consist of a principal and interest component.

4. EVENT OF NON-APPROPRIATION: Lessee shall notify LESSOR promptly (and in no case later than 30 days prior to the last day of its current fiscal year) if sufficient funds are not appropriated for the payments for the next Renewal Term (an "Event of Non-appropriation"). If LESSEE terminates this Lease or an Event of Non-appropriation occurs, Lessee agrees, to the extent not prohibited or required by law, not to (i) purchase, lease, rent, or otherwise acquire vehicles performing functions similar to those performed by the Vehicles or (ii) contract with another party to furnish services that the Vehicles had provided, for one year after such termination or occurrence.

5. PAYMENTS UNCONDITIONAL: LESSEE HAS EXAMINED, TESTED AND ACCEPTED THE VEHICLES COVERED BY THIS LEASE AND SCHEDULES, AND SUBJECT ONLY TO AN EVENT OF NON-APPROPRIATION, LESSEE'S OBLIGATION TO PAY RENT AND OTHER PAYMENTS HEREUNDER SHALL BE ABSOLUTE AND UNCONDITIONAL AND NOT SUBJECT TO ANY ABATEMENT, SET-OFF, DEFENSE OR COUNSEL CLAIM FOR ANY REASON WHATSOEVER, REGARDLESS OF LOSS, DAMAGE, DESTRUCTION, MALFUNCTION OR DISREPAIR OF THE EQUIPMENT, OR DISPUTE WITH THE MANUFACTURER OR SUPPLIER OF THE VEHICLES OR FOR ANY OTHER REASON.

6. DISCLAIMER OF WARRANTIES: LESSOR, NEITHER BEING THE MANUFACTURER, NOR A SUPPLIER, NOR A DEALER IN THE VEHICLES, MAKES NO WARRANTY, EXPRESS OR IMPLIED, TO ANYONE, AS TO DESIGN, CONDITION, CAPACITY, PERFORMANCE OR ANY OTHER ASPECT OF THE VEHICLES OR THEIR MATERIAL OR WORKMANSHIP. LESSOR ALSO DISCLAIMS ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR USE OR PURPOSE WHETHER ARISING BY OPERATION OF LAW OR OTHERWISE. LESSOR FURTHER DISCLAIMS ANY LIABILITY FOR LOSS, DAMAGE OR INJURY TO LESSEE OR THIRD PARTIES AS A RESULT OF ANY DEFECTS, LATENT OR OTHERWISE, IN THE VEHICLES WHETHER ARISING FROM THE APPLICATION OF THE LAWS OF STRICT LIABILITY OR OTHERWISE. AS TO LESSOR, LESSEE LEASES THE VEHICLES "AS-IS". LESSEE HAS SELECTED THE SUPPLIER OF THE VEHICLES AND ACKNOWLEDGES THAT LESSOR HAS NOT RECOMMENDED SUPPLIER. LESSOR SHALL HAVE NO OBLIGATION TO MAINTAIN, OR SERVICE THE VEHICLES. If the Vehicles are unsatisfactory for any reason, LESSEE shall make claim on account thereof solely against Supplier, and any of Suppliers vendors, and shall nevertheless pay LESSOR all rent payable under the Lease. LESSOR hereby assigns to LESSEE all of the rights which LESSOR may have against Supplier and Suppliers vendors for breach of warranty or other representations respecting the Vehicles. LESSEE understands and agrees that neither Supplier nor any agent of Supplier; is an agent of LESSOR or is authorized to waive or alter any term or condition of this Lease.

7. RISK OF LOSS: LESSEE shall bear all risks of loss of and damage to Vehicles from any cause; occurrence of such loss or damage shall not relieve LESSEE of any obligation hereunder. In the event of loss or damage, LESSEE, at its option, shall (a) place the damaged Vehicle in good repair, condition and working order; or (b) replace lost or damaged Vehicles with like Vehicles in good repair, condition and working order, with documentation creating a lien or favor of LESSOR or its assignee, or (c) purchase the Vehicles for the Purchase Option Price set forth on the related Schedule for the fiscal year then or next ending.

8. INSURANCE: LESSEE will purchase and maintain in force during the term of this Agreement, insurance policies in at least the amounts listed below covering the Vehicles between the time of delivery thereof to LESSEE and final disposition by LESSOR. Said insurance shall be written by an insurance company or companies acceptable to LESSOR, insuring LESSEE against any loss, damage, claims, suits, actions or liability, and by endorsement naming LESSOR as an Additional Named Insured and Loss Payee. Such endorsement or endorsements shall provide in each case that said insurance company or companies shall give to LESSOR at least thirty (30) days' notice in writing of proposed cancellation, modification, or alteration of any said insurance.

<u>Type</u>	<u>Amount</u>
Public Liability and Property Damage (Comprehensive)	\$1,000,000 Combined Single Limit (per occurrence) (\$5,000,000.000) for multi-passenger or I.C.C. Regulated Vehicles)
Collision, Fire and Theft (ALL RISK)	Not less than replacement value

The above insurance shall also include the following, in amounts not less than the applicable minimum legal requirements: (a) uninsured/underinsured motorist coverage, and (b) no fault protection. LESSEE shall in addition provide general liability insurance covering LESSEE'S indemnification responsibilities hereunder. Prior to the date that any Vehicle is placed in service by LESSEE, LESSEE shall furnish LESSOR with a certificate of insurance or other evidence thereof acceptable to LESSOR. Policies covering the aforementioned fire and theft and collision insurance shall bear endorsements to the effect that proceeds thereof shall be payable to LESSOR and/or LESSEE as their interests may appear. LESSEE hereby appoints LESSOR as LESSEE'S attorney-in-fact to receive payment of and endorse all checks and other documents and to take any other action necessary to pursue insurance claims and recover payments if LESSEE fails to do so. Any expense of LESSOR in adjusting or collecting insurance shall be borne by LESSEE. In the event a Vehicle is involved in any material accident, LESSEE shall immediately notify LESSOR and provide (i) a detailed report describing the accident, (ii) copies of all reports provided to an insurance carrier or governmental agency and (iii) copies of any legal papers relating to the accident.

9. LESSEE'S OPERATION OF VEHICLES: LESSEE shall use the Vehicles primarily in the state of registration for business purposes and in a safe and lawful manner, and shall comply with all federal, state, county and municipal statutes, ordinances and regulations which may be applicable to the leasing, use or operation of the Vehicles. LESSEE shall, at its sole expense, maintain the Vehicles in good operating

condition and repair. In addition, LESSEE shall prepare and furnish to LESSOR all documents, returns or forms legally required to be prepared by LESSEE. LESSEE shall be solely responsible for any fines or penalties assessed for violations of any statute, ordinance, by law or regulation of any duly constituted governmental authority, as a result of the use or operation of the Vehicles by any of LESSEE's employees, agents, sublessees or subcontractors, and indemnify LESSOR against any costs, fines or charges LESSOR is required to pay. LESSEE agrees to operate only those Vehicles which have adequate insurance coverage and to comply with all conditions of insurance related to the Vehicles, to maintain the Vehicles and all accessories and equipment thereof in safe and good mechanical condition and running order at all times during the term of this Agreement and to furnish all supplies, accessories, and other essentials required for the use or operation of the Vehicles. In no event will the Vehicles be used to transport any hazardous substances.

10. TITLE; REDELIVERY OF VEHICLES: Title to each Vehicle shall pass to Lessee upon delivery. To secure all of LESSEE's obligations to LESSOR hereunder, LESSEE grants to LESSOR a first security interest and lien (the "Lien") in the Vehicles. LESSEE shall deliver originals of the certificates of title to LESSOR and sign any necessary documents, including applications for Liens to the Motor Vehicle Bureau as requested by LESSOR to note the Lien of LESSOR on the title of the Vehicles. If this Lease is terminated or an Event of Non-appropriation occurs, LESSEE shall immediately deliver the Vehicles to LESSOR or as LESSOR directs.

11. NON-ASSIGNABILITY BY LESSEE: LESSEE shall not assign, sub-lease, transfer or otherwise encumber its rights in and to this Lease or the Vehicles without the prior written consent of the LESSOR.

12. ASSIGNMENT BY LESSOR: This Lease, the Vehicles and any payments by LESSEE due or to become due under it, may be assigned or otherwise transferred, either in whole or in part, by LESSOR and its assignee, without affecting any obligations of LESSEE, and in such event LESSOR's transferee or assignee shall have all the rights, powers, privileges and remedies of LESSOR hereunder. No assignee's rights shall be free from all defenses, set-offs or counterclaims which LESSEE may be entitled to assert against LESSOR. No assignee shall be obligated to perform any duty or condition required to be performed by LESSOR under the terms of this Lease.

13. DEFAULT: In the event of default by LESSEE, in the payment of any sums due under this Lease when due which continues uncured for thirty (30) days, or receivership, insolvency, or proceedings by or against LESSEE under the bankruptcy laws, or LESSEE's failure to observe or perform any other required provision of this Lease, and such default continues for fifteen (15) days after written notice thereof, by LESSOR, to LESSEE, LESSOR shall have the right to exercise any one or more of the following remedies: (a) to declare all sums due and to become due hereunder, during the LESSEE's current fiscal period, immediately due and payable, without notice or demand to LESSEE; (b) to sue for and recover all payments then accrued or thereafter accruing with respect to the Vehicles; (c) to take possession of the Vehicles without demand or notice wherever it may be located, with or without legal process, and retain it free from any claims of LESSEE whatsoever; (d) to terminate this Lease; or (e) to pursue any other remedy at law or in equity. If LESSOR sells or re-releases any of the repossessed Vehicles, the net proceeds of such sale or lease, less LESSOR's expenses incurred in connection therewith, including attorneys' fees, shall be applied to the total amount due by LESSEE under this Lease and related Schedule and LESSEE shall be obligated to pay LESSOR any deficiency. All of the foregoing remedies are cumulative and may be exercised concurrently or separately. LESSEE shall pay all costs and legal expenses incurred by LESSOR in collecting, or attempting to collect, any sums due hereunder or in securing possession of the Vehicles. LESSEE consents to the personal jurisdiction of the courts, and the applicability of the laws, of the State of the Lessee with respect to any dispute arising out of the Lease.

14. FEDERAL, STATE AND LOCAL TAXES: In addition to payments specified herein, LESSEE shall promptly pay all taxes, assessments and other governmental charges (including penalties, interest, recording and registration fees, if any) levied or assessed: upon the ownership, use or operation of the Vehicles and the payments due hereunder. LESSEE acknowledges that its compliance with the reporting requirements of the Internal Revenue Code is essential to the exemption from Federal income tax of the interest portion of payments made by LESSEE hereunder. Accordingly, LESSEE agrees that its failure to comply with those requirements shall constitute a Default hereunder. LESSEE certifies that it reasonably anticipates that not more than \$10,000,000 of "qualified tax-exempt obligations" (as that term is defined in Section 265(b)3(D) of the Internal Revenue Code, as amended by the Tax Reform Act of 1986, (the "Code")) will be issued by it and subordinate entities during the calendar year in which the Lease begins. Further, LESSEE will, by resolution, designate the Lease as comprising a portion of the \$10,000,000 in aggregate issues to be designated as "qualified tax exempt obligations" eligible for the exception contained in Section 265(b)3(D) of the Code allowing for an exemption to the general rule of the Code which provides for a total disallowance of a deduction for interest expense allocable to the carrying of tax exempt obligations. If for any reason the payments due hereunder are not exempt from federal taxes, then LESSEE shall pay LESSOR such amounts as will permit LESSOR to realize the same after tax income as if such payments were so exempt, together with all costs, liabilities, damages, expenses, taxes and penalties (including Federal income tax penalties and interest) incurred as a consequence thereof, which LESSEE agrees to pay upon written demand therefor.

15. ADMINISTRATIVE SUPPORT: LESSEE may, from time to time, be required to file, or assist in the filing of, reports to regulatory and/or taxing authorities, which may be necessary to establish, perfect or maintain the legality and/or tax-exempt status of this Lease, or to execute documents needed for LESSOR'S financing. LESSEE promises to promptly make such filings or to render such assistance as may, from time to time, be reasonably requested by LESSOR or its Assigns, and to indemnify and hold harmless LESSOR or its assigns from any cost, expense or other damage caused by its failure to do so. LESSEE hereby further authorizes LESSOR to file UCC-1 financing statements without LESSEE'S signature, and to fill in dates and other obvious minor corrections on this Lease.

16. SEVERABILITY: Any term or provision of this Lease found to be prohibited by law or unenforceable shall be ineffective to the extent of such prohibition or unenforceability without, to the extent reasonably possible, invalidating the remainder of the Lease.

17. ENTIRE AGREEMENT: This Lease constitutes the entire agreement between the parties regarding the Vehicles, and there are no representations, warranties, promises, guarantees or agreements, oral or written, expressed or implied, between the parties hereto with respect to the Lease. No modification or amendment hereof shall be binding upon the LESSOR unless made in writing and executed on behalf of LESSOR by its duly authorized officer or agent.

Board Minutes of Lessee approving this transaction on (date) _____ are attached and included with these documents. Please have Notary sign and stamp below/ or use a school seal Stamp.

LESSOR: Santander Bank N.A.

LESSEE: Anaheim Union High School District

Signature: _____

Signature: _____ Date: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Date of this Lease: _____

"Signed and sworn before me this _____ day of _____

If Board Minutes are not attached, The following must be completed by the Lessee's Legal Council.

OPINION OF LESSEE'S COUNSEL

As Counsel for aforementioned LESSEE, it is my opinion that:

- (a) LESSEE is a political subdivision of the State, duly organized, existing and operating under the constitution and laws of the State.
- (b) The Lease has been duly authorized and has been executed by an authorized representative.
- (c) The Lease creates a legal, valid and binding obligation of the LESSEE and that such Lease is enforceable in accordance with its terms.
- (d) The equipment covered by the Lease is not being used for other than a public purpose.

COUNSEL FOR LESSEE:

Print Name: _____ Firm Name: _____
Title: _____ and Address: _____
Title: _____
Date: _____

Santander Lease Agreement Terms Sheet

Lessor: Santander Bank, N.A.
3 Huntington Quadrangle
Suite 101N
Melville, NY 11747-4616

Lessee: Anaheim Union High School District
501 North Crescent Way
Anaheim, CA 92801

Equipment Description / Quantity

1

Group of
35 IC CE School Buses

Qty	Model	Price	Total Sales Price
9	IC/CE 76	\$130,248.00	\$1,172,232.00
17	IC/CE 52	\$121,446.00	\$2,064,582.00
9	IC/CE 35 W Lift	\$132,945.00	\$1,196,505.00
35			\$4,433,319.00

Schedule of Terms	Payment Date	Per Quantity Payment amount	Implied Interest	Total for Group Payment Amount	Implied Interest	Combined Min. Insurance For Equip. After Payments
Initial payment	12/5/2016	1,000,000.00	0.00	1,000,000.00	0.00	3,520,868.63
Second Payment	12/5/2017	393,300.99	87,549.63	393,300.99	87,549.63	3,207,320.61
Third Payment	12/5/2018	393,300.99	79,752.97	393,300.99	79,752.97	2,885,777.12
Fourth Payment	12/5/2019	393,300.99	71,757.50	393,300.99	71,757.50	2,556,034.27
Fifth Payment	12/5/2020	393,300.99	63,558.14	393,300.99	63,558.14	2,217,882.98
Sixth Payment	12/5/2021	393,300.99	55,149.70	393,300.99	55,149.70	1,871,108.83
Seventh Payment	12/5/2022	393,300.99	46,526.84	393,300.99	46,526.84	1,515,491.94
Eighth Payment	12/5/2023	393,300.99	37,684.10	393,300.99	37,684.10	1,150,806.82
Ninth Payment	12/5/2024	393,300.99	28,615.87	393,300.99	28,615.87	776,822.23
Tenth Payment	12/5/2025	393,300.99	19,316.40	393,300.99	19,316.40	393,300.99
Eleventh Payment	12/5/2026	393,300.99	9,779.75	393,300.99	9,779.75	499,690.90

Signed by: _____

Lease Structure is based on the Lessor's current cost of funds represented by like-term interest rate swaps (Libor) for a similar term as the proposed lease term. Lender reserves the right to modify the terms of the lease should there be an increase in our cost of funds prior to funding. (Based off Libor 04/29/16)

USE OF FACILITIES AGREEMENT
TRIDENT EDUCATION CENTER
BETWEEN THE
ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
FOR ITS SPECIAL EDUCATION PROGRAM
AND THE
ANAHEIM UNION HIGH SCHOOL DISTRICT

This AGREEMENT is entered into this 1st day of July, 2015, 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 the Anaheim Union High School District, 501 North Crescent Way, Anaheim, California 92801, hereinafter referred to as DISTRICT. DISTRICT and SUPERINTENDENT shall be collectively referred to as the Parties.

WHEREAS, SUPERINTENDENT desires to enter into an AGREEMENT with DISTRICT which permits SUPERINTENDENT to utilize DISTRICT's facilities to conduct a Special Education Program for severely handicapped students age 12-22 years old; and

WHEREAS, Federal and State regulations require that students be educated in age appropriate environments; and

WHEREAS, DISTRICT has appropriate facilities available on the Trident Education Center campus, 1800 West Ball Road, Anaheim, California 92804, and is agreeable to allowing SUPERINTENDENT to utilize its facilities to conduct a Special Education Program; and

NOW, THEREFORE, the Parties agree as follows:

1.0 TERM. This AGREEMENT shall commence beginning July 1, 2015 and shall continue for a period of five (5) years and end on June 30,

2020. This AGREEMENT may be extended by mutual written agreement of the Parties.

2.0 DUTIES AND RESPONSIBILITIES.

A. DISTRICT agrees to:

1. Provide SUPERINTENDENT twelve (12) months per year one (1) portable restroom, one (1) portable building designated as an office, and nine (9) portable classrooms (Numbers 101-109) that are wheelchair accessible for approximately twenty-three (23) students, three (3) full time teachers, eleven (11) para educators, and ancillary staff located on the Trident Education Center campus, 1800 West Ball Road, Anaheim, California 92804, hereinafter referred to as Premises. DISTRICT shall charge SUPERINTENDENT Two hundred dollars (\$200.00) per portable per month for a total monthly sum of Two thousand two hundred dollars (\$2,200.00) per month for a period of twelve (12) months per year. SUPERINTENDENT shall use the classrooms from 8:00 a.m. to 4:00 p.m. Monday through Friday, according to SUPERINTENDENT's school calendar, including the summer extended school year program.
2. Use of meeting room space as needed.
3. Allow SUPERINTENDENT to install a circuit for data, voice and Wi-Fi equipment, plumbing, and additional

- electrical outs if necessary in classrooms and restroom no cost to DISTRICT, if needed.
4. Permit students enrolled in SUPERINTENDENT'S Special Education Program to use campus facilities and services as approved by DISTRICT.
 5. Provide a liaison from the DISTRICT to coordinate with SUPERINTENDENT'S personnel.
 6. Provide accessible drop off and pick up area for school buses.
 7. Serve timely and adequate notice to SUPERINTENDENT of any policy, procedural, or directive changes materially affecting the operation of SUPERINTENDENT.

SUPERINTENDENT agrees to:

1. Conduct a Special Education Program for SUPERINTENDENT'S severely handicapped special education students, age 12-22 years.
2. Pay DISTRICT Two hundred dollars (\$200.00) per portable building per month for a total monthly sum of Two thousand two hundred dollars (\$2,200.00) per month for use of eleven (11) portable buildings.
3. Reimburse DISTRICT for utilities provided to SUPERINTENDENT'S Premises.
4. Provide three (3) full time teachers, eleven (11) para educators, and ancillary staff to operate its Special Education Program.

5. Provide instructional materials, supplies, and appropriate classroom furniture as needed.
6. Provide transportation for SUPERINTENDENT's students to and from the campus.
7. Assign a principal/facilitator to provide support for the teachers to serve as a liaison with DISTRICT.
8. Employ school personnel who shall hold and maintain appropriate administrative and teaching credentials to assure quality of services.
9. Maintain all school records, transcripts, etc.
10. Use the DISTRICT's Premises for SUPERINTENDENT's Special Education Program and for no other purposes without the prior written consent of DISTRICT.
11. Serve timely and adequate notice to DISTRICT of any policy, procedural, or directive changes materially affecting the operation of DISTRICT.

3.0 UTILITIES. Throughout the term of this AGREEMENT, SUPERINTENDENT shall, at its sole cost and expense, provide all electricity, water, sewage, rubbish removal and telephone services including installation and disconnection charges, and all other similar utilities supplied to the Premises during the term of this AGREEMENT. In the event that separate meters are not available for said utilities, SUPERINTENDENT and DISTRICT agree to a reasonable proration of said utility charges at Trident Education Center. The

proration shall be based upon the actual percentage of square footage utilized by SUPERINTENDENT and DISTRICT. The proration shall be determined at the time of occupancy.

4.0 CUSTODIAL SERVICES. Throughout the term of this AGREEMENT, SUPERINTENDENT shall provide custodial services to the Premises.

5.0 MAINTENANCE AND GROUNDS SERVICES.

A. DISTRICT shall provide all routine building maintenance, groundskeeping services, and special repairs at Trident Education Center, which shall include SUPERINTENDENT's Special Education Program. Any special services provided by DISTRICT shall be provided via a work order request by SUPERINTENDENT or his designee. SUPERINTENDENT shall reimburse DISTRICT for said routine building maintenance and groundskeeping services costs based on the percentage of usage set forth in this AGREEMENT. In addition to the routine building maintenance and groundskeeping services previously specified, DISTRICT may provide special repairs or any additional services incurred or requested by SUPERINTENDENT or his designee via a work order. SUPERINTENDENT shall reimburse DISTRICT for the actual cost of such services upon receipt and approval of an itemized invoice from DISTRICT.

6.0 PERSONNEL. DISTRICT and SUPERINTENDENT agree that they will not engage in unlawful discrimination of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

7.0 INSURANCE.

A. To the extent authorized by law, and except for the sole negligence of DISTRICT, its Governing Board and their officers, agents, and employees, SUPERINTENDENT hereby agrees to hold harmless, indemnify and defend DISTRICT, its Governing Board, and their officers, agents, and employees from any liability for any and all damages or any claims of liability for bodily injury, personal injury, sickness, disease or death of any person or persons, or damage to property, real, personal, tangible or intangible, arising out of the use of the Premises for SUPERINTENDENT's operations during the term of this AGREEMENT. In this respect, SUPERINTENDENT agrees to carry a comprehensive general liability insurance policy including premises operations, products-completed operations, blanket contractual and personal injury with limits of One million dollars (\$1,000,000) per occurrence, combined single limit in a form mutually acceptable to both Parties to protect SUPERINTENDENT and DISTRICT against liability or claims of liability arising out of the use of the Premises for SUPERINTENDENT's operations during the term of this AGREEMENT. SUPERINTENDENT agrees to name DISTRICT, its Governing and their officers, officers, agents, and employees as additional insured under the policy and shall furnish DISTRICT with a certificate of insurance evidencing all coverages and endorsements required herein including a thirty (30) day written notice of cancellation or reduction in coverage.

B. To the extent authorized by law, and except for the sole negligence of SUPERINTENDENT, the Orange County Board of Education,

and its officers, agents, and employees, DISTRICT hereby agrees to hold harmless, indemnify and defend SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from any liability for any and all damages or any claims of liability for bodily injury, personal injury, sickness, disease or death of any person or persons, or damage to property, real, personal, tangible or intangible, arising out of the use of the Premises for operations other than those of SUPERINTENDENT during the term of this AGREEMENT. In this respect, DISTRICT agrees to carry a comprehensive general liability insurance policy including premises operations, products-completed operations, blanket contractual and personal injury with limits of One million dollars (\$1,000,000) per occurrence, combined single limit in a form mutually acceptable to both Parties to protect SUPERINTENDENT and DISTRICT against liability or claims of liability arising out of the use of the Premises for operations other than those of SUPERINTENDENT during the term of this AGREEMENT. DISTRICT agrees to furnish SUPERINTENDENT with a certificate of insurance evidencing all coverages and endorsements required herein including a thirty (30) day written notice of cancellation or reduction in coverage.

C. DISTRICT shall provide for and maintain in full force and effect, at no expense to SUPERINTENDENT, a policy or policies of insurance covering the buildings including improvements and betterments providing protection against any peril included in the

classification of "All Risks" for an amount not less than 100% of the replacement cost of said buildings.

D. SUPERINTENDENT shall insure its personal property on the Premises against any peril included in the classification of "All Risks" for an amount not less than 100% of the replacement cost.

E. In the event that DISTRICT or SUPERINTENDENT is either partially or fully self-insured for its liability exposures, DISTRICT or SUPERINTENDENT shall notify the other Party in writing and provide said Party with a statement signed by an authorized representative of DISTRICT or SUPERINTENDENT which states that DISTRICT or SUPERINTENDENT agrees to protect the other PARTY and its officers, agents and employees as if the insurance requirements in the above paragraphs are in full force and effect.

G. All insurance to be maintained by SUPERINTENDENT or DISTRICT under this LEASE shall be with an insurance company admitted by the Insurance Commissioner of the State of California to transact such insurance in the State of California.

8.0 ALTERATIONS. SUPERINTENDENT shall not make, or permit to be made, any additions or alterations of the Premises, or any part thereof, without the written consent of DISTRICT, and any additions to or alterations when permitted to be made, shall be removed by SUPERINTENDENT at the end of the AGREEMENT and the Premises shall be restored to the condition it was in at the beginning of the AGREEMENT, reasonable wear and tear excepted, at the

SUPERINTENDENT's sole cost and expense, unless otherwise agreed to by the Parties.

9.0 DESTRUCTION. In the event of partial destruction of the Premises during the AGREEMENT, DISTRICT shall forthwith repair the same provided such repairs can be made within ninety (90) days of the destruction, but such partial destruction shall not affect this AGREEMENT. In the event that DISTRICT is unable to make such repairs within ninety (90) days of destruction, this AGREEMENT may be terminated by notice in writing by either party. A total destruction of the Premises shall automatically terminate this AGREEMENT.

10.0 ASSIGNMENT. SUPERINTENDENT shall not assign this AGREEMENT or any interest therein, and shall not lease or sublet the Premises, or any part thereof or any right or privilege appurtenant thereto, or mortgage the leasehold, without the written consent of DISTRICT. A consent to one assignment or subletting shall not be construed as a consent to any subsequent assignment or subletting. Unless such written consent has been given and obtained, any assignment or transfer of this AGREEMENT, or of any interest therein, either by voluntary or involuntary act of SUPERINTENDENT, or by operation of law, or otherwise, may be deemed a breach of this AGREEMENT by SUPERINTENDENT at DISTRICT's election, any such purported assignment or subletting without such consent, may be deemed by DISTRICT to be null and void. DISTRICT's consent to any such assignment or

subletting shall not relieve SUPERINTENDENT from any obligations under this AGREEMENT.

11.0 TOBACCO USE POLICY. In the interest of public health, SUPERINTENDENT and DISTRICT require a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings, vehicles and on any property owned, leased or contracted for by the SUPERINTENDENT or DISTRICT.

12.0 TERMINATION. Recognizing that unforeseen conditions not governable by either party may necessitate termination of this AGREEMENT, SUPERINTENDENT or DISTRICT may terminate this AGREEMENT as of June 30 of any year by giving written notice of termination in the manner set forth in this AGREEMENT no later than twelve (12) months prior to the desired termination date. DISTRICT or SUPERINTENDENT shall have until the following June 30 in which to vacate the premises, and this AGREEMENT shall terminate on that date. Upon termination, SUPERINTENDENT shall remove its furniture, equipment, telephones, and temporary modifications and return the premises to its original condition and repair, reasonable wear and tear excepted. SUPERINTENDENT shall repair any damage to the premises occasioned by the removal of its furniture, equipment, telephones, and temporary modifications.

13.0 NOTICE. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: (a) Personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with

postage prepaid. Service shall be considered given when received if personally served or if mailed, on the third (3rd) day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the

date of this AGREEMENT the addresses of the Parties are as follows:

DISTRICT: Anaheim Union High School District
501 North Crescent Way
Anaheim, California 92803
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
P.O. Box 9050
Costa Mesa, California 92628-9050
Attn: Patricia McCaughey

14.0 MISCELLANEOUS.

A. The captions and section headings of this AGREEMENT are inserted only as a matter of convenience and for reference and are not part of this AGREEMENT and in no way define, limit or describe the scope of this AGREEMENT or the intent of any provision thereof.

B. The validity of any particular provision of this AGREEMENT as determined by court or arbitration shall in no way affect the validity of any other provision hereof.

C. The Parties agree that this AGREEMENT shall be construed and enforced in accordance with the laws of the State of California, through California State Courts with venue in Orange County, California.

D. The failure of DISTRICT or SUPERINTENDENT to seek redress for violation of, or to insist upon, the strict performance of any

covenant or condition of this AGREEMENT shall not be deemed a waiver by that Party of such covenant or condition or prevent a subsequent similar act, from again constituting a violation of such covenant or condition.

E. This AGREEMENT contains the entire agreement between DISTRICT and SUPERINTENDENT regarding the Premises and any agreement hereafter made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

F. The conditions and agreements herein contained shall apply to and bind the heirs, executors, administrators, and successors in interest of the Parties hereto.

IN WITNESS WHEREOF, the Parties hereto set their hands.

ANAHEIM UNION HIGH SCHOOL
DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

BY: _____
Authorized Signature

BY: _____
Authorized Signature

PRINT NAME: Dianne Poore

PRINT NAME: Patricia McCaughey

TITLE: Assistant Superintendent, Business

TITLE: Administrator

DATE: June 16, 2016

DATE: _____

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

Quantity	Description
	N/A

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

Quantity	Type of Equipment
105	Computers
1	Digital Radio
4	Document Cameras
2	DVD/CD Players
1	DVD/VHS
140	Keyboards
1	LCD Projector
41	Monitors
100	Mouse
16	Printers
10	Projectors
2	Scanners
1	Stereo Frequency Equalizer
2	Television Carts
2	Televisions

**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) **
<i>ECONOMIC BOOKS</i>					
Economics	108	Outdated	Fair	Obsolete	No To be sold
Pathway to Success	17	Outdated	Fair	Obsolete	No To be sold
<i>GEOGRAPHY BOOKS</i>					
World Geography	13	Outdated	Fair	Obsolete	No To be sold
<i>HISTORY AND GOVERNMENT BOOKS</i>					
America Pathways to Present	102	Outdated	Fair	Obsolete	No To be sold
American Government	38	Outdated	Fair	Obsolete	No To be sold
Exploring American Citizenship	20	Outdated	Fair	Obsolete	No To be sold
U.S. History	71	Outdated	Fair	Obsolete	No To be sold
World History	77	Outdated	Fair	Obsolete	No To be sold
<i>LIBRARY BOOKS</i>					
Personal Fitness	12	Outdated	Fair	Obsolete	No

					To be sold
Various Dictionaries	407	Outdated	Fair	Obsolete	No To be sold
Various Library Books	2345	Outdated	Fair	Obsolete	No To be sold
LITERATURE, GRAMMAR, READING AND WRITING BOOKS					
Chicken Dialogs and Stories	185	Outdated	Fair	Obsolete	No To be sold
Elements of Literature	16	Outdated	Fair	Obsolete	No To be sold
English Yes	499	Outdated	Fair	Obsolete	No To be sold
High Point Level B	32	Outdated	Fair	Obsolete	No To be sold
High Point Level C	35	Outdated	Fair	Obsolete	No To be sold
High Point Reading and Language	191	Outdated	Fair	Obsolete	No To be sold
Lessons in Reading	125	Outdated	Fair	Obsolete	No To be sold
Misc. Grammar and Literature Books	180	Outdated	Fair	Obsolete	No To be sold
New Frontiers	17	Outdated	Fair	Obsolete	No To be sold
Parents Homework (SP)	6	Outdated	Fair	Obsolete	No To be sold
Readers Handbook	41	Outdated	Fair	Obsolete	No To be sold
Voices In Literature	13	Outdated	Fair	Obsolete	No To be sold

Writer's Express	11	Outdated	Fair	Obsolete	No To be sold
Writing Coach	30	Outdated	Fair	Obsolete	No To be sold
MATH BOOKS					
Algebra & Trigonometry	32	Outdated	Fair	Obsolete	No To be sold
Algebra 1	44	Outdated	Fair	Obsolete	No To be sold
Algebra 2	19	Outdated	Fair	Obsolete	No To be sold
Misc. Math Books	241	Outdated	Fair	Obsolete	No To be sold
Pre-Algebra	71	Outdated	Fair	Obsolete	No To be sold
SCIENCE BOOKS					
Glencoe Health	52	Outdated	Fair	Obsolete	No To be sold
Life Science	76	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
June 16, 2016

<u>Location</u>	<u>Donated By</u>	<u>Item</u>
District	Anaheim Arts Council	\$250, Color and Light
	Anaheim Hills Auxiliary Assistance League of Anaheim	\$500, Color and Light
	Reon Boydston-Howard Boydston Reality	\$100, Color and Light
	Kiwanis Club of Greater Anaheim	\$250, Color and Light
	Anna L. Piercy	\$350, Color and Light
	Susan Stocks	\$450, Color and Light
	Dukku Lee, Anaheim Public Utilities	Bottled water, Color and Light
Hope	Mike Vandorchrit, Ciro's Pizza	Pizzas
	Loyal Order Moose Club # 1945	\$2,000, Site Needs
	Anaheim Union High School District Foundation	\$350 Site Needs

ANAHEIM UHSD

**PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 06/16/2016**

FROM 05/03/2016 TO 06/06/2016

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
J64A0336	CULVER NEWLIN	818.64	818.64	0110230081 4410	MAINTENANCE/MO / EQUIPMENT -
J64A0342	WEST ED	8,889.23	8,889.23	0172489510 5805	SAFE SCHL/TUPE GNT-COHORT J / INSTRUCTIONAL
J64A0343	WEST SHIELD ADOLESCENT SERVICE	1,179.20	1,179.20	0119283031 5880	SYS/GUID / OTHER OPERATING EXPENSES
J64A0344	ANAHEIM FAMILY YMCA	759,965.71	759,965.71	0100439540 5100	AFTER SCHOOL ED/SAFETY/ANCILLA /
J64A0345	DEL SOL SCHOOL	21,024.00	21,024.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0346	NORTH ORANGE COUNTY REGIONAL	71,751.00	71,751.00	0100000010 5805	GEN FUND/INSTR / INSTRUCTIONAL PROF
J64A0347	DISCIPLINA POSITIVA INC	4,000.00	4,000.00	0123381010 5805	SA/TITLE I/INSTR / INSTRUCTIONAL PROF
J64A0348	PARENT INSTITUTE FOR QUALITY	5,400.00	5,400.00	0122381010 5810	MA/ECIAI/INSTR / NON-INSTRUCTIONAL PROF
J64A0349	BELINDA DUNNICK KARGE PH.D.	10,000.00	10,000.00	0119283039 5805	SYS/OTHER PUPIL / INSTRUCTIONAL PROF
J64A0350	C2 IMAGING	220,000.00	120,000.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S
			100,000.00	0156156072 5610	FACILITIES/GENL ADM / REPAIRS/MAINT - O/S
J64A0351	COLLEGE BOARD	138,701.25	138,701.25	0153000921 5810	SP PROG/LCFF (EIA)/SUPRV INSTR /
J64A0352	TAMARA ELIZABETH COLON	225.00	225.00	0134489510 5805	WA/TUPE-COHORT J-TIER 2/INSTR /
J64A0353	REACH COMMUNICATIONS INC.	7,500.00	7,500.00	0172489510 5805	SAFE SCHL/TUPE GNT-COHORT J / INSTRUCTIONAL
J64A0354	CENTER FOR DRUG FREE COMMUNITI	13,500.00	13,500.00	0172489510 5805	SAFE SCHL/TUPE GNT-COHORT J / INSTRUCTIONAL
J64A0355	VAVRINEK TRINE DAY AND CO	52,000.00	52,000.00	0107107071 5820	ACCTG/AUDIT / AUDIT FEES
J64A0356	NEW HAVEN YOUTH AND FAMILY SRV	9,961.00	8,935.00	0119282518 5860	SP ED MENTAL HEALTH SERVICES / NONPUBLIC
			1,026.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0357	NEW HAVEN YOUTH AND FAMILY SRV	23,566.00	17,870.00	0119282518 5860	SP ED MENTAL HEALTH SERVICES / NONPUBLIC
			5,696.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0358	NEWMAN.AARONSON.VANAMAN	7,000.00	7,000.00	0119283021 5821	SYS/SUPV INST / LEGAL FEES
J64A0359	OAK GROVE INSTITUTE	31,555.00	26,805.00	0119282539 5860	SP ED MENTAL HEALTH SERVICES / NONPUBLIC
			4,750.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0360	OCDE	465.75	465.75	0119283021 5810	SYS/SUPV INST / NON-INSTRUCTIONAL PROF
J64A0361	ROSSIER PARK SCHOOL	5,802.90	5,802.90	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 06/16/2016

FROM 05/03/2016 TO 06/06/2016

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
J64A0362	ROSSIER PARK HIGH SCHOOL	6,077.16	6,077.16	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0363	ROSSIER PARK HIGH SCHOOL	20,465.13	20,465.13	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0364	ROSSIER PARK SCHOOL	36,115.10	36,115.10	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0365	ROSSIER PARK ELEMENTARY SCHOOL	6,567.68	6,567.68	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0366	ROSSIER PARK ELEMENTARY SCHOOL	40,594.68	40,594.68	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0367	SPEECH AND LANGUAGE	4,199.00	4,199.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0368	SPEECH AND LANGUAGE	38,092.00	38,092.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0369	SPEECH AND LANGUAGE	59,180.00	59,180.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0370	SPEECH AND LANGUAGE	6,193.00	6,193.00	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0371	CAL STATE FULLERTON	4,000.00	4,000.00	0153591510 5805	SPECIAL PROG/LOC GIFTS & GRNTS /
J64C0173	ANAHEIM TOOL REPAIR	109.44	109.44	0120140027 5610	ANAHEIM/SCH ADM / REPAIRS/MAINT - O/S
J64C0189	YALE CHASE MATERIALS HANDLING	1,500.00	1,500.00	0128140027 5610	CY/SCH ADM/SCH ADM / REPAIRS/MAINT - O/S
J64C0190	SCHOOL SERVICES OF CALIFORNIA	1,395.00	155.00	0102102071 5210	SUPT/BRD SUPT / TRAVEL AND CONFERENCE
			155.00	0104104072 5210	CERT HR/GENL ADM / TRAVEL AND CONFERENCE
			155.00	0106106072 5210	BUSINESS/GENL ADM / TRAVEL AND CONFERENCE
			155.00	0107107072 5210	ACCTG/GENL ADM / TRAVEL AND CONFERENCE
			155.00	0115115072 5210	EDUCATION/GENL ADM / TRAVEL AND
			310.00	0135159510 5210	DALE/ACCT REC / TRAVEL AND CONFERENCE
			155.00	0153381021 5210	SP PR ADM/ECIA1/SUPV INST / TRAVEL AND
			155.00	0155155072 5210	BUSINESS/ GENL ADM / TRAVEL AND
J64C0193	NCS PEARSON INC.	723.00	723.00	0119283232 4310	SYS/PSYCH / INSTRUCTIONAL MATL & SUPPLIES
J64C0199	SCHOOL SERVICES OF CALIFORNIA	195.00	195.00	0107107072 5210	ACCTG /GENL ADM / TRAVEL AND CONFERENCE
J64C0202	CULVER NEWLIN	341,632.53	197,843.32	2425731185 4310	KA/BOND SERIES 2015 - MEAS H / INSTRUCTIONAL
			143,789.21	2425731185 4410	KA/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0203	CULVER NEWLIN	190,185.10	96,587.72	2440731185 4310	SO/BOND SERIES 2015 - MEAS H / INSTRUCTIONAL
			93,597.38	2440731185 4410	SO/BOND SERIES 2015 - MEAS H / EQUIPMENT -

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 06/16/2016

FROM 05/03/2016 TO 06/06/2016

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
J64C0204	CULVER NEWLIN	110,878.14	61,571.28	2437731185 4310	SY/BOND SERIES 2015 - MEAS H / INSTRUNCTIONAL
			49,306.86	2437731185 4410	SY/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0205	CULVER NEWLIN	389,582.19	255,209.35	2420731185 4310	ANA/BOND SERIES 2015 - MEAS H /
			134,372.84	2420731185 4410	ANA/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0208	CULVER NEWLIN	44,680.09	18,515.15	2447731185 4310	HOP/BOND SERIES 2015 - MEAS H /
			26,164.94	2447731185 4410	HOP/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0212	CULVER NEWLIN	151,870.54	86,463.42	2423731185 4310	SA/BOND SERIES 2015 - MEAS H / INSTRUNCTIONAL
			65,407.12	2423731185 4410	SA/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0213	CULVER NEWLIN	224,161.32	164,289.73	2427731185 4310	KE/BOND SERIES 2015 - MEAS H / INSTRUNCTIONAL
			59,871.59	2427731185 4410	KE/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0215	CULVER NEWLIN	269,145.65	161,122.96	2428731185 4310	CYP/BOND SERIES 2015 - MEAS H /
			108,022.69	2428731185 4410	CYP/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0217	CULVER NEWLIN	74,549.00	46,853.75	2438731185 4310	BA/BOND SERIES 2015 - MEAS H / INSTRUNCTIONAL
			27,695.25	2438731185 4410	BA/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0218	CULVER NEWLIN	106,515.42	56,724.99	2435731185 4310	DALE/BOND SERIES 2015 - MEAS H /
			49,790.43	2435731185 4410	DALE/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0220	CULVER NEWLIN	96,915.62	69,509.06	2431731185 4310	KE/BOND SERIES 2015 - MEAS H / INSTRUNCTIONAL
			27,406.56	2431731185 4410	KE/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64C0221	PENTON MEDIA INC.	636.00	636.00	0108108077 5210	INFO SYSTEM/DP / TRAVEL AND CONFERENCE
J64C0222	BROOKS INSTALLATIONS	815.00	815.00	0122230081 5610	MA/GENERAL/MO / REPAIRS/MAINT - O/S
J64C0223	RJV OR COUNTIES PUMP COMPANY I	1,970.00	1,970.00	0124222081 5610	OPERATIONS - GROUNDS / REPAIRS/MAINT - O/S
J64C0224	FERGUSON ENTERPRISES INC	1,771.31	1,771.31	0138239081 4410	BALL/PLUMB/MO / EQUIPMENT -
J64C0225	SAFETY KLEEN	1,150.00	1,150.00	0128220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
J64C0226	ACTION DOOR REPAIR CORPORATION	939.00	939.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
J64C0227	COLLINS BUSINESS EQUIPMENT	657.23	657.23	0119283039 5610	SYS/OTHER PUPIL / REPAIRS/MAINT - O/S
J64C0228	STAPLES ADVANTAGE	490.00	490.00	0105105072 4320	CLASS HR/GENL ADM / OTHER OFFICE/MISC

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J64C0229	FLEET SERVICES INC	6,930.12	6,930.12	0179113036 5610	GARAGE/TRANS-REG ED/TRANSPORT /
J64C0230	PLUMBING AND INDUSTRIAL SUPPLY	1,840.69	1,840.69	0150239081 4410	ADMIN/PLUMB/MO / EQUIPMENT -
J64C0231	RUSSELL SIGLER INC DBA SIGLER	9,336.00	9,336.00	0120235081 4410	ANAHEIM/HVAC/MO / EQUIPMENT -
J64C0232	WESTEL COMMUNICATION SERVICES	16,349.86	16,349.86	0108108077 5610	INFO SYSTEM/DP / REPAIRS/MAINT - O/S SERVICES
J64C0233	A LINE INC	325.00	325.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
J64C0234	GLASBY MAINTENANCE SUPPLY CO.	1,218.00	1,218.00	0127000081 4410	KE/MO / EQUIPMENT - NON-CAPITALIZED
J64C0236	A I FENCE COMPANY	2,225.88	2,225.88	0123232081 4410	SA/FENCE/MO / EQUIPMENT - NON-CAPITALIZED
J64C0237	FRED PRYOR SEMINARS	445.00	445.00	0117469021 5210	ED/EDUCATOR EFFECTIVENESS/SUPR / TRAVEL
J64C0239	EBERHARD EQUIPMENT	1,502.06	1,502.06	0148222081 5620	HANDEL/OPERATIONS-GROUND/MO /
J64C0240	RIV OR COUNTIES PUMP COMPANY I	1,520.00	1,520.00	0123222081 5610	OPERATIONS - GROUNDS / REPAIRS/MAINT - O/S
J64C0242	CULVER NEWLIN	6,409.48	5,061.64	0122088039 4320	MA/PARENT CENTER/OTH PUPIL SER / OTHER
			1,347.84	0122088039 4410	MA/PARENT CENTER/OTH PUPIL SER / EQUIPMENT
J64M0140	BROOKS INSTALLATIONS	2,900.00	1,750.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
			1,150.00	0138230081 5610	BALL/GENERAL/MO / REPAIRS/MAINT - O/S
J64M0142	ORANGE COUNTY FIRE PROTECTION	13,830.00	13,830.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S
J64M0143	SIMPLEXGRINNELL	3,583.00	3,583.00	0120231081 5610	ANAHEIM/ELECTRIC/MO / REPAIRS/MAINT - O/S
J64M0144	J AND A FENCE	15,490.00	15,490.00	0123232081 5610	SA/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
J64M0145	KNORR SYSTEMS	14,972.82	14,972.82	0128240081 5610	CY/POOL/MO / REPAIRS/MAINT - O/S SERVICES
J64M0146	GOLDEN STATE PAVING CO INC	2,950.00	2,950.00	0169238081 5610	TRIDENT/PAVING/MO / REPAIRS/MAINT - O/S
J64M0147	QUALITY ENVIRONMENTAL INC	19,960.00	19,960.00	0134230081 5610	WA/GENERAL/MO / REPAIRS/MAINT - O/S
J64M0148	PRO LINE GYM FLOORS INC.	44,600.00	25,700.00	0121220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
			18,900.00	0132220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
J64M0149	RIV OR COUNTIES PUMP COMPANY I	14,213.37	14,213.37	0124240081 5610	LOARA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
J64M0151	ALAN SMITH POOL	4,700.00	4,700.00	0124240081 5610	LOARA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
J64M0152	JM AND J CONTRACTORS	4,700.00	4,700.00	0150230081 5610	ADMIN/GENERAL/MO / REPAIRS/MAINT - O/S

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J64R1178	THE FLIPPEN GROUP LLC	550.00	550.00	0138381010 5210	BALL/ECIA1/INSTR / TRAVEL AND CONFERENCE
J64R1536	AVID CENTER	3,625.00	2,900.00 725.00	0135000910 5210 0135379010 5210	DA/LCFF-CONCENTRATION/INSTR / TRAVEL AND TITLE III LIMITED ENG PROF / TRAVEL AND
J64R1697	WORLDSTRIDES ONSTAGE PROGRAMS	3,179.00	3,179.00	0120000910 5620	AN/LCFF-CONCENTRATION/INSTR /
J64R1811	FISHER SCIENCE EDUCATION	1,264.87	1,264.87	0117537010 4310	ED/OC-CAREER PATHWAYS-OCCPP /
J64R1813	CAROLINA BIOLOGICAL SUPPLY CO.	765.22	765.22	0125032010 4310	KA/GENERAL SCIENCE/INSTR / INSTRUCTIONAL
J64R1814	WEST MUSIC	581.26	581.26	0122400010 4310	MA/MANDATED 1-TIME FUNDS/INSTR /
J64R1815	ORIENTAL TRADING COMPANY	233.29	233.29	0140381010 4310	SOUTH/ECIA1/INSTR / INSTRUCTIONAL MATL &
J64R1816	TEACHERS' CURRICULUM INSTITUTE	854.08	306.72 54.88 492.48	0138381010 4210 0138381010 4310 0138381010 5880	BALL/ECIA1/INSTR / BOOKS AND REFERENCE BALL/ECIA1/INSTR / INSTRUCTIONAL MATL & BALL/ECIA1/INSTR / OTHER OPERATING EXPENSES
J64R1817	AMERICAN SPORTS CENTER	479.52	479.52	0120140027 4320	ANAHEIM/SCH ADM / OTHER OFFICE/MISC
J64R1818	EDUCATIONAL INNOVATIONS INC	135.41	135.41	0140381010 4310	SOUTH/ECIA1/INSTR / INSTRUCTIONAL MATL &
J64R1819	GUITAR CENTER	545.38	545.38	0132400010 4310	OR/MANDATED 1-TIME FUNDS/INSTR /
J64R1820	GUITAR CENTER	322.92	322.92	0132007010 4310	OR/INS MUS/INSTR / INSTRUCTIONAL MATL &
J64R1821	ALL HEART INC.	235.79	235.79	0142012010 4310	OXFORD/HEALTH/INSTR / INSTRUCTIONAL MATL
J64R1822	WRS GROUP LTD	486.64	486.64	0140489510 4310	SO/TUPE-COHORT J-TIER 2/INSTR /
J64R1823	J.W. PEPPER AND SON INC.	374.45	374.45	0122400010 4310	MA/MANDATED 1-TIME FUNDS/INSTR /
J64R1824	BEST BUY BUSINESS ADVANTAGE AC	4,709.86	4,709.86	0142027010 4310	OXFORD/PHYS ED/INSTR / INSTRUCTIONAL MATL
J64R1825	ALL VOLLEYBALL INC	801.25	801.25	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
J64R1826	BACH COMPANY, THE	1,426.59	1,426.59	0140381010 4310	SOUTH/ECIA1/INSTR / INSTRUCTIONAL MATL &
J64R1827	WAXIE SANITARY SUPPLY	1,658.16	57.07 1,601.09	0121400010 4310 0121400010 4410	WE/MANDATED 1-TIME FUNDS/INSTR / WE/MANDATED 1-TIME FUNDS/INSTR /
J64R1828	STAPLES ADVANTAGE	264.43	264.43	0125140027 4320	KA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
J64R1829	NATURAL LEARNING CONCEPTS	213.42	213.42	0128272511 4310	AUTISM/SE SEP CL/SEV / INSTRUCTIONAL MATL &

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J64R1830	BUDDY'S ALL STARS INC	661.40	661.40	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
J64R1831	BUDDY'S ALL STARS INC	382.88	382.88	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
J64R1832	GILSON INC.	592.95	592.95	0128033010 4310	CY/INTSCH/INSTR / INSTRUCTIONAL MATL &
J64R1833	U S POSTAL SERVICE	215.00	215.00	0114114072 5910	WAREHOUSE/GENL ADM / MAILING COSTS
J64R1834	WEST COAST LANYARDS INC.	72.55	72.55	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR /
J64R1835	HOUGHTON MIFFLIN COMPANY	942.82	942.82	0128261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
J64R1836	AVID CENTER	2,175.00	2,175.00	0131379010 5210	TITLE III LIMITED ENG PROF / TRAVEL AND
J64R1837	PRESTWICK HOUSE	46.83	46.83	0128261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
J64R1838	STAPLES ADVANTAGE	268.35	268.35	0107107072 4320	ACCTG /GENL ADM / OTHER OFFICE/MISC
J64R1839	STAPLES ADVANTAGE	215.98	215.98	0108108077 4320	INFO SYSTEM/DP / OTHER OFFICE/MISC SUPPLIES
J64R1840	OFFICE DEPOT	336.92	336.92	0124489510 4310	LO/TUPE-COHORT J-TIER 2/INSTR /
J64R1841	CEREBELLUM CORPORATION	142.74	142.74	0125252011 4310	KA/MILD MODERATE/SE SEP CL/NSE /
J64R1842	UNITED STATES ACADEMIC DECATHL	1,603.62	1,603.62	0122400010 4310	MA/MANDATED I-TIME FUNDS/INSTR /
J64R1843	HOUGHTON MIFFLIN COMPANY	150.70	150.70	0125252011 4210	KA/MILD MODERATE/SE SEP CL/NSE / BOOKS AND
J64R1844	DHARMA TRADING CO.	131.09	131.09	0128005010 4310	CY/ART/INSTR / INSTRUCTIONAL MATL &
J64R1845	UNITED WORLD COLLEGE OF USA, T	1,239.00	1,239.00	0127399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64R1847	YOUTH CHANGE	338.00	338.00	0138381010 5210	BALL/ECIAI/INSTR / TRAVEL AND CONFERENCE
J64R1849	KATELLA HIGH SCHOOL	647.00	647.00	0125000000 8695	KA/NA / GIFTS/GRANTS
J64R1850	ORANGE COUNTY TRANSIT AUTHORIT	1,700.11	1,700.11	0147257011 5880	SEVER HDCP/SE SEP CL/SEV / OTHER OPERATING
J64R1851	B.BAIRD ENTERPRISES	400.00	400.00	0138000910 5210	BA/LCFF-CONCENTRATION/INSTR / TRAVEL AND
J64R1852	SCHOOL SPECIALTY INC	133.63	133.63	0128000031 4320	CY/GUID / OTHER OFFICE/MISC SUPPLIES
J64R1853	FULL SOURCE LLC	319.41	319.41	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR /
J64R1854	FULL SOURCE LLC	251.96	251.96	0142140027 4320	OXFORD/SCH ADM/SCH ADM / OTHER
J64R1855	WAXIE SANITARY SUPPLY	143.08	143.08	0135000081 4347	DALE/MO / OPERATIONS SUPPLIES - MISC

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J64R1856	LEGO EDUCATION	3,332.67	3,332.67	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
J64R1857	C TECH CONSTRUCTION INC.	300.00	300.00	0123230081 5610	SA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
J64R1858	OPTIMA INC.	1,011.60	1,011.60	0122400010 4410	MA/MANDATED 1-TIME FUNDS/INSTR /
J64R1859	BROWN UNIVERSITY	220.60	220.60	0128037010 4310	CY/SOC SCI/INSTR / INSTRUCTIONAL MATL &
J64R1860	GRAINGER	1,502.94	751.47	0120231081 4410	ANAHEIM/ELECTRIC/MO / EQUIPMENT -
J64R1861	SAFETY KLEEN	1,061.22	751.47	0123231081 4410	SA/ELECTRIC/MO / EQUIPMENT -
J64R1862	KANO LABORATORIES INC	522.45	1,061.22	0127220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
J64R1863	SOUTH COAST AIR QUALITY	245.06	522.45	0110236081 4355	MAINTENANCE/LOCKS/MO / MAINTENANCE
J64R1864	GUITAR CENTER	721.63	122.53	0127230081 5880	KE/GENERAL/MO / OTHER OPERATING EXPENSES
J64R1865	OLPIN GROUP INC	914.92	122.53	0128230081 5880	CY/GENERAL/MO / OTHER OPERATING EXPENSES
J64R1866	ROGUE FITNESS	2,824.96	721.63	0148230081 4355	HANDE/LGENERAL/MO / MAINTENANCE SUPPLIES
J64R1867	DATA IMPRESSIONS	887.22	914.92	0120336010 4310	ANAHEIM/ROTC/INSTR / INSTRUCTIONAL MATL &
J64R1868	ACSA'S FOUNDATION FOR EDUC. AD	120.00	2,824.96	0124400010 4310	LO/MANDATED 1-TIME FUNDS/INSTR /
J64R1869	COLLEGE BOARD, THE	475.00	887.22	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
J64R1870	OCDE	3,006.23	120.00	0105105072 5810	CLASS HR/GENL ADM / NON-INSTRUCTIONAL
J64R1871	AMATROL	632.50	475.00	0125000910 5210	KA/LCFF-CONCENTRATION/INSTR / TRAVEL AND
J64R1872	TECHDOCENT LLC	13,488.00	3,006.23	0119283021 5821	SYS/SUPV INST / LEGAL FEES
J64R1873	HAZ PARTY RENTAL	337.49	632.50	0127399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64R1874	SAN DIEGO COUNTY OFFICE OF EDU	3,500.00	13,488.00	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
J64R1875	UNITED STATES TREASURY	7,993.69	337.49	0125000010 5620	KA/INSTR / RENTALS/OPERATING LEASES
J64R1876	STAGE TECH	5,079.00	3,500.00	0163379021 5210	TITLE IIIA / LIMITED ENG PROG / TRAVEL AND
			7,993.69	6900690060 5885	HEALTH AND WELF/ENTERP / GOVERNMENT FEES
			1,127.00	0148230081 5620	HANDE/LGENERAL/MO / RENTALS/OPERATING
			3,952.00	0149230081 5620	GLOVER/GEN MAINT/MO / RENTALS/OPERATING

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J64R1877	MAGNATAG VISIBLE SYSTEMS	1,991.40	1,991.40	0127000010 4410	KE/INSTR / EQUIPMENT - NON-CAPITALIZED
J64R1878	SCHOOL OUTFILTERS	1,898.17	1,704.03 194.14	0124000010 4310 0124400010 4310	LOARA/INSTR / INSTRUCTIONAL MATL & LO/MANDATED 1-TIME FUNDS/INSTR /
J64R1879	FLINN SCIENTIFIC INC	17.87	17.87	0131032010 4310	BR/GEN SCI/INSTR / INSTRUCTIONAL MATL &
J64R1880	WOODWIND AND BRASSWIND	365.58	365.58	0142007010 4310	OXFORD/INS MUS/INSTR / INSTRUCTIONAL MATL
J64R1881	PBS DISTRIBUTION	66.34	66.34	0128012010 4310	CY/HEALTH/INSTR / INSTRUCTIONAL MATL &
J64R1882	VERNIER SOFTWARE	390.34	390.34	0124032010 4310	LOARA/BIOLOGY/INSTR / INSTRUCTIONAL MATL
J64R1883	BACH COMPANY, THE	22,674.08	22,674.08	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR /
J64R1884	CALCULATORS INC	1,699.20	1,699.20	0128000910 4310	CY/LCFF-CONCENTRATION/INSTR /
J64R1885	PRO ED INC.	282.87	282.87	0128252011 4310	CY/MILD MODERATE/SE SEP CL/NSE /
J64R1886	PITSCO INC.	253.00	253.00	0168381010 4310	GI/TITLE I/INSTR / INSTRUCTIONAL MATL &
J64R1887	CAROLINA BIOLOGICAL SUPPLY CO.	867.67	867.67	0168381010 4310	GI/TITLE I/INSTR / INSTRUCTIONAL MATL &
J64R1888	STORESMART	90.86	90.86	0120252011 4310	ANA/MILD MODERATE/SE SEP CL/NS /
J64R1889	WIESER EDUCATIONAL INC.	188.80	188.80	0121251011 4310	COMM HDCP/SE SEP CL/NSEV / INSTRUCTIONAL
J64R1890	WIESER EDUCATIONAL INC.	117.96	117.96	0121252011 4310	WE/MILD MODERATE/SE SEP CL/NSE /
J64R1891	WIESER EDUCATIONAL INC.	253.62	253.62	0121252011 4310	WE/MILD MODERATE/SE SEP CL/NSE /
J64R1892	HEALTH EDSCO	506.91	506.91	0124027010 4310	LOARA/PHYS ED/INSTR / INSTRUCTIONAL MATL &
J64R1893	GARD'S MUSIC	5,269.32	5,269.32	0120400010 6490	AN/MANDATED 1-TIME FUNDS/INSTR /
J64R1894	BUSINESS TRAINING MEDIA INC.	148.63	148.63	0131032010 4310	BR/GEN SCI/INSTR / INSTRUCTIONAL MATL &
J64R1895	NEW MANAGEMENT INC.	2,361.70	2,361.70	0124400010 4310	LO/MANDATED 1-TIME FUNDS/INSTR /
J64R1896	BARNES AND NOBLE	2,650.32	1,032.48 1,617.84	0163379010 4210 0163379021 4210	TITLE IIIA / LIMITED ENG PROF / BOOKS AND TITLE IIIA / LIMITED ENG PROF / BOOKS AND
J64R1897	SPORTS MACHINES AMERICA	756.00	756.00	0124000010 4310	LOARA/INSTR / INSTRUCTIONAL MATL &
J64R1898	AWARDS BY PAUL	627.48	627.48	0163379021 4320	TITLE IIIA / LIMITED ENG PROF / OTHER

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J64R1899	HILLYARD FLOOR CARE SUPPLY	540.86	540.86	0123000010 4310	SA/INSTR / INSTRUNCTIONAL MATL & SUPPLIES
J64R1900	AMAZING WRISTBANDS	359.82	359.82	0138489510 4310	BA/TUPE-COHORT J-TIER 2/INSTR /
J64R1901	ORANGE COUNTY FIRE PROTECTION	637.82	637.82	0179113036 5610	GARAGE/TRANS-REG ED/TRANSPORT /
J64R1902	NIMCO	519.20	519.20	0142489510 4310	OX/TUPE-COHORT J-TIER 2/INSTR /
J64R1903	WOODWIND AND BRASSWIND	5,515.56	5,515.56	0120400010 6490	AN/MANDATED 1-TIME FUNDS/INSTR /
J64R1904	LANGUAGE TESTING INTERNATIONAL	75.00	75.00	0163379021 4310	TITLE IIIA / LIMITED ENG PROG / INSTRUNCTIONAL
J64R1905	LANGUAGE TESTING INTERNATIONAL	135.00	135.00	0163379010 4310	TITLE IIIA / LIMITED ENG PROF / INSTRUNCTIONAL
J64R1906	PARTNERS IN LEARNING PROGRAMS	173.29	173.29	0125000031 4320	KA/GUID / OTHER OFFICE/MISC SUPPLIES
J64R1907	WENGER CORP	2,974.76	430.28	2420731185 4310	ANA/BOND SERIES 2015 - MEAS H /
			2,544.48	2420731185 4410	ANA/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64R1908	BULLFROG FILMS INC.	328.60	328.60	0140489510 4310	SO/TUPE-COHORT J-TIER 2/INSTR /
J64R1909	NIMCO	1,169.44	1,169.44	0144489510 4310	LEX/TUPE-COHORT J-TIER 2/INSTR /
J64R1910	WENGER CORP	9,537.48	8,830.08	2420731185 4310	ANA/BOND SERIES 2015 - MEAS H /
			707.40	2420731185 4410	ANA/BOND SERIES 2015 - MEAS H / EQUIPMENT -
J64R1911	WENGER CORP	3,712.32	3,712.32	2434731185 4310	WA/BOND SERIES 2015 - MEAS H / INSTRUNCTIONAL
J64R1912	GOPHER SPORTS EQUIPMENT	2,638.34	2,638.34	0127028010 4310	KE/ATHLET/INSTR / INSTRUNCTIONAL MATL &
J64R1913	NASCO MODESTO	917.95	917.95	0120489510 4310	AN//TUPE-COHORTJ-TIER 2/INSTR /
J64R1914	HOME DEPOT CREDIT SERVICES	1,199.01	1,199.01	0140022010 4410	SOUTH/WOOD/INSTR / EQUIPMENT -
J64R1915	BSN SPORTS	1,016.08	1,016.08	0134054010 4310	WA/AFTSCHL/ANCIL / INSTRUNCTIONAL MATL &
J64R1916	HEALTH ED CO	249.26	249.26	0144489510 4310	LEX/TUPE-COHORT J-TIER 2/INSTR /
J64R1917	NIMCO	350.29	350.29	0144489510 4310	LEX/TUPE-COHORT J-TIER 2/INSTR /
J64R1918	HEALTH ED CO	670.84	670.84	0120489510 4310	AN//TUPE-COHORTJ-TIER 2/INSTR /
J64R1919	BLICK ART MATERIALS LLC	237.23	237.23	0138489510 4310	BA/TUPE-COHORT J-TIER 2/INSTR /
J64R1920	JUNIOR LIBRARY GUILD	3,103.92	3,103.92	0131000910 4210	BR/LCFFF-CONCENTRATION/INSTR / BOOKS AND

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J64R1921	DEMCO INC	387.28	387.28	0131000910 4210	BR/LCFFF-CONCENTRATION/INSTR / BOOKS AND
J64R1922	PARTAC PEAT CORPORATION	2,076.63	2,076.63	0134054010 4410	WA/AFTSCHL/ANCIL / EQUIPMENT -
J64R1923	BSN SPORTS	1,593.16	1,593.16	0134027010 4310	WA/PHYS ED/INSTR / INSTRUCTIONAL MATL &
J64R1924	ACCU CUT	148.92	148.92	0131000910 4315	BR/LCFFF-CONCENTRATION/INSTR /
J64R1925	GOPHER SPORTS EQUIPMENT	946.38	946.38	0124027010 4310	LOARA/PHYS ED/INSTR / INSTRUCTIONAL MATL &
J64R1926	CONSOLIDATED PLASTIC CO.	283.51	283.51	0108108077 4320	INFO SYSTEM/DP / OTHER OFFICE/MISC SUPPLIES
J64R1927	LECTORUM PUBLICATIONS INC	991.14	991.14	0131000910 4210	BR/LCFFF-CONCENTRATION/INSTR / BOOKS AND
J64R1928	C TECH CONSTRUCTION INC.	300.00	300.00	0123230081 5610	SA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
J64R1929	OFFICE DEPOT	672.06	672.06	0110230081 4410	MAINTENANCE/MO / EQUIPMENT -
J64R1930	OFFICE DEPOT	740.10	740.10	0110230081 4410	MAINTENANCE/MO / EQUIPMENT -
J64R1931	WEB STORES AMERICA INC	297.00	297.00	0119283021 4320	SYS/SUPV INST / OTHER OFFICE/MISC SUPPLIES
J64R1932	HEALTH IMPRESSIONS	756.60	756.60	0172489510 4310	SAFE SCHL/TUPE GNT-COHORT J / INSTRUCTIONAL
J64R1933	CHROMARK CORP.	9,481.92	9,481.92	0172489510 4310	SAFE SCHL/TUPE GNT-COHORT J / INSTRUCTIONAL
J64R1934	NIMCO	1,481.49	1,481.49	0172489510 4310	SAFE SCHL/TUPE GNT-COHORT J / INSTRUCTIONAL
J64R1935	STAPLES ADVANTAGE	296.95	296.95	0113113036 4520	TRANS/REG-ED/TRANSPORTATION / OTHER
J64R1936	STAPLES ADVANTAGE	200.98	200.98	0124400010 4310	LO/MANDATED 1-TIME FUNDS/INSTR /
J64R1937	STAPLES ADVANTAGE	78.71	78.71	0128000031 4320	CY/GUID / OTHER OFFICE/MISC SUPPLIES
J64R1939	SOCALGRAD	996.60	264.60	0161000040 4310	POLARIS/ANCIL / INSTRUCTIONAL MATL &
J64R1940	SOCALGRAD	827.28	732.00	0168000040 4310	GILBERT SOUTH/ANCIL / INSTRUCTIONAL MATL &
J64R1941	ALL VOLLEYBALL INC	427.68	207.36	0161000040 4310	POLARIS/ANCIL / INSTRUCTIONAL MATL &
J64R1942	VELAZQUEZ PRESS	205.91	619.92	0168000040 4310	GILBERT SOUTH/ANCIL / INSTRUCTIONAL MATL &
J64R1944	BELFOR USA GROUP INC	16,895.61	427.68	0124028010 4310	LOARA/ATHLET/INSTR / INSTRUCTIONAL MATL &
			205.91	0163379021 4210	TITLE IIIA / LIMITED ENG PROG / BOOKS AND
			16,895.61	0124230081 5610	LOARA/GENERAL/MO / REPAIRS/MAINT - O/S

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J64R1945	DBQ PROJECT, THE	3,451.00	3,451.00	0117469021 4210	ED/EDUCATOR EFFECTIVENESS/SUPR / BOOKS AND
J64R1946	IDENTICARD SYSTEMS WORLDWIDE I	999.30	999.30	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC
J64R1947	SCOREBOARD SOLUTIONS INC	19,850.00	13,850.00	0128400010 5610	CY/MANDATED 1-TIME FUNDS/INSTR /
			6,000.00	0128811040 5610	ASB/SOFTBALL / REPAIRS/MAINT - O/S SERVICES
J64R1950	CITY OF ANAHEIM	3,742.00	3,742.00	0100908050 5620	USE OF FACILITIES/COMM SERVICE /
J64R1951	MEDCO SPORTS MEDICINE	1,414.03	1,414.03	0142028034 4320	OXFORD/ATHLETICS/HEALTH / OTHER
J64R1952	BCT ENTERTAINMENT	60.48	60.48	0100970081 4355	COMMUNITY SERVICE/MO / MAINTENANCE
J64R1953	KLINGSPOR	356.31	356.31	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
J64R1954	B AND M LAWN AND GARDEN INC	410.39	410.39	0124400010 4310	LO/MANDATED 1-TIME FUNDS/INSTR /
J64R1955	BARNES AND NOBLE	1,079.46	1,079.46	0115115072 4210	EDUCATION/GENL ADM / BOOKS AND REFERENCE
J64R1956	GREENS DISCOUNT GLASS AND SCRE	1,728.00	1,728.00	0125236081 4410	KA/LOCKS/MO / EQUIPMENT - NON-CAPITALIZED
J64R1957	CHEMTOPS	1,396.52	1,396.52	0124230081 4410	LOARA/GENERAL/MO / EQUIPMENT -
J64R1958	KYA SERVICES	1,000.00	1,000.00	0108108077 5610	INFO SYSTEM/DP / REPAIRS/MAINT - O/S SERVICES
J64R1959	TFH USA LTD	133.71	133.71	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1960	LAKESHORE CURRICULUM	386.12	386.12	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1961	PREVENTION PARTNERS	1,149.44	1,149.44	0128489510 4310	CY/TUPE-COHORT J-TIER 2/INSTR /
J64R1962	NIMCO	471.95	471.95	0137489510 4310	SY/TUPE-COHORT J-TIER 2/INSTR /
J64R1963	LAKESHORE CURRICULUM	607.54	607.54	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1964	LAKESHORE CURRICULUM	248.39	248.39	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1965	LAKESHORE CURRICULUM	184.47	184.47	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1966	LAKESHORE CURRICULUM	98.38	98.38	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1967	NASCO MODESTO	120.01	120.01	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1968	TELL STEEL	1,718.29	1,718.29	0111220081 4370	OPERATIONS - GENERAL / REPAIRS - EQUIPMENT
J64R1969	MAACO	2,251.75	2,251.75	0110230081 4370	MAINTENANCE/MO / REPAIRS - EQUIPMENT

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J64R1970	HUMAN RELATIONS MEDIA	368.89	368.89	0124489510 4310	LO/TUPE-COHORT J-TIER 2/INSTR /
J64R1971	ABLENET INC.	187.62	187.62	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1972	HEALTH EDCO	470.50	470.50	0127489510 4310	KE/TUPE-COHORT J-TIER 2/INSTR /
J64R1973	WAXIE SANITARY SUPPLY	4,548.75	623.34	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
			3,925.41	0121000081 4410	WESTERN/MO / EQUIPMENT - NON-CAPITALIZED
J64R1974	NIMCO	712.08	712.08	0124489510 4310	LO/TUPE-COHORT J-TIER 2/INSTR /
J64R1975	UNITED VOLLEYBALL SUPPLY LLC	2,935.31	2,935.31	0123000010 4310	SA/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64R1976	NIMCO	98.89	98.89	0127489510 4310	KE/TUPE-COHORT J-TIER 2/INSTR /
J64R1977	TOYS FOR SPECIAL CHILDREN INC.	57.23	57.23	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1978	MORLEY ATHLETIC SUPPLY CO INC	302.67	302.67	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
J64R1979	GLASBY MAINTENANCE SUPPLY CO.	748.08	748.08	0168000081 4410	GI SOUTH/MO / EQUIPMENT - NON-CAPITALIZED
J64R1980	COLOR TECH SCREENPRINTING INC.	1,000.00	1,000.00	0118118072 5810	GRAPHICS/GENL ADM / NON-INSTRUCTIONAL
J64R1981	SCHOOL SPECIALTY INC	124.15	124.15	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1982	SCHOOL SPECIALTY INC	560.34	560.34	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1983	SCHOOL SPECIALTY INC	3,977.20	3,977.20	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR /
J64R1984	SCHOOL SPECIALTY INC	280.40	280.40	0137000010 4310	SY/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64R1985	CASCIO INTERSTATE MUSIC	162.39	162.39	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R1986	DB SALES AND SERVICE	794.92	794.92	0142235081 4410	OXFORD/HVAC/MO / EQUIPMENT -
J64R1987	FIRE SPRINKLER INPSECTIONS INC	475.00	475.00	0142230081 5610	OXFORD/GENERAL/MO / REPAIRS/MAINT - O/S
J64R1988	PUT IN CUPS LLC	233.64	233.64	0131489510 4310	BR/TUPE-COHORTJ-TIER 2/INSTR / INSTRUCTIONAL
J64R1989	PACIFIC SALES	2,026.78	2,026.78	0135591510 4410	SA/LOC GRANTS/GIFTS / EQUIPMENT -
J64R1990	ETR ASSOCIATES	35.91	35.91	0127489510 4310	KE/TUPE-COHORT J-TIER 2/INSTR /
J64R1991	HOOS, SHANNON	259.20	259.20	0138177072 5230	RISK MANAGEMENT/GENERAL ADMIN /
J64R1992	OCAPICA	1,500.00	1,500.00	0122000910 5880	MA/LCFFF-CONCENTRATION/INSTR / OTHER

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J64R1993	SOUTHERN CALIFORNIA A.P. INC.	745.00	745.00	0128399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64R1994	EMERGENCY ZONE LLC	1,619.46	1,619.46	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR /
J64R1995	B AND M LAWN AND GARDEN INC	293.72	293.72	0123000081 4347	SA/MO / OPERATIONS SUPPLIES - MISC
J64R1996	COLLEGE BOARD, THE	695.00	695.00	0125000910 5210	KA/LCFFF-CONCENTRATION/INSTR / TRAVEL AND
J64R1997	INNOVATION FRONTIER INC.	129.28	129.28	0128033010 4310	CY/INTSC11/INSTR / INSTRUCTIONAL MATL &
J64R1998	OCDE	50.00	50.00	0144140027 5880	LEX/SCH ADM/SCH ADM / OTHER OPERATING
J64R1999	NASCO MODESTO	2,062.37	1,385.90	0125489510 4310	KA/TUPE-COHORT J-TIER 2/INSTR /
			676.47	0125489510 4410	KA/TUPE-COHORT J-TIER 2/INSTR / EQUIPMENT -
J64R2000	OCDE	360.00	360.00	0163379021 5210	TITLE IIIA / LIMITED ENG PROG / TRAVEL AND
J64R2001	IMPERIAL SPRINKLER SUPPLY	5,063.98	5,063.98	0123222081 4410	OPERATIONS - GROUNDS / EQUIPMENT -
J64R2004	SCHOOL SPECIALTY INC	90.17	90.17	0144261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONAL
J64R2005	C AND L CUSTOM JACKETS	1,905.00	1,905.00	0123000010 4310	SA/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64R2006	THREE BEAR ENTERPRISES	650.71	650.71	0124008010 4310	LOARA/VOC MUSIC/INSTR / INSTRUCTIONAL
J64R2007	RPW SERVICES INC	995.00	995.00	0148222081 5610	HANDEL/OPERATIONS-GROUND/MO /
J64R2008	LITANIA SPORTS GROUP INC	429.39	429.39	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
J64R2009	WIZARD SPORTS EQUIPMENT	2,716.20	2,716.20	0124028010 4310	LOARA/ATHLET/INSTR / INSTRUCTIONAL MATL &
J64R2010	KAP7 INC	3,384.55	3,384.55	0124000010 4410	LOARA/INSTR / EQUIPMENT - NON-CAPITALIZED
J64R2011	CENTER FOR DRUG FREE COMMUNITI	5,200.00	5,200.00	0172489510 5880	SAFE SCHL/TUPE GNT-COHORT J / OTHER
J64R2012	SEATING COMPONENT	1,089.92	1,089.92	0121400010 4310	WE/MANDATED 1-TIME FUNDS/INSTR /
J64R2013	BUDDY'S ALL STARS INC	986.64	986.64	0127028010 4310	KE/ATHLET/INSTR / INSTRUCTIONAL MATL &
J64R2014	BLICK ART MATERIALS LLC	1,523.72	1,523.72	0142005010 4410	OXFORD/ART/INSTR / EQUIPMENT -
J64R2015	BUDDY'S ALL STARS INC	1,302.92	1,302.92	0124028010 4310	LOARA/ATHLET/INSTR / INSTRUCTIONAL MATL &
J64R2016	RELIABLE WORKPLACE SOLUTIONS	65.12	65.12	0137000010 4310	SY/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64R2017	PRO STAR	300.00	300.00	0150230081 5610	ADMIN/GENERAL/MO / REPAIRS/MAINT - O/S

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J64R2018	US FOODSERVICE	6,031.44	6,031.44	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -
J64R2019	DEPARTMENT OF GENERAL SERVICES	210.00	210.00	0104104072 5821	CERT HR/GENL ADM / LEGAL FEES
J64R2020	B AND M LAWN AND GARDEN INC	501.54	501.54	0135054040 4347	DALE/AFTSCHL/ANCIL / OPERATIONS SUPPLIES -
J64R2021	RELIABLE WORKPLACE SOLUTIONS	111.07	111.07	0122257511 4310	EMOTION DISTRB/SE SEP CL/SEV /
J64R2022	HILLYARD FLOOR CARE SUPPLY	68,218.30	68,218.30	0111221081 4347	OPERATIONS - CUSTODIAL / OPERATIONS
J64R2023	COLLEGE BOARD	3,000.00	3,000.00	0152152030 4310	PUPIL TEST/TEST / INSTRUCTIONAL MATL &
J64R2024	SOUTHERN CALIFORNIA A.P. INC.	745.00	745.00	0128399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64R2025	UC REGENTS	200.00	200.00	0120381010 5210	ANAHEIM/ECIA1/INSTR / TRAVEL AND
J64R2026	EDUCATIONAL INSIGHTS INC.	113.37	113.37	0147257011 4310	SEVER HDPC/SE SEP CL/SEV / INSTRUCTIONAL
J64R2027	COLLEGE BOARD, THE	430.00	430.00	0122381010 5210	MA/ECIA1/INSTR / TRAVEL AND CONFERENCE
J64R2034	AVID CENTER	2,397.00	2,397.00	0138381010 5210	BALL/ECIA1/INSTR / TRAVEL AND CONFERENCE
J64R2035	LONG BEACH USD	775.00	775.00	0128399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64T0590	SEHI COMPUTER PRODUCTS INC	7,274.88	7,274.88	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
J64T0614	B AND H PHOTO VIDEO INC	1,301.40	1,301.40	0140017010 4310	SO/INDUS TECH/INSTR / INSTRUCTIONAL MATL &
J64T0616	GOV CONNECTION	9,583.31	9,583.31	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
J64T0625	TECHARTS	9,311.00	2,869.52	0128400010 4310	CY/MANDATED 1-TIME FUNDS/INSTR /
			6,141.48	0128400010 4410	CY/MANDATED 1-TIME FUNDS/INSTR / EQUIPMENT
			300.00	0128400010 5610	CY/MANDATED 1-TIME FUNDS/INSTR /
J64T0675	SEHI COMPUTER PRODUCTS INC	17,498.64	14,692.80	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR /
J64T0676	SEHI COMPUTER PRODUCTS INC	971.04	2,805.84	0138000910 4410	BA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
			259.20	0110230081 4320	MAINTENANCE/MO / OTHER OFFICE/MISC
			711.84	0156156072 4320	FACILITIES/GENL ADM / OTHER OFFICE/MISC
J64T0677	SEHI COMPUTER PRODUCTS INC	269,980.20	269,980.20	0108400010 4310	EIT/MANDATED 1-TIME FUNDS/INST /
J64T0678	SEHI COMPUTER PRODUCTS INC	170,688.00	170,688.00	0108400010 4310	EIT/MANDATED 1-TIME FUNDS/INST /
J64T0679	HP DIRECT	9,720.00	9,720.00	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT

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J64T0680	SEHI COMPUTER PRODUCTS INC	9,728.48	9,728.48	0108400010 4310	EIT/MANDATED 1-TIME FUNDS/INST /
J64T0681	SEHI COMPUTER PRODUCTS INC	612.00	612.00	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT
J64T0682	CDW GOVERNMENT INC.	12,328.83	12,328.83	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT
J64T0683	SEHI COMPUTER PRODUCTS INC	11,997.20	11,997.20	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT
J64T0684	SEHI COMPUTER PRODUCTS INC	1,440.00	1,440.00	0100000510 4410	UNRESTRICTED CARRYOVER / EQUIPMENT -
J64T0685	SEHI COMPUTER PRODUCTS INC	29,385.60	14,692.80	0137000910 4310	SY/LCFF-CONCENTRATION/INSTR /
			14,692.80	0137381010 4310	SY/ECIAI/INSTR / INSTRUCTIONAL MATL &
J64T0686	ELB US INC	12,614.00	12,614.00	0100000510 6490	UNRESTRICTED CARRYOVER / EQUIPMENT - OTHER
J64T0687	SEHI COMPUTER PRODUCTS INC	1,425.60	1,425.60	0108400010 4310	EIT/MANDATED 1-TIME FUNDS/INST /
J64T0688	SEHI COMPUTER PRODUCTS INC	1,113.48	1,113.48	0100000510 4410	UNRESTRICTED CARRYOVER / EQUIPMENT -
J64T0689	SEHI COMPUTER PRODUCTS INC	238.20	238.20	0131140027 4320	BR/SCH ADM/SCH ADM / OTHER OFFICE/MISC
J64T0690	VALIANT NATIONAL AV SUPPLY	1,389.31	1,389.31	0137230081 4410	SY/GENERAL/MO / EQUIPMENT -
J64T0691	ACTIONTEC	1,911.00	1,911.00	0108400010 4310	EIT/MANDATED 1-TIME FUNDS/INST /
J64T0692	AIRWOLF 3D	5,539.60	5,539.60	0108400010 6490	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT
J64T0693	ALL COVERED	14,708.76	14,708.76	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT
J64T0694	APPLE INC	6,609.60	6,609.60	0100000510 4410	UNRESTRICTED CARRYOVER / EQUIPMENT -
J64T0695	APPLE INC	4,347.84	4,347.84	0100000510 4410	UNRESTRICTED CARRYOVER / EQUIPMENT -
J64T0696	APPLE INC	4,901.76	4,901.76	0100000510 4410	UNRESTRICTED CARRYOVER / EQUIPMENT -
J64T0697	CDW GOVERNMENT INC.	274.45	274.45	0100000510 4310	UNRESTRICTED CARRYOVER / INSTRUCTIONAL
J64T0698	CDW GOVERNMENT INC.	1,244.07	1,244.07	0108400010 4310	EIT/MANDATED 1-TIME FUNDS/INST /
J64T0699	CDW GOVERNMENT INC.	622.04	622.04	0100000510 4310	UNRESTRICTED CARRYOVER / INSTRUCTIONAL
J64T0700	CENGAGE LEARNING	1,349.92	1,349.92	0100000510 4410	UNRESTRICTED CARRYOVER / EQUIPMENT -
J64T0701	GST INC.	3,173.90	3,173.90	0108400010 4310	EIT/MANDATED 1-TIME FUNDS/INST /
J64T0702	GUITAR CENTER	2,807.99	2,807.99	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT

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J64T0703	RED8 LLC	42,555.00	42,555.00	0100000510 6490	UNRESTRICTED CARRYOVER / EQUIPMENT - OTHER
J64T0704	APPLE INC	1,490.40	1,490.40	0144000910 4310	LEX/LCFF-CONCENTRATION/INSTR /
J64T0705	APPLE INC	1,047.12	1,047.12	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
J64T0706	APPLE INC	1,912.32	950.00	0119271519 4310	SPEECH & LANG/SE OTHER/NSEV /
			962.32	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64T0707	RJ COOPER	100.32	100.32	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64T0708	HEWLETT PACKARD COMPANY	17.47	17.47	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64T0709	RJ COOPER	143.52	143.52	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64T0710	CDW GOVERNMENT INC.	784.08	784.08	0108400010 4310	EIT/MANDATED I-TIME FUNDS/INST /
J64T0711	PCM SALES INC	528.34	528.34	0108400010 4310	EIT/MANDATED I-TIME FUNDS/INST /
J64T0712	ZONES	3,347.89	3,347.89	0108400010 4310	EIT/MANDATED I-TIME FUNDS/INST /
J64T0713	APPLE INC	8,138.40	8,138.40	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
J64T0714	APPLE INC	412.32	412.32	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
J64T0715	APPLE INC	2,138.91	2,138.91	0142002010 4410	OXFORD/BUS ED/INSTR / EQUIPMENT -
J64T0716	APPLE INC	19,516.75	16,276.80	0131381010 4310	BR/ECIAI/INSTR / INSTRUCTIONAL MATL &
			3,239.95	0131381010 4410	BR/ECIAI/INSTR / EQUIPMENT - NON-CAPITALIZED
J64T0717	AUDIO RESOURCE GROUP INC	2,654.20	2,654.20	0128000910 4410	CY/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
J64T0718	AUDIO RESOURCE GROUP INC	472.92	472.92	0140381110 4320	TITLE I - PARENTING / OTHER OFFICE/MISC
J64T0719	AUDIO RESOURCE GROUP INC	6,983.52	3,491.76	0131381010 4410	BR/ECIAI/INSTR / EQUIPMENT - NON-CAPITALIZED
			3,491.76	0131381110 4410	TITLE I - PARENTING / EQUIPMENT -
J64T0720	ADORAMA	264.82	264.82	0132400010 4310	OR/MANDATED I-TIME FUNDS/INSTR /
J64T0721	MCM ELECTRONICS	1,282.58	1,282.58	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
J64T0722	SEHI COMPUTER PRODUCTS INC	1,015.74	1,015.74	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
J64T0723	SWEETWATER	1,251.15	711.16	0132400010 4310	OR/MANDATED I-TIME FUNDS/INSTR /
			539.99	0132400010 4410	OR/MANDATED I-TIME FUNDS/INSTR / EQUIPMENT

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J64T0724	WILLIAMS SOUND LLC	390.19	390.19	0163000921 4320	EL/LCFF-CONCENTRATION/SUPV / OTHER
J64T0725	SEHI COMPUTER PRODUCTS INC	1,150.20	1,150.20	0110230081 4410	MAINTENANCE/MO / EQUIPMENT -
J64T0726	GLOBAL CTI GROUP	1,590.00	1,590.00	0108108077 5610	INFO SYSTEM/DP / REPAIRS/MAINT - O/S SERVICES
J64T0727	SCHOOL SPECIALTY INC	2,240.56	2,240.56	0140000910 4410	SO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
J64T0728	BCT ENTERTAINMENT	2,924.52	237.36	0121393010 4320	WESTERN/VEA-2B/INSTR / OTHER OFFICE/MISC
			2,379.16	0121393010 4410	WESTERN/VEA-2B/INSTR / EQUIPMENT -
			308.00	0121393010 5610	WESTERN/VEA-2B/INSTR / REPAIRS/MAINT - O/S
J64T0729	CDW GOVERNMENT INC.	136.08	136.08	0118118072 4320	GRAPHICS/GENL ADM / OTHER OFFICE/MISC
J64T0730	HEWLETT PACKARD COMPANY	17.47	17.47	0117393010 5880	INSTR SVC/VEA-2B/INSTR / OTHER OPERATING
J64T0731	HEWLETT PACKARD COMPANY	69.88	26.20	0117393010 5880	INSTR SVC/VEA-2B/INSTR / OTHER OPERATING
			43.68	0140007010 4310	SOUTH/INS MUS/INSTR / INSTRUCTIONAL MATL &
J64T0732	APPLE INC	2,076.96	2,076.96	0140007010 4310	SOUTH/INS MUS/INSTR / INSTRUCTIONAL MATL &
J64T0733	B AND H PHOTO VIDEO INC	9,947.68	5,876.08	0117393010 4310	INSTR SVC/VEA-2B/INSTR / INSTRUCTIONAL MATL
			4,071.60	0117393010 4410	INSTR SVC/VEA-2B/INSTR / EQUIPMENT -
J64T0734	SEHI COMPUTER PRODUCTS INC	8,012.32	8,012.32	0108400010 4410	EIT/MANDATED 1-TIME FUNDS/INST / EQUIPMENT
J64T0735	SEHI COMPUTER PRODUCTS INC	3,080.55	3,080.55	0156156072 4410	FACILITIES/GENL ADM / EQUIPMENT -
J64T0736	SEHI COMPUTER PRODUCTS INC	872.06	872.06	0132000910 4410	OR/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
J64T0737	SEHI COMPUTER PRODUCTS INC	34,495.95	34,495.95	0117537010 4410	ED/OC-CAREER PATHWAYS-OCCPP / EQUIPMENT -
J64T0738	VALIANT NATIONAL AV SUPPLY	3,130.92	3,130.92	0120400010 6490	AN/MANDATED 1-TIME FUNDS/INSTR /
J64T0739	APPLE INC	3,438.00	3,438.00	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64T0740	HEWLETT PACKARD COMPANY	157.23	157.23	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64T0741	APPLE INC	2,499.90	2,499.90	0116468010 4310	LOTTERY/RESTRICTED/INSTR / INSTRUCTIONAL
J64T0742	KEM VENTURES INC	357.25	357.25	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64T0743	SEHI COMPUTER PRODUCTS INC	940.62	940.62	0138381010 4410	BALL/ECIA1/INSTR / EQUIPMENT -
J64T0744	SEHI COMPUTER PRODUCTS INC	658.82	658.82	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /

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J64T0745	SEHI COMPUTER PRODUCTS INC	189.60	189.60	0131381010 4310	BR/ECIA1/INSTR / INSTRUCTIONAL MATL &
J64T0746	SEHI COMPUTER PRODUCTS INC	600.22	600.22	0115115021 4410	EDUCATION/SUPV INST / EQUIPMENT -
J64T0747	SEHI COMPUTER PRODUCTS INC	949.02	949.02	0153381021 4410	SP PR ADM/ECIA1/SUPV INST / EQUIPMENT -
J64T0748	MASTERWORKS PRESS	335.00	335.00	0132008010 5880	OR/VOC MUSIC/INSTR / OTHER OPERATING
J64T0749	CLT COMPUTER MWAVE.COM	141.60	141.60	0108108077 4310	INFO SYSTEM/DP / INSTRUCTIONAL MATL &
J64T0750	INTERLIGHT	862.92	862.92	0122000910 4310	MA/LCFF-CONCENTRATION/INSTR /
J64T0751	IDENTICARD SYSTEMS WORLDWIDE I	2,208.94	2,208.94	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC
J64T0752	VISION COMMUNICATIONS CO.	376.92	376.92	0134000910 4310	W/LCFF-CONCENTRATION/INSTR /
J64T0753	BRAINPOP LLC	2,840.00	2,840.00	0132000910 5880	OR/LCFF-CONCENTRATION/INSTR / OTHER
J64T0754	VERNIER SOFTWARE	8,344.13	8,344.13	0140381010 4310	SOUTH/ECIA1/INSTR / INSTRUCTIONAL MATL &
J64T0755	VISION COMMUNICATIONS CO.	1,884.60	1,884.60	0138140027 4320	BALL/SCH ADM/SCH ADM / OTHER OFFICE/MISC
J64T0756	KEM VENTURES INC	1,007.46	1,007.46	0140000910 4310	SO/LCFF-CONCENTRATION/INSTR /
J64T0757	KEM VENTURES INC	1,302.73	1,302.73	0131381010 4310	BR/ECIA1/INSTR / INSTRUCTIONAL MATL &
J64T0758	OCDE	5,227.00	2,148.00	0104104072 5610	CERT HR/GENL ADM / REPAIRS/MAINT - O/S
			3,079.00	0104104072 5880	CERT HR/GENL ADM / OTHER OPERATING
J64T0759	PC AND MAC EXCHANGE	2,697.84	2,697.84	0137381010 4410	SY/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED
J64T0760	NETSOURCE GLOBAL	165.20	165.20	0108108077 4320	INFO SYSTEM/DP / OTHER OFFICE/MISC SUPPLIES
J64T0761	BEST BUY BUSINESS ADVANTAGE AC	719.28	719.28	0131000910 4310	BR/LCFFF-CONCENTRATION/INSTR /
J64T0762	BEST BUY BUSINESS ADVANTAGE AC	1,598.32	1,598.32	0124000910 4410	LO/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
J64T0763	BEST BUY BUSINESS ADVANTAGE AC	270.00	270.00	0124400010 4310	LO/MANDATED I-TIME FUNDS/INSTR /
J64T0765	GOV CONNECTION	1,564.57	1,564.57	0104104072 4410	CERT HR/GENL ADM / EQUIPMENT -
J64T0766	GST INC.	391.91	391.91	0121000910 4310	WE/LCFF-CONCENTRATION/INSTR /
J64T0767	PCM SALES INC	251.21	251.21	0124000010 4310	LOARA/INSTR / INSTRUCTIONAL MATL &
J64T0769	CDW GOVERNMENT INC.	5,109.77	5,109.77	0142024010 4410	OXFORD/MATH/INSTR / EQUIPMENT -

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J64T0770	ZONES	826.22	826.22	0142000910 4310	OX/LCFF-CONCENTRATION/INSTR /
J64T0771	GOPHER SPORTS EQUIPMENT	571.68	571.68	0140027010 4310	SOUTH/PHYS ED/INSTR / INSTRUCTIONAL MATL &
J64T0772	I BLASON LLC	69.09	69.09	0140007010 4310	SOUTH/INS MUS/INSTR / INSTRUCTIONAL MATL &
J64T0773	GST INC.	195.96	195.96	0138013010 4310	BALL/HECT/INSTR / INSTRUCTIONAL MATL &
J64T0774	GST INC.	391.91	391.91	0140381010 4310	SOUTH/ECIA1/INSTR / INSTRUCTIONAL MATL &
J64T0775	CDW GOVERNMENT INC.	722.84	722.84	0138400010 4410	BA/MANDATED 1-TIME FUNDS/INSTR / EQUIPMENT
J64T0776	ZONES	248.18	248.18	0144000910 4310	LEX/LCFF-CONCENTRATION/INSTR /
J64T0777	B AND H PHOTO VIDEO INC	210.60	210.60	0117393010 4320	INSTR SVC/VEA-2B/INSTR / OTHER OFFICE/MISC
J64T0778	ANTHONY LOYA PHOTOGRAPHY	567.16	567.16	0168000010 4310	GI SOUTH/INSTR / INSTRUCTIONAL MATL &
J64T0779	SEHI COMPUTER PRODUCTS INC	2,720.00	1,360.00	0137000910 5880	SY/LCFF-CONCENTRATION/INSTR / OTHER
			1,360.00	0137381010 5880	SY/ECIA1/INSTR / OTHER OPERATING EXPENSES
J64T0780	CDW GOVERNMENT INC.	54,794.78	27,397.39	0137000910 4410	SY/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
			27,397.39	0137381010 4410	SY/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED
J64T0781	MONOPRICE	2,163.07	2,163.07	0132000910 4410	OR/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
J64X0497	SOCALGRAD	1,340.00	1,340.00	0125140027 4320	KA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
J64X0498	SOCALGRAD	14,000.00	14,000.00	0168025040 4310	GILBERT SOUTH/ASB/ANCILLARY /
J64X0499	KELLY PAPER	250.00	250.00	0118118072 4320	GRAPHICS/GENL ADM / OTHER OFFICE/MISC
J64X0500	CYPRESS HS	9,800.00	9,800.00	0128028040 5810	CY/ATHLET/ANCILLARY / NON-INSTRUCTIONAL
	Fund 01 Total:		3,103,898.40		
	Fund 24 Total:		2,016,340.16		
	Fund 69 Total:		7,993.69		
	Total Amount of Purchase Orders:		5,128,232.25		

ANAHEIM UHSD 06/07/16 Vendor Check Register Page 1
 TUE, JUN 07, 2016, 11:40 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--job: 15360076 #J121--prog: CK517 <1.01>--report id: CRRECSOC
 FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
*** VOID CONTINUE *** VOID.CONTINU			0.00	0.00	00133090V6408692
AT AND T	V6406157	5918	6,775.22	6,775.22	00133091
DISCIPLINA POSITIVA I	V6411770	5805	8,000.00	8,000.00	00133092
PARENT INSTITUTE FOR	V6403538	5805	7,560.00	7,560.00	00133093
A TREE OF KNOWLEDGE E	V6410234	5805	260.00	260.00	00133094
ANAHEIM HIGH SCHOOL	V6400260	5810	2,755.00	2,755.00	00133095
APRENDE TUTORING	V6410960	5805	5,786.40	5,786.40	00133096
BRAINIAC LEARNING	V6411570	5805	4,410.00	4,410.00	00133097
HOME DEPOT CREDIT SER	V6405234	4355	2,332.13	2,332.13	00133098
HORIZON	V6408259	4347	1,174.05	1,174.05	00133099
HOTSY EQUIPMENT CO.	V6402080	4347	52.51	52.51	00133100
HOWARD INDUSTRIES	V6402088	4347	21.72	21.72	00133101
HT LEARNING CENTER	V6411573	5805	1,976.50	1,976.50	00133102
IMAGE APPAREL FOR BUS	V6402628	4345	102.37	102.37	00133103
IMPERIAL PRODUCTS INC	V6402137	4410	1,696.34	1,696.34	00133104
IN THE NEWS	V6412300	5880	255.00	255.00	00133105
IXL	V6410650	5880	349.00	349.00	00133106
LEARN WITH IPADS LLC	V6412211	5805	10,168.42	10,168.42	00133107
LINCOLN AQUATICS	V6411554	4310	235.11	235.11	00133108
MD INSTALLATIONS INT'	V6410469	5880	2,300.00	2,300.00	00133109
NO. 1 ACADEMIA DE SER	V6411249	5805	797.50	797.50	00133110
NO. 1 ACHIEVE ACADEMI	V6412192	5805	440.00	440.00	00133111

6469006900605462

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
PACIFIC COACHWAYS CHA	V6407365	5620	2,130.00	2,130.00	00133112
PARK, ESTHER	V6411350	5220	51.30	51.30	00133113
PASCALÉ, CATHERINE	V6412043	5220	32.94	32.94	00133114
RAMIREZ, MARIA T.	V6412066	5220	63.18	63.18	00133115
REAL, JEANNETTE	V6411176	5220	101.20	101.20	00133116
SWITZER, MICHAEL	V6411497	5220	150.33	150.33	00133117
TAYLOR, NATHAN	V6407554	5210	725.00	725.00	00133118
TEAM ATHLETICS	V6409439	4310	712.80	712.80	00133119
VAZQUEZ, LIZBETH SEGU	V6412067	5220	45.90	45.90	00133120
WALSWICK, STEPHEN	V6409298	5210	847.73	847.73	00133121
*** CHECK GAP ***					
CARMAN, CANDICE	V6412031	5220	71.55	71.55	00133124
CARTER REDDY AND ASSO	V6411765	5805	33,030.73	33,030.73	00133125
DHAWAN, SONITA	V6410951	5220	45.85	45.85	00133126
GANAHL LUMBER CO	V6401804	4310	414.76	414.76	00133127
GARTNER, AARON	V6412302	5210	1,900.00	1,900.00	00133128
GOLDEN WEST MEDICAL C	V6401892	5810	235.00	235.00	00133129
GRAINGER	V6404982	4355	287.42	287.42	00133130
GREENS DISCOUNT GLASS	V6409591	4355	728.24	728.24	00133131
GROVE, KELLY A.	V6409563	5220	28.08	28.08	00133132
HAUFFE COMPANY INC	V6412250	5610	7,138.00	7,138.00	00133133
HO, LINH	V6412308	5210	150.00	150.00	00133134

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
HOWARDS APPLIANCES IN	V6411972	4410	3,323.16	3,323.16	00133135
HUTTNER, HEATHER	V6412032	5220	77.82	77.82	00133136
IMPERIAL SPRINKLER SU	V6412200	5610	800.00	800.00	00133137
JAUREGUI, ROBERT	V6411548	5210	434.92	434.92	00133138
JOHNSON CONTROLS	V6406981	4347	948.47	948.47	00133139
JONTRONICS	V6406110	4410	2,326.54	2,326.54	00133140
JUNIOR LIBRARY GUILD	V6402477	4210	3,099.33	3,099.33	00133141
KING, DON JAY	V6408028	5210	666.58	666.58	00133142
LESCRINIER, FRANK	V6412305	5210	109.00	109.00	00133143
LIBRARY STORE, THE	V6402737	4315	213.43	213.43	00133144
MAXIM HEALTHCARE SERV	V6412105	5810	2,533.02	2,533.02	00133145
MIDWEST GLOBAL GROUP	V6410659	4310	834.85	834.85	00133146
MILLAN, JAMIE	V6412306	5210	511.39	511.39	00133147
MODULARHOSE.COM	V6412243	4310	939.87	939.87	00133148
NEW HORIZONS CONTRACT	V6410459	5610	2,360.00	2,360.00	00133149
OFFICE DEPOT	V6403421	4310 4320	1,629.03 851.20	2,480.23	00133150
ORANGE COUNTY BEARING	V6409966	4355	38.88	38.88	00133151
ORANGE COUNTY REGISTE	V6403461	4320 5880	23.78 23.78	47.56	00133152
ORANGE COUNTY TRANSIT	V6406414	5880	14,582.03	14,582.03	00133153
OXFORD TUTORING	V6411261	5805	5,490.50	5,490.50	00133154
PARADIGM HEALTHCARE S	V6403536	5810	3,104.78	3,104.78	00133155

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
PARKHOUSE TIRE INC.	V6403547	4386	669.42	669.42	00133156
PATHWAY COMMUNICATION	V6410645	4410	9,637.35	9,637.35	00133157
PAXTON PATTERSON	V6403589	4310	487.58	487.58	00133158
PENNER PARTITIONS INC	V6403625	4355	99.90	99.90	00133159
PHOTO WAREHOUSE	V6403664	4310	642.42	642.42	00133160
PIPS	V6407384	3601 3602	297,780.38 99,260.12	397,040.50	00133161
PITNEY BOWES	V6403677	5620 5910	162.00 789.51	951.51	00133162
PITSCO INC.	V6403679	4310	1,467.76	1,467.76	00133163
POOL SUPPLY OF ORANGE	V6403700	4347	1,454.55	1,454.55	00133164
PRAXAIR	V6403719	4355	253.99	253.99	00133165
PREVENTION PARTNERS	V6403744	4310	517.30	517.30	00133166
PROFESSIONAL TUTORS O	V6407161	5805	2,465.00	2,465.00	00133167
QUILL CORP.	V6403807	9320	1,090.57	1,090.57	00133168
ROSSIER PARK SCHOOL	V6411451	5860	101,763.83	101,763.83	00133169
SCHOOL SERVICES OF CA	V6404171	5810	12,118.65	12,118.65	00133170
VITAL INSPECTION SERV	V6412251	5610	1,800.00	1,800.00	00133171
*** CHECK GAP ***					
DADDARIO, SARA	V6411580	5210	705.25	705.25	00133173
GREATER ANAHEIM SELPA	V6401927	8311	184,542.68	184,542.68	00133174
HARBEN CALIFORNIA	V6412181	6490	48,908.68	48,908.68	00133175
HOUGHTON MIFFLIN HARC	V6407563	4150	3,000.00	3,000.00	00133176

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
*** VOID CONTINUE ***	VOID.CONTINU		0.00	0.00	00133177
*** VOID CONTINUE ***	VOID.CONTINU		0.00	0.00	00133178
ICS SERVICE CO.	V6406452	5610	28,496.63	28,496.63	00133179
JACKSONS A S BREA	V6406346	4370	522.72	522.72	00133180
JHM SUPPLY INC.	V6411647	4347	1,731.01	1,731.01	00133181
LOS ANGELES FREIGHTLI	V6402833	4410	663.00	663.00	00133182
NORTH ORANGE COUNTY R	V6403384	7223	849,117.42	849,117.42	00133183
PARADIGM HEALTHCARE S	V6403536	5810	4,449.29	4,449.29	00133184
RAYVERN LIGHTING SUPP	V6409867	9320	8,091.90	8,091.90	00133185
REAL, JEANNETTE	V6411176	5220	102.44	102.44	00133186
REALVOLLEYBALL.COM	V6408544	4310	1,565.12	1,565.12	00133187
REFRIGERATION SUPPLIE	V6403873	4347	1,987.47	1,987.47	00133188
REGENCY LIGHTING	V6411239	9320	75.17	75.17	00133189
RELIABLE WORKPLACE SO	V6403889	4310	5.42	5.42	00133190
		4320	295.48	405.39	00133190
		9320	104.49		
REN, XI	V6412310	5220	25.65	25.65	00133191
REVOLVING CASH FUND	V6405190	4310	1,553.03	24,792.49	00133192
		4320	43.07		
		4390	2,631.17		
		5210	2,025.81		
		5810	729.80		
		5880	3,317.40		
		5910	14,492.21		
RHODE ISLAND NOVELTY	V6407641	4310	439.08	439.08	00133193
RIDDELL ALL AMERICAN	V6403939	4310	3,031.70	3,031.70	00133194

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
RUSSELL SIGLER INC DB	V6410420	4347	652.85	652.85	00133195
SERNA, ARMANDO	V6412073	8699	6.33	6.33	00133196
SERNA, ROBERT	V6411990	8699	4.93	4.93	00133197
SOCALGRAD	V6411708	4310	423.90	423.90	00133198
SOUTH COAST BOBCAT IN	V6408673	4347	213.01	213.01	00133199
SOUTHWEST SCHOOL AND	V6404383	9320	1,965.60	1,965.60	00133200
SPICERS PAPER INC	V6404405	4320	864.00	864.00	00133201
SPOT COOLERS	V6411074	6490	17,172.00	17,172.00	00133202
STAGE ACCENTS	V6404431	4310	4,380.58	4,380.58	00133203
STATER BROS	V6407496	4310	71.18	71.18	00133204
STEINBRICK, GAIL	V6408751	5220	75.44	75.44	00133205
SUNBELT STAFFING LLC	V6411943	5810	3,192.00	3,192.00	00133206
SUNBIRD EMBROIDERY	V6404522	4310	1,188.00	1,188.00	00133207
SYCAMORE JR HIGH ASB	V6404569	8699	24.41	24.41	00133208
T MOBILE	V6410424	5918 5930	482.86 238.00	720.86	00133209
UNITED RENTALS	V6404854	5620	2,488.88	2,488.88	00133210
VERA, CARLOS	V6408946	5220	57.78	57.78	00133211
VITAL LINK	V6404963	5880	1,000.00	1,000.00	00133212
*** CHECK GAP ***					
3D MOLECULAR DESIGNS	V6412287	4310	488.15	488.15	00133214
ARMSTRONG, IAN	V6408439	5220	39.69	39.69	00133215
BERARDI, JANET	V6402262	5210	805.79	805.79	00133216

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
CITY OF BUENA PARK	V6400958	5530	2,677.10	2,677.10	00133217
CORWIN PRESS INC.	V6401107	4210	2,613.20	2,613.20	00133218
ELLIOTT, CLAY	V6400977	5220	486.00	486.00	00133219
GOLDSBERRY, JANICE	V6409812	5220	22.41	22.41	00133220
HERNANDEZ, LUIS	V6412065	5220	158.71	158.71	00133221
HERRERA, ROBYN	V6412036	5220	109.36	109.36	00133222
HOME DEPOT CREDIT SER	V6405234	4355	73.07	73.07	00133223
J.W. PEPPER AND SON I	V6402214	4310	189.10	246.85	00133224
		4410	57.75		
*** VOID CONTINUE ***	VOID.CONTINU		0.00	0.00	00133225
JACKSONS A S BREA	V6406346	4347	305.94	6,291.89	00133226
		4370	625.11		
		4375	747.31		
		4376	3,465.18		
		4385	929.88		
		4387	218.47		
JART DIRECT MAIL SERV	V6402271	5810	4,446.70	4,446.70	00133227
JEYCO PRODUCTS INC	V6402332	4375	4,302.82	5,884.44	00133228
		4387	921.71		
		9320	659.91		
JHM SUPPLY INC.	V6411647	4347	798.78	798.78	00133229
JONES SCHOOL SUPPLY	V6402421	4320	201.35	201.35	00133230
KEYBOARD TEACHER, THE	V6404676	4310	691.20	691.20	00133231
KNORR SYSTEMS	V6402610	5610	675.86	675.86	00133232
LOPEZ, DEBRA	V6412025	5220	11.88	11.88	00133233
MOBILE INDUSTRIAL SUP	V6407890	4375	56.00	56.00	00133234

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
NB CONSULTING ENGINEE	V6409786	5610	1,000.00	1,000.00	00133235
NICOLE MILLER AND ASS	V6411341	5810	5,200.00	5,200.00	00133236
OFFICE DIGITAL SOLUTI	V6411101	4310 4320	57,634.12 6,762.85	64,396.97	00133237
PARKER AND COVERT LLP	V6403544	5821	2,767.50	2,767.50	00133238
PARKHOUSE TIRE INC.	V6403547	4386	8,321.25	8,321.25	00133239
PATINO, REUBEN	V6403910	5220	83.81	83.81	00133240
RED ROCK CANYON SCHOO	V6410336	5860	11,671.00	11,671.00	00133241
REFRIGERATION SUPPLIE	V6403873	4347	2,967.84	2,967.84	00133242
REVOLVING CASH FUND	V6405190	5210 5880 8675	2,958.62 9,334.00 2,873.00	15,165.62	00133243
S. C. SIGNS AND SUPPLI	V6410977	4355	597.94	597.94	00133244
SAFETY KLEEN	V6404072	5610	236.51	236.51	00133245
SC FUELS	V6404378	4384	1,047.69	1,047.69	00133246
SCHOOL BUS PARTS	V6404157	4385	727.38	727.38	00133247
SCHOOL KIDS HEALTHCAR	V6412293	4310	572.41	572.41	00133248
SCHOOL NURSE SUPPLY I	V6404166	4320	303.68	303.68	00133249
SCHOOL SAVERS	V6404170	4310	379.35	379.35	00133250
SCHOOL SPECIALTY INC	V6404173	9320	1,426.69	1,426.69	00133251
SCHORR METALS INC	V6404179	4355	708.08	708.08	00133252
SHRED IT USA LLC	V6411124	5810	61.20	61.20	00133253
SO CAL OFFICE TECHNOL	V6406339	5620	496.80	496.80	00133254
SOCALGRAD	V6411708	4310	794.88	1,314.36	00133255

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		4320	519.48		
SOUTHERN COMPUTER WAR	V6412246	4310	250.34	250.34	00133256
SOUTHWEST SCHOOL AND	V6404383	4310	637.60	637.60	00133257
SPICERS PAPER INC	V6404405	4320	1,084.32	1,084.32	00133258
SPINITAR PRESENTATION	V6404407	4310	1,592.41	1,592.41	00133259
SPOT LIGHTING SUPPLIE	V6411867	9320	1,362.42	1,362.42	00133260
STAPLES ADVANTAGE	V6410116	4310	321.59	927.95	00133261
		4320	498.36		
		5810	108.00		
TEACHER'S DISCOVERY	V6404620	4310	298.05	298.05	00133262
TEAM ATHLETICS	V6409439	4310	518.40	518.40	00133263
THOMPSON'S BUILDING M	V6404721	4355	793.75	793.75	00133264
TORO AIRE INC	V6408584	4347	129.60	129.60	00133265
TRAK ENGINEERING INC	V6407572	5610	3,760.00	3,760.00	00133266
TRANE COMPANY, THE	V6407007	4347	94.12	94.12	00133267
TRUCK PRO PTO SALES C	V6403784	4376	5,586.30	5,758.99	00133268
		4385	0.00		
		4387	172.69		
U S POSTAL SERVICE	V6404814	5910	215.00	215.00	00133269
US AIR CONDITIONING D	V6404317	4347	28.08	28.08	00133270
US GAMES	V6404813	4310	1,802.87	1,802.87	00133271
VALLEY VISTA SERVICES	V6411966	5580	4,741.40	4,741.40	00133272
VERNIER SOFTWARE	V6404919	4310	1,824.17	1,824.17	00133273
VISION COMMUNICATIONS	V6404955	4320	3,769.21	4,432.62	00133274
		5610	663.41		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
YAMAHA GOLF CARTS OF	V6405131	5610	1,581.12	1,581.12	00133275
ZAHOREK SYSTEMS INC.	V6410896	4310	746.75	746.75	00133276
ZONES	V6405158	4310	3,653.58	3,653.58	00133277
*** CHECK GAP ***					
AT AND T	V6400374	5918	3,532.75	3,532.75	00133279
B. BAIRD ENTERPRISES	V6412316	5210	400.00	400.00	00133280
CITY OF ANAHEIM	V6400957	5520	246,965.62	300,853.60	00133281
		5530	30,814.58		
		5580	23,073.40		
GAS COMPANY, THE	V6404372	5510	252.90	252.90	00133282
HAUFFE COMPANY INC	V6412250	5610	4,814.00	4,814.00	00133283
JIM'S MUSIC CENTER	V6402345	6490	11,650.65	11,650.65	00133284
JM AND J CONTRACTORS	V6410460	5610	1,960.00	1,960.00	00133285
KNOWLAND CONSTRUCTION	V6409073	6291	5,400.00	5,400.00	00133286
KONICA MINOLTA BUSINE	V6403156	5620	9,371.56	9,371.56	00133287
MUZEO	V6409996	5620	1,350.00	1,350.00	00133288
OFFICE DEPOT	V6403421	4320	168.47	168.47	00133289
ORANGE COUNTY FIRE PR	V6403457	4355	142.50	142.50	00133290
PARK, ESTHER	V6411350	5220	70.20	70.20	00133291
PETTIT, CYNTHIA	V6405571	5210	1,200.96	1,200.96	00133292
RAMIREZ, MARIA T.	V6412066	5220	43.20	43.20	00133293
REN, XI	V6412310	5220	13.23	13.23	00133294
RUTHENBECK, LYNN	V6402876	5220	37.53	37.53	00133295

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
SCHOOL SAVERS	V6404170	4310	131.85	131.85	00133296
SHARP, ELYSE	V6408732	5210	697.07	697.07	00133297
SOUTHERN CALIFORNIA E	V6404370	5210	96,533.19	96,533.19	00133298
STAPLES ADVANTAGE	V6410116	4310 4320	509.28 351.69	860.97	00133299
STATER BROS	V6407496	4310	42.12	42.12	00133300
STUDENTNEST INC.dba S	V6410965	5805	14,668.71	14,668.71	00133301
UNION AUTO SERVICE CE	V6404840	4370 5610	7,670.80 9,952.30	17,623.10	00133302
VAN WYE, SILVIA	V6412078	5220	49.03	49.03	00133303
VAZQUEZ, LIZBETH SEGU	V6412067	5220	44.82	44.82	00133304
VILLEGAS, RAQUEL	V6403836	5220	32.40	32.40	00133305
WALTERS WHOLESale	V6409053	4355	163.93	163.93	00133306
WARD'S NATURAL SCIENC	V6404999	4310	591.58	591.58	00133307
WARDS MEDIA TECH	V6408345	4310	1,878.00	1,878.00	00133308
WEISSMAN'S DESIGNS FO	V6405016	4310	3,035.21	3,035.21	00133309
WEST ED	V6406252	5805	8,889.23	8,889.23	00133310
WESTRUX INTERNATIONAL	V6405053	4370 4376 4385	244.66 117.18 83.27	445.11	00133311
WOODCRAFT	V6405102	4355	78.49	78.49	00133312
WORLDWIDE SUPPLY	V6410955	4410	6,707.72	6,707.72	00133313
PC AND MACECHANGE	V6410706	4410	22,931.64	22,931.64	00133314
SEHI COMPUTER PRODUCT	V6404221	4310 4320	289,153.12 2,255.58	362,044.73	00133315

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		4410	70,636.03		
APOLLO PRINTING AND G	V6410446	5810	2,962.98	2,962.98	00133316
AZEVEDO, VICKY	V6412068	5220	79.67	79.67	00133317
BACH COMPANY, THE	V6407748	4310 5880	693.52 15.48	709.00	00133318
CHAPMAN COAST ROOF CO	V6410263	5610	35,267.14	35,267.14	00133319
CITY OF ANAHEIM	V6400957	5520	4,215.64	4,215.64	00133320
DISCIPLINA POSITIVA I	V6411770	5810	4,000.00	4,000.00	00133321
DUCA, JASON	V6407065	5220	118.75	118.75	00133322
ELLIOTT, MARYJO	V6408060	5210	180.65	180.65	00133323
FARMAN, JUANA	V6406999	5220	122.44	122.44	00133324
FEDEX	V6401675	5910	115.60	115.60	00133325
FLEET SERVICES INC	V6405625	4370 4376 4385	216.86 2,595.15 135.76	2,947.77	00133326
GILBERT SOUTH ASB	V6407543	5880	40.00	40.00	00133327
HARBOR FREIGHT TOOLS	V6401984	4347	382.16	382.16	00133328
JEXCO PRODUCTS INC	V6402332	9320	509.82	509.82	00133329
KATELLA HIGH SCHOOL	V6402515	8695	647.00	647.00	00133330
LAGUNA CLAY CO.	V6402645	4310 4410	1,321.92 6,798.60	8,120.52	00133331
LATHAM TIME COMPANY	V6409059	4355	2,693.63	2,693.63	00133332
LE, CAITLIN	V6411725	5220	65.07	65.07	00133333
LETTER PERFECT SIGNS	V6402726	4355	2,528.50	2,528.50	00133334

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
LIBRARY STORE, THE	V6402737	4315	194.79	194.79	00133335
LIGHTSPEED TECHNOLOGI	V6409682	4410	5,583.62	5,583.62	00133336
LITTLEBITS ELECTRONIC	V6412271	6490	5,128.97	5,128.97	00133337
LOS ANGELES FREIGHTLI	V6402833	4376 4385	497.08 17.88	514.96	00133338
LUCYS LAUNDRY ANAHEIM	V6412017	5560	53.56	53.56	00133339
*** CHECK GAP ***					
ACS BILLING SERVICE	V6400072	5580	4,068.49	4,068.49	00133349
APOLLO PRINTING AND G	V6410446	5810	3,985.20	3,985.20	00133350
ARTIANO SHINOFF AND H	V6408054	5821	15,642.96	15,642.96	00133351
ATKINSON ANDELSON L	V6400383	5821	1,233.75	1,233.75	00133352
BEST BEST AND KRIEGER	V6400491	5821	441.00	441.00	00133353
BMR HEALTH SERVICES I	V6411188	5810	24,000.00	24,000.00	00133354
CITY OF ANAHEIM	V6400957	5520 5530 5580	15,588.21 697.44 2,485.33	18,770.98	00133355
COMPVIEW INC	V6411652	4410	2,137.60	2,137.60	00133356
CVT RECYCLING	V6407455	5580	267.78	267.78	00133357
FARMERS AND MERCHANTS	V6412156	5880	9,009.09	9,009.09	00133358
FERRELLGAS LP	V6411875	5810	2,379.10	2,379.10	00133359
FREESTYLE PHOTOGRAPHI	V6401761	4310	250.27	250.27	00133360
LEW, CHERYLIN	V6412327	5210	1,685.16	1,685.16	00133361
OCDE	V6403452	4310 5210 5821	864.00 1,070.00 3,006.23	165,447.83	00133362

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Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		7141	160,507.60		
*** CHECK GAP ***					
DIGITAL NETWORKS GROU	V6409316	5610	35,075.48	35,075.48	00133364
GAS COMPANY, THE	V6404372	5510	23,105.03	23,105.03	00133365
GONZALEZ, LAURA	V6410576	5220	205.63	205.63	00133366
HARDAWAY, HOWARD AND	V6411288	5880	289.44	289.44	00133367
HEMINGWAY, ROBERT	V6410037	5210	630.60	630.60	00133368
HERNANDEZ, JOSE	V6408762	5880	1,140.00	1,140.00	00133369
*** VOID CONTINUE *** VOID.CONTINU					
HOME DEPOT CREDIT SER	V6405234	4310	0.00	0.00	00133370
		4320	819.02		
		4355	397.93	3,421.66	00133371
		4375	2,199.36		
			5.35		
J.W. PEPPER AND SON I	V6402214	4310	492.61	492.61	00133372
KEYCODE MEDIA	V6411474	4310	295.00	295.00	00133373
KNIGHT, JOHN	V6402393	5721	193.76	193.76	00133374
KONICA MINOLTA BUSINE	V6403156	5620	3,726.72	3,726.72	00133375
MACKIN LIBRARY MEDIA	V6402903	4210	3,649.76	6,066.18	00133376
		4310	2,416.42		
MC COY MILLS FORD	V6411093	4376	126.36	126.36	00133377
MC FADDEN DALE HARDWA	V6403056	4355	2,630.77	2,630.77	00133378
MEDCO SPORTS MEDICINE	V6405872	4310	114.98	1,510.53	00133379
		4320	1,395.55		
MILWAUKEE ELECTRIC TO	V6403148	4355	15.38	15.38	00133380
MONTGOMERY HARDWARE C	V6405624	4355	1,962.17	1,962.17	00133381

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
MOORE MEDICAL CORP.	V6403191	4320	97.45	97.45	00133382
MUSIC AND ARTS CENTER	V6411397	4310 4410	1,307.32 9,497.85	10,805.17	00133383
NATIONAL RESTAURANT A	V6412247	4410	642.47	642.47	00133384
NGUYEN, JENNIFER	V6412319	5210	48.07	48.07	00133385
NIMCO	V6403365	4310	3,883.87	3,883.87	00133386
QUENEAU, JANET	V6405658	5210	1,584.73	1,584.73	00133387
REINDL, SCOTT	V6409277	5220	16.45	16.45	00133388
SAATI, MICHELLE	V6405516	5210	772.10	772.10	00133389
U S BANK	V6406511	4310 4320 5210 5721 5880	6,349.49 2,262.15 395.96 520.53 234.00	9,762.13	00133390
VILLALOBOS, PAUL	V6408956	5210	502.86	502.86	00133391
ALLIANCE ENVIRONMENTA	V6400169	5610	358.60	358.60	00133392
AMERICAN TRANSPORTATI	V6412278	5620	141.65	141.65	00133393
ANAHEIM UNION HIGH SC	V6400267	5454	23,248.48	23,248.48	00133394
BROOKS INSTALLATIONS	V6403919	5610	815.00	815.00	00133395
C TECH CONSTRUCTION I	V6410905	5610	300.00	300.00	00133396
CALIFORNIA DEPT. OF J	V6400689	5880	1,958.00	1,958.00	00133397
CALIFORNIA RETROFIT I	V6406910	4355	487.09	487.09	00133398
CAMERON WELDING SUPPL	V6400741	4310	30.80	30.80	00133399
CANYON AUTO GLASS	V6408005	4376	524.64	524.64	00133400
CAROLINA BIOLOGICAL S	V6400778	4310	1,112.11	1,112.11	00133401

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
CART MAN INC, THE	V6404668	5610	540.39	540.39	00133402
CDW GOVERNMENT INC.	V6400819	4310 4410	2,779.49 1,284.27	4,063.76	00133403
CEMEX	V6404364	4347	2,154.63	2,154.63	00133404
CHAMPION CHEMICAL CO.	V6400860	9320	3,971.98	3,971.98	00133405
CHENG, ADELE	V6409048	5210	110.00	110.00	00133406
CHILD SHUTTLE	V6406415	5870	790.00	790.00	00133407
CHRISTIAN BUILDING MA	V6400919	4355	1,139.02	1,139.02	00133408
CITY AUTO TOP	V6400953	4385	281.10	281.10	00133409
CITY OF ANAHEIM	V6400957	5520 5530 5580	58,497.55 5,880.11 5,442.98	69,820.64	00133410
CLARK SECURITY PRODUC	V6400966	4355	1,125.47	1,125.47	00133411
CLUB Z	V6408640	5805	2,206.82	2,206.82	00133412
COCO PRINTING AND GRA	V6410045	5810	626.40	626.40	00133413
COLLEGE BOARD	V6401012	4310	2,370.00	2,370.00	00133414
COLLEGE BOARD	V6401012	4310	938.00	938.00	00133415
COMPETITIVE AQUATICS	V6401046	4310	75.48	75.48	00133416
COMEXP INC	V6412269	4310	313.80	313.80	00133417
CONTINENTAL CHEMICAL	V6409578	9320	12,960.00	12,960.00	00133418
CRAVELLO, CRIS A.	V6401139	5610	3,188.00	3,188.00	00133419
CREATIVE BUS SALES	V6409840	4376	432.00	432.00	00133420
DEL CARMEN RANGEL, MA	V6412325	5210	165.83	165.83	00133421
ELLIOTT, CLAY	V6400977	4390	253.17	253.17	00133422

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Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ELLIOTT, MARYJO	V6408060	5220	134.69	134.69	00133423
FEDEX	V6401675	5910	47.60	47.60	00133424
GANAHL LUMBER CO	V6401804	4310	502.71	3,782.61	00133425
		4347	11.87		
		4355	3,268.03		
GAZE, ROBBIE	V6411032	5210	1,696.46	1,696.46	00133426
GOSIGNMEUP	V6412264	5805	1,500.00	10,500.00	00133427
		5880	9,000.00		
GREEN, MELANIE	V6405792	5220	92.51	92.51	00133428
GUZMAN, MARIA ISABEL	V6412337	5220	5.89	5.89	00133429
HOME DEPOT CREDIT SER	V6405234	4410	1,199.01	1,199.01	00133430
HOTSY EQUIPMENT CO.	V6402080	4347	25.87	25.87	00133431
J.W. PEPPER AND SON I	V6402214	4310	1,078.81	1,078.81	00133432
JOHNSON, NATALIE	V6409392	5210	767.90	767.90	00133433
KANO LABORATORIES INC	V6402492	4355	553.59	553.59	00133434
LONE STAR PERCUSSION	V6408001	4310	56.16	56.16	00133435
MONTGOMERY HARDWARE C	V6405624	4410	2,599.98	2,599.98	00133436
MUSIC AND ARTS CENTER	V6411397	4310	137.32	137.32	00133437
OCDE	V6403452	5810	2,520.00	2,520.00	00133438
SUAREZ, AIDEE	V6412326	5210	970.55	970.55	00133439
TUPARAN, LUIS	V6410822	5220	785.68	785.68	00133440
U S BANK	V6406511	5210	5,889.55	5,889.55	00133441
ULLOA, ELIZABETH	V6411926	5220	40.94	40.94	00133442
ZISKO, AMBER	V6406552	5220	63.40	63.40	00133443

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
A U H S D FOOD SERVIC	V6400023	4390	714.06	714.06	00133444
A Z BUS SALES INC.	V6400025	4376 4385	198.45 817.15	1,015.60	00133445
A1 TRANSMISSION SERVI	V6400030	4370 5610	514.45 650.00	1,164.45	00133446
AAA ELECTRIC MOTOR SA	V6400033	4347	488.58	488.58	00133447
AARDVARK CLAY AND SUP	V6400035	4310	29.29	29.29	00133448
ACCESSORIE AIR COMPRE	V6405179	4355	491.92	491.92	00133449
ACOUSTICAL MATERIAL S	V6400070	4355	139.26	139.26	00133450
ACTION DOOR REPAIR CO	V6411690	5610	1,933.00	1,933.00	00133451
ADVANCED EQUIPMENT CO	V6412237	5610	1,204.22	1,204.22	00133452
AIA SERVICES LLC	V6412024	4320	833.00	833.00	00133453
AICHELE, STEVEN G.	V6407891	5610	125.00	125.00	00133454
ALBRIGHT LIGHTING PLA	V6410869	4355	509.55	509.55	00133455
ANAHEIM ELEMENTARY SC	V6400254	5100	20,035.37	20,035.37	00133456
ANAHEIM FAMILY YMCA	V6409401	5100	683,969.14	683,969.14	00133457
ANAHEIM HIGH SCHOOL	V6400260	5810	1,486.00	1,486.00	00133458
ANAHEIM KUMON CENTER	V6407160	5805	1,125.00	1,125.00	00133459
APPLE LEARNING COMPAN	V6410236	5805	39.92	39.92	00133460
ARAMARK UNIFORM SERVI	V6407528	4388	373.42	373.42	00133461
BIOMETRICS4ALL INC	V6409224	5880	27.75	27.75	00133462
BROWNE, AUTUMN	V6405269	5210	57.68	57.68	00133463
CALIFORNIA RETROFIT I	V6406910	4355	205.20	205.20	00133464

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
CREATE A PARTY	V6401126	5620	587.50	587.50	00133465
CULVER NEWLIN	V6411589	4310	3,265.92		
		4320	4,382.21	23,738.06	00133466
		4410	16,139.93		
ESZLINGER, ELIZABETH	V6401558	4347	254.80	626.80	00133467
		5210	372.00		
NB CONSULTING ENGINEE	V6409786	5610	29,300.00	29,300.00	00133468
*** CHECK GAP ***					
ADORAMA	V6411023	4310	644.76	644.76	00133471
AFFORDABLE PIANO TUNI	V6412217	5610	855.00	855.00	00133472
ALLIANCE ENVIRONMENTA	V6400169	5610	7,543.80	7,543.80	00133473
APPLE INC	V6400319	4310	1,490.40	13,979.95	00133474
		4410	12,489.55		
APPLE INC	V6400319	4410	421.20	421.20	00133475
AREOR SCIENTIFIC	V6400327	4310	1,925.69	1,925.69	00133476
ART SUPPLY WAREHOUSE	V6400350	4310	23.04	23.04	00133477
ASSOCIATED BUSINESS P	V6400369	5610	147.65	147.65	00133478
ATKINSON ANDELSON L	V6400383	5210	294.00	294.00	00133479
ATVANTAGE ATHLETIC TR	V6411449	5805	24,300.00	24,300.00	00133480
AWARDS BY PAUL	V6400412	4310	702.00	1,750.94	00133481
		4320	1,058.94		
EICHENAUER, MICHELLE	V6408667	5220	16.74	16.74	00133482
*** VOID CONTINUE *** VOID.CONTINU					
FENN TERMITE AND PEST	V6401679	5610	822.00	822.00	00133484
FERRELLGAS LP	V6411875	5810	528.84	528.84	00133485

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GANAHL LUMBER CO	V6401804	4355	3,755.74	3,755.74	00133486
GLASBY MAINTENANCE SU	V6401863	4347 4410	2,592.41 793.80	3,386.21	00133487
GOLDEN STATE WATER CO	V6408018	5530	32,347.15	32,347.15	00133488
GOPHER SPORTS EQUIPME	V6401902	4310	1,456.93	1,456.93	00133489
GRAINGER	V6404982	4355 4376 4410	1,832.22 845.76 1,502.94	4,180.92	00133490
GRAYBAR ELECTRIC COMP	V6401918	4355	45.23	45.23	00133491
GUITAR CENTER	V6401958	4310 4410	868.30 3,320.99	4,189.29	00133492
HOFFMAN, AMBER	V6412317	5210	773.72	773.72	00133493
HOME DEPOT CREDIT SER	V6405234	4310 4355	73.78 406.95	480.73	00133494
HORIZON	V6408259	4347	241.70	241.70	00133495
IZABAL, STACEY	V6411229	4310	720.66	720.66	00133496
J.W. PEPPER AND SON I	V6402214	4310	135.00	135.00	00133497
JUNIORS WESTCOAST GOL	V6411480	4410	3,445.20	3,445.20	00133498
KOBAYASHI, ERIKA	V6412318	5210	714.84	714.84	00133499
KONICA MINOLTA BUSINE	V6403156	5620	2,922.85	2,922.85	00133500
OAK GROVE INSTITUTE	V6403402	5860	15,461.13	15,461.13	00133501
OCDE	V6403452	5810 5870	1,482.00 86,034.74	87,516.74	00133502
OFFICE DEPOT	V6403421	4320 4410	740.10 672.06	1,412.16	00133503
ORANGE COUNTY FIRE PR	V6403457	5610	637.82	637.82	00133504

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ORIENTAL TRADING COMP	V6403475	4310	217.49	217.49	00133505
ORVAC ELECTRONICS	V6403479	4347 4355	79.49 -40.17	39.32	00133506
PACIFIC COACHWAYS CHA	V6407365	5620	700.00	700.00	00133507
PARK PLACE TECHNOLOGI	V6410464	5610	66.59	66.59	00133508
PARTNERS IN LEARNING	V6403552	4320	173.29	173.29	00133509
PAXTON PATTERSON	V6403589	4310	140.15	140.15	00133510
PCM SALES INC	V6412129	4310	557.16	557.16	00133511
PENNER PARTITIONS INC	V6403625	4355	417.42	417.42	00133512
PENTON MEDIA INC.	V6412315	5210	636.00	636.00	00133513
PERMA BOUND	V6403638	4310	3,515.94	3,515.94	00133514
PITSCO INC.	V6403679	4310	765.91	765.91	00133515
PLA SPORTS	V6403681	4410	6,244.30	6,244.30	00133516
POOL SUPPLY OF ORANGE	V6403700	4347	330.48	330.48	00133517
PORTVIEW PREPARATORY	V6411850	5860	6,500.00	6,500.00	00133518
PRESTWICK HOUSE	V6403742	4310	43.95	43.95	00133519
YAMAHA GOLF CARTS OF	V6405131	5610	191.38	191.38	00133520
*** CHECK GAP ***					
CHEMTOPS	V6412342	4410	1,396.52	1,396.52	00133523
HAUFFE COMPANY INC	V6412250	5610	19,256.00	19,256.00	00133524
ING, CHERYL	V6412340	5210	323.91	323.91	00133525
JENKS, ERIN	V6412339	5210	376.55	376.55	00133526
PARKER AND COVERT LLP	V6403544	5821	34,982.64	34,982.64	00133527

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
PATHWAY COMMUNICATION	V6410645	4410	249,587.90	249,587.90	00133528
PITNEY BOWES	V6403677	5910	519.15	519.15	00133529
PRESENTATION FOLDER I	V6403738	5810	685.80	685.80	00133530
RED ROCK CANYON SCHOO	V6410336	5860	38,876.00	38,876.00	00133531
REEL LUMBER SERVICE	V6403871	4355	425.86	425.86	00133532
REFRIGERATION SUPPLIE	V6403873	4347	3,332.39	3,332.39	00133533
RELIABLE WORKPLACE SO	V6403889	4310 9320	28.34 2,399.42	2,427.76	00133534
REPUBLIC SERVICES OF	V6410174	5580	2,042.04	2,042.04	00133535
RIDDLE APPLIANCE AND	V6406711	5610	201.16	201.16	00133536
RIV OR COUNTIES PUMP	V6409881	5610	1,970.00	1,970.00	00133537
RUSSELL SIGLER INC DB	V6410420	4347	1,276.48	1,276.48	00133538
RYLAARSDAM, MICHAEL	V6408791	5210	311.50	311.50	00133539
SPECIAL EVENTS RENTAL	V6411264	5620	910.00	910.00	00133540
THOMSON REUTERS WEST	V6407958	4320	133.62	133.62	00133541
A U H S D FOOD SERVIC	V6400023	4390	172.80	172.80	00133542
AAA ELECTRIC MOTOR SA	V6400033	4347	293.78	293.78	00133543
ADORAMA	V6411023	4310	24.50	24.50	00133544
ALTERNATIVE REVOLVING	V6400190	4210	96.19	8,368.50	00133545
		4310	5,166.30		
		4320	1,280.65		
		4347	304.66		
		4381	50.35		
		4390	1,055.98		
		5210	25.00		
		5610	125.00		
		5880	60.00		

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		5910	204.37		
B AND H PHOTO VIDEO I	V6400422	4310	1,128.33	2,874.82	00133546
		4320	1,746.49		
B AND K ELECTRIC WHOL	V6400623	4355	211.09	211.09	00133547
B AND M LAWN AND GARD	V6400423	4347	1,502.18	1,743.43	00133548
		4370	241.25		
BACH COMPANY, THE	V6407748	4310	3,315.89	3,315.89	00133549
BARNES AND NOBLE	V6400450	4150	241.74	5,314.58	00133550
		4210	5,072.84		
BARNEY'S BLENDS INC.	V6411700	4310	556.80	1,670.40	00133551
		4320	1,113.60		
BCT ENTERTAINMENT	V6406302	4355	60.48	60.48	00133552
BEAN, AMANDA	V6409023	5210	714.35	714.35	00133553
BEE BUSTERS	V6400472	5610	250.00	250.00	00133554
CAL LIFT INC	V6400664	5610	319.56	319.56	00133555
CALIFORNIA STATE TEAC	V6406204	3101	5,974.71	5,974.71	00133556
CART MAN INC, THE	V6404668	5610	2,551.65	2,551.65	00133557
CDW GOVERNMENT INC.	V6400819	4310	356.40	356.40	00133558
COLLINS BUSINESS EQUI	V6401019	5610	604.48	604.48	00133559
CROWN TROPHY	V6401151	4310	154.71	154.71	00133560
EASTBAY INC	V6407374	4310	1,441.53	1,441.53	00133561
FERRELLGAS LP	V6411875	5810	252.55	252.55	00133562
FONG, CATHY	V6408093	5210	686.02	686.02	00133563
NB CONSULTING ENGINEE	V6409786	5810	19,650.00	19,650.00	00133564

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
TECHDOCENT LLC	V6412323	4355	13,488.00	13,488.00	00133565
*** CHECK GAP ***					
A 1 FENCE COMPANY	V6408537	4410	2,225.88	2,225.88	00133567
A Z BUS SALES INC.	V6400025	4385	363.12	363.12	00133568
ALL AMERICAN TROPHY E	V6400159	4320	2,099.52	2,099.52	00133569
ALTERNATIVE REVOLVING	V6400190	4310 4320	1,042.50 50.56	1,093.06	00133570
APPROACH LEARNING AND	V6404702	5860	6,191.95	6,191.95	00133571
ARAMARK UNIFORM SERVI	V6407528	4388	79.33	79.33	00133572
B AND M LAWN AND GARD	V6400423	4347	146.34	146.34	00133573
BARNES AND NOBLE	V6400450	4310	1,008.94	1,008.94	00133574
BEACON DAY SCHOOL	V6409269	5860	11,937.14	11,937.14	00133575
BELFOR USA GROUP INC	V6409702	5610	16,895.61	16,895.61	00133576
BELL PIPE AND SUPPLY	V6400476	4355	121.76	121.76	00133577
BEST BUY BUSINESS ADV	V6408717	4310	4,709.87	4,709.87	00133578
BIO CORPORATION	V6400524	4310	408.14	408.14	00133579
BIO RAD LABORATORIES	V6407739	4410	554.00	554.00	00133580
BLACK AND DECKER U S	V6400533	4355	97.16	97.16	00133581
BLICK ART MATERIALS L	V6401357	4310 4410	3,111.36 2,684.88	5,796.24	00133582
BRAINIAC LEARNING	V6411570	5805	6,265.00	6,265.00	00133583
BUDDY'S ALL STARS INC	V6406311	4310	292.16	292.16	00133584
BUSWEST LLC	V6407892	4376	1,550.39	1,550.39	00133585

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
CITY OF ANAHEIM	V6400957	5620	3,742.00	3,742.00	00133586
COWAN, DARRELL AND BR	V6412256	5805	4,329.46	4,329.46	00133587
CREATIVE BUS SALES	V6409840	4385	128.79	128.79	00133588
CROWN AWARDS	V6412112	4310	389.09	389.09	00133589
CVT RECYCLING	V6407455	5580	1,656.13	1,656.13	00133590
DRAMATISTS PLAY SERVI	V6401439	4310	154.38	154.38	00133591
FLEET SERVICES INC	V6405625	4387	298.30	298.30	00133592
MEEHAN, LACEY	V6409733	5220	166.32	166.32	00133593
OFFICE DEPOT	V6403421	4310	336.92	336.92	00133594
ORANGE COUNTY PUBLIC	V6411157	5810	300.00	300.00	00133595
PARENT INSTITUTE FOR	V6403538	5810	5,400.00	5,400.00	00133596
PARKHOUSE TIRE INC.	V6403547	4386	1,366.18	1,366.18	00133597
POOL SUPPLY OF ORANGE	V6403700	4347	330.48	330.48	00133598
PRINGLES DRAPERIES AN	V6405953	4355	808.16	808.16	00133599
PROTECTION ONE ALARM	V6412084	5620	2,078.00	2,078.00	00133600
REFRIGERATION SUPPLIE	V6403873	4347	1,597.50	1,597.50	00133601
REPUBLIC SERVICES OF	V6410174	5580	3,957.52	3,957.52	00133602
RIDDELL ALL AMERICAN	V6403939	4310	5,675.40	5,675.40	00133603
RIVERSIDE COUNTY OFFI	V6403951	4320 5210	400.00 2,400.00	2,800.00	00133604
RUSSELL SIGLER INC DB	V6410420	4410	2,890.08	2,890.08	00133605
S.C. SIGNS AND SUPPLI	V6410977	4355	124.42	124.42	00133606
SAFETY KLEEN	V6404072	5610	1,297.98	1,297.98	00133607

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
SAN DIEGO COUNTY OFFI	V6404098	5210	3,500.00	3,500.00	00133608
SC FUELS	V6404378	4384	1,967.47	1,967.47	00133609
SCHAFF, MARGARET	V6411888	5850	2,500.00	2,500.00	00133610
SCHOOL BUS PARTS	V6404157	4375	27.40	27.40	00133611
SCHOOL SPECIALTY INC	V6404173	4410 9320	2,240.56 3,268.90	5,509.46	00133612
SCHORR METALS INC	V6404179	4355	72.75	72.75	00133613
SHAMROCK SUPPLY CO.	V6409920	9320	142.56	142.56	00133614
SHERWIN WILLIAMS CO.,	V6410919	4355	51.23	51.23	00133615
SIMPLEXGRINELL	V6404290	5610	1,600.00	1,600.00	00133616
SO CAL OFFICE TECHNOL	V6406339	5620	496.80	496.80	00133617
SOCALGRAD	V6411708	4310	10,118.28	10,118.28	00133618
VILLEGAS, RAQUEL	V6403836	5220	23.22	23.22	00133619
YALE CHASE MATERIALS	V6407574	5610	919.92	919.92	00133620
YAMAHA GOLF CARTS OF	V6405131	5610	505.43	505.43	00133621
YELLOW CAB OF GREATER	V6405135	5870	2,235.00	2,235.00	00133622
ZISKO, AMBER	V6406552	5220	23.76	23.76	00133623
*** CHECK GAP ***					
DEL SOL SCHOOL	V6411308	5860	20,304.00	20,304.00	00133628
SEHI COMPUTER PRODUCT	V6404221	4310 4320 4410 5610	15,108.38 1,147.29 18,846.84 535.00	35,637.51	00133629
SOUTH COAST AIR QUALI	V6404356	5880	245.06	245.06	00133630

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Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
SPICERS PAPER INC	V6404405	4320	768.83	768.83	00133631
SPORTS MACHINES AMERI	V6412329	4310	806.00	806.00	00133632
SPOT COOLERS	V6411074	5620	3,736.80	3,736.80	00133633
SPOT LIGHTING SUPPLIE	V6411867	9320	46.98	46.98	00133634
STERICYLE COMMUNICATI	V6411455	5918	912.94	912.94	00133635
*** CHECK GAP ***					
C2 IMAGING	V6408990	5610	92,691.99	92,691.99	00133637
SOUTHWEST SCHOOL AND	V6404383	9320	25,923.24	25,923.24	00133638
STAGE TECH	V6405298	5620	5,079.00	5,079.00	00133639
STAPLES ADVANTAGE	V6410116	4310	1,661.40	2,785.82	00133640
		4320	1,124.42		
STATER BROS	V6407496	4310	200.33	200.33	00133641
SUNBELT STAFFING LLC	V6411943	5810	7,182.00	7,182.00	00133642
SWEETWATER	V6409201	4310	663.64	1,163.63	00133643
		4410	499.99		
A U H S D FOOD SERVIC	V6400023	4390	39.75	39.75	00133644
ACTION DOOR REPAIR CO	V6411690	5610	939.00	939.00	00133645
ACTIONTEC	V6411696	4310	1,911.00	1,911.00	00133646
ADVANCED OFFICE SERVI	V6408685	5610	573.58	573.58	00133647
AIRWOLF 3D	V6411803	4410	16,085.61	21,625.21	00133648
		6490	5,539.60		
ASPIRAR A LA EDUCACIO	V6411790	5805	4,440.00	4,440.00	00133649
AWARDS BY PAUL	V6400412	4310	777.60	4,910.20	00133650
		4320	4,132.60		

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
B AND M LAWN AND GARD	V6400423	4347	101.11	101.11	00133651
BAY ALARM COMPANY	V6410926	5610	7,148.85	7,148.85	00133652
BAYER HVAC INC.	V6410954	4347	850.94	850.94	00133653
BELL PIPE AND SUPPLY	V6400476	4355	235.81	235.81	00133654
CITY OF ANAHEIM	V6400957	5520 5530 5580	12,004.06 1,728.35 618.66	14,351.07	00133655
COMMUNITY SCIENCE ACA	V6411780	4310	1,377.00	1,377.00	00133656
CORTEZ, LORENA	V6412054	5220	274.75	274.75	00133657
CSM CONSULTING INC.	V6409922	5810	2,300.00	2,300.00	00133658
DAILY SAW SERVICE	V6409559	4385 4388 5910	74.69 138.25 37.00	249.94	00133659
DAM, ANGEL	V6409471	5220	101.82	101.82	00133660
DELTA EDUCATION INC	V6401312	4310	169.23	169.23	00133661
DEMCO INC	V6401318	4210	384.61	384.61	00133662
DHARMA TRADING CO.	V6411544	4310	131.43	131.43	00133663
DIESEL SPECIALISTS	V6406515	4376	797.95	797.95	00133664
DISCIPLINA POSITIVA I	V6411770	5805	8,000.00	8,000.00	00133665
FERRELLGAS LP	V6411875	5810	614.22	614.22	00133666
GANAHL LUMBER CO	V6401804	4347	178.17	178.17	00133667
GARZA, OMAR	V6410553	5220	10.80	10.80	00133668
GLASBY MAINTENANCE SU	V6401863	4347	445.56	445.56	00133669
GOV CONNECTION	V6406748	5880	5,603.26	5,603.26	00133670

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Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GUZMAN, DEANNA	V6405727	5210	692.42	692.42	00133671
HOME DEPOT CREDIT SER	V6405234	4355	264.74	264.74	00133672
HOWARD INDUSTRIES	V6402088	4347	688.18	688.18	00133673
J.W. PEPPER AND SON I	V6402214	4310	644.59	644.59	00133674
JARAMILLO, SAMUEL	V6411668	5210	267.48	267.48	00133675
JART DIRECT MAIL SERV	V6402271	5810	8,538.67	8,538.67	00133676
KYA SERVICES	V6411393	5610	1,000.00	1,000.00	00133677
LANGUAGE NETWORK INC	V6409301	5810	8,038.74	8,038.74	00133678
LEXINGTON JUNIOR HIGH	V6402729	5810	380.00	380.00	00133679
LOPEZ, MARIANA	V6409889	5210	637.61	637.61	00133680
MEEHAN, LACEY	V6409733	5220	37.80	37.80	00133681
MOBILE INDUSTRIAL SUP	V6407890	4375	58.52	58.52	00133682
MONTES, MICHELE	V6403112	5220	13.45	13.45	00133683
NICOLE MILLER AND ASS	V6411341	5810	5,200.00	5,200.00	00133684
NORKIN, LYNDI	V6412136	5220	212.93	212.93	00133685
OCAPICA	V6407506	5880	1,500.00	1,500.00	00133686
PASTUSAK PLUMBING	V6403557	5610	5,613.39	5,613.39	00133687
REACH COMMUNICATIONS	V6412304	5805	7,500.00	7,500.00	00133688
RIV OR COUNTIES PUMP	V6409881	5610	5,990.51	5,990.51	00133689
SEHI COMPUTER PRODUCT	V6404221	4310 4410	28,061.40 25,247.80	53,309.20	00133690
SOUTH JHS ASB	V6405227	5810	201.00	201.00	00133691
SOUTHERN CALIFORNIA A	V6406781	5210	745.00	745.00	00133692

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
SPRINT SOLUTIONS INC	V6411072	5918	9,315.31	9,315.31	00133693
THOMASSON, MELANIE	V6410437	4390	505.04	505.04	00133694
TIETZE, BRANDON	V6412351	5210	46.00	46.00	00133695
VISION COMMUNICATIONS	V6404955	4310	1,034.58	22,739.67	00133696
		4320	21,533.80		
		5610	171.29		
A BETTER TOMORROW EDU	V6411565	5805	1,018.61	1,018.61	00133697
ABOVE AND BEYOND LEAR	V6412206	5805	18,053.00	18,053.00	00133698
ACE TUTORING SERVICES	V6409870	5805	900.00	900.00	00133699
APPLE IPAD AND ANDROI	V6411576	5805	876.00	876.00	00133700
APRENDE TUTORING	V6410960	5805	1,789.80	1,789.80	00133701
ARRIZON, ARACELI	V6412116	5220	11.12	11.12	00133702
BEE BUSTERS	V6400472	5610	375.00	375.00	00133703
BELINDA DUNNICK KARGE	V6410918	5805	7,000.00	7,000.00	00133704
BELFLOWER MUSIC	V6400477	4310	227.53	227.53	00133705
BRAINIAC LEARNING	V6411570	5805	5,649.00	5,649.00	00133706
CALIFORNIA DEPT. OF J	V6400689	5880	1,267.00	1,267.00	00133707
CARLSON, WENDY	V6405020	5210	275.05	275.05	00133708
CARTER REDDY AND ASSO	V6411765	5805	16,409.90	16,409.90	00133709
CENTER FOR DRUG FREE	V6400833	5880	5,200.00	5,200.00	00133710
CITY OF ANAHEIM	V6400957	5520	28,372.00	36,077.39	00133711
		5530	5,171.34		
		5580	2,534.05		
COLOR TECH SCREENPRIN	V6412348	5810	1,000.00	1,000.00	00133712

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
DOCTRINA TUTORING	V6410240	5805	190,103.01	190,103.01	00133713
DON JOHNSTON INC	V6401390	4310	108.58	108.58	00133714
ECONOMY RENTALS INC	V6401478	5610 5620	130.64 641.80	772.44	00133715
EDUWIZARDS INC	V6412210	5805	825.00	825.00	00133716
ELEVATE LEARNING LLC	V6411791	5805	7,317.77	7,317.77	00133717
FERGUSON ENTERPRISES	V6409823	4347 4410	8,650.80 1,771.31	10,422.11	00133718
FERRELLGAS LP	V6411875	5810	275.39	275.39	00133719
FIVE STAR RUBBER STAM	V6405116	4310 4320	32.76 22.18	54.94	00133720
FLEET SERVICES INC	V6405625	5610	6,930.12	6,930.12	00133721
ICS SERVICE CO.	V6406452	5620	782.00	782.00	00133722
J.W. PEPPER AND SON I	V6402214	4310	486.72	486.72	00133723
JACKSONS A S BREA	V6406346	4347 4370 4375 4376 4385 4387 5610	1,120.23 349.62 150.81 833.42 305.67 717.67 708.83	4,186.25	00133724
JEYCO PRODUCTS INC	V6402332	4375 4387	3,308.51 330.21	3,638.72	00133725
JHM SUPPLY INC.	V6411647	4347	3,615.61	3,615.61	00133726
JOHNSTONE SUPPLY	V6402415	4347	17.04	17.04	00133727
JUNIOR LIBRARY GUILD	V6402477	4210	3,103.92	3,103.92	00133728
K 12 SPECIALTIES INC	V6407667	4347	88.34	88.34	00133729

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
LAGUNA CLAY CO.	V6402645	5610	2,366.29	2,366.29	00133730
LAIRD PLASTICS	V6406890	4355	4,094.50	4,094.50	00133731
LAKESHORE CURRICULUM	V6402648	4310	347.97	347.97	00133732
LANGUAGE NETWORK INC	V6409301	5810	1,640.00	1,640.00	00133733
LANGUAGE TESTING INTE	V6411351	4310	210.00	210.00	00133734
LEARN WITH IPADS LLC	V6412211	5805	27,346.43	27,346.43	00133735
LINCOLN AQUATICS	V6411554	4347	3,010.01	3,010.01	00133736
LOCH UNLIMITED INC	V6412266	4410	5,101.74	5,101.74	00133737
LOS ANGELES FREIGHTLI	V6402833	4376 4385	303.29 74.64	377.93	00133738
NORTH ORANGE COUNTY R	V6403384	5805	35,875.50	35,875.50	00133739
TAMARA ELIZABETH COLO	V6412357	5805	225.00	225.00	00133740
*** CHECK GAP ***					
*** VOID CONTINUE ***	VOID.CONTINU		0.00	0.00	00133742
AT AND T	V6406157	5918	6,843.45	6,843.45	00133743
J AND A FENCE	V6409989	5610	15,490.00	15,490.00	00133744
KEYCODE MEDIA	V6411474	6490	17,930.26	17,930.26	00133745
*** CHECK GAP ***					
A U H S D FOOD SERVIC	V6400023	4390	1,062.72	1,062.72	00133747
ABC SCHOOL EQUIPMENT	V6400047	4355	1,134.00	1,134.00	00133748
ADVANCE PLACEMENT PRO	V6400103	4310	485,919.00	485,919.00	00133749
ALLIANCE ENVIRONMENTA	V6400169	5610	4,356.00	4,356.00	00133750
ALTERNATIVE REVOLVING	V6400190	4310	1,533.97	3,277.24	00133751

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		4320	581.98		
		4347	59.39		
		4390	849.57		
		5880	56.33		
		5910	196.00		
ARMSTRONG, IAN	V6408439	5220	37.80	37.80	00133752
B AND K ELECTRIC WHOL	V6400623	4355	77.16	77.16	00133753
BALL JR HIGH SCHOOL	V6400433	8699	190.51	190.51	00133754
BEAN, AMANDA	V6409023	5210	260.00	260.00	00133755
BROOKHURST JUNIOR HIG	V6400602	8699	76.64	76.64	00133756
BUDDY'S ALL STARS INC	V6406311	5630	5,843.96	5,843.96	00133757
CITY OF ANAHEIM	V6400957	5520	47,483.82	63,471.70	00133758
		5530	9,305.44		
		5580	6,682.44		
COCO PRINTING AND GRA	V6410045	5810	1,460.16	1,460.16	00133759
CORTEZ, LORENA	V6412054	5220	215.19	215.19	00133760
DAIGNAULT, KARIN	V6402510	5220	51.84	51.84	00133761
DAILY SAW SERVICE	V6409559	5910	37.00	37.00	00133762
DALE JUNIOR HIGH ASB	V6405581	8699	29.86	29.86	00133763
DARTCO TRANSMISSION S	V6401258	4385	74.69	212.94	00133764
		4388	138.25		
DHAWAN, SONITA	V6410951	5220	31.32	31.32	00133765
E.B. BRADLEY COMPANY	V6401456	4355	61.13	61.13	00133766
EARTEC CO INC	V6412281	4410	1,210.45	1,210.45	00133767
EBERHARD EQUIPMENT	V6405532	4347	238.30	238.30	00133768
ECONOMY RENTALS INC	V6401478	5620	1,701.12	1,701.12	00133769

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
EDU REPLACEMENTS LLC	V6411894	4310	750.60	750.60	00133770
EDUCATION WEEK	V6401502	5310	59.94	59.94	00133771
EDUCATIONAL INNOVATIO	V6401510	4310	135.41	135.41	00133772
EDUCATIONAL PRODUCTS	V6401513	4310	155.52	155.52	00133773
ELLISON EDUCATIONAL E	V6401568	4315	130.70	130.70	00133774
ETHORITY LLC	V6411977	5810	944.83	944.83	00133775
ETR ASSOCIATES	V6401609	4310	156.35	156.35	00133776
EVOQUA WATER TECHNOLO	V6408457	4380	647.16	647.16	00133777
EWING IRRIGATION PROD	V6401634	4347	59.84	59.84	00133778
EXPO PROPANE	V6412144	5810	930.26	930.26	00133779
EXPRESS PIPE AND SUPP	V6401644	4355	1,779.30	1,779.30	00133780
FATHER FLAVAGAN'S BOY	V6409821	5810	7,519.10	7,519.10	00133781
FIVE STAR RUBBER STAM	V6405116	4320	143.72	143.72	00133782
FLORES, STEPHANIE	V6412292	5220	235.39	235.39	00133783
GREATER ANAHEIM SELPA	V6401927	5805 8311	12,112.66 184,542.68	196,655.34	00133784
HOOS, SHANNON	V6409552	5230	259.20	259.20	00133785
KATELLA HIGH SCHOOL	V6402515	8699	30.87	30.87	00133786
KNORR SYSTEMS	V6402610	4347	7,387.20	7,387.20	00133787
LEDESMA PALOMINO, STE	V6412026	5210	425.20	425.20	00133788
LEXINGTON JUNIOR HIGH	V6402729	8699	10.91	10.91	00133789
LOARA ASB	V6402803	5810	2,198.00	2,198.00	00133790
MAACO	V6402890	4376	1,115.53	1,575.53	00133791

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		5610	460.00		
MACKIN LIBRARY MEDIA	V6402903	4210	3,021.42	3,021.42	00133792
MAGNATAG VISIBLE SYST	V6402919	4410	1,853.96	1,853.96	00133793
MAGNOLIA HIGH SCHOOL	V6402920	8699	58.04	58.04	00133794
MARCUS MANAGEMENT SOL	V6411856	5805	12,000.00	12,000.00	00133795
MAXIM HEALTHCARE SERV	V6412105	5810	4,376.10	4,376.10	00133796
MC KESSON MEDICAL SUR	V6403060	4310	868.97	868.97	00133797
MCM ELECTRONICS	V6406833	4355	1,282.58	1,232.58	00133798
MEDCO SPORTS MEDICINE	V6405872	4320	708.26	708.26	00133799
NASCO MODESTO	V6403253	4310	2,657.88	2,657.88	00133800
OFFICE DIGITAL SOLUTI	V6411101	4310	42,945.51	42,945.51	00133801
ORANGEVIEW JR HIGH SC	V6403468	8699	115.62	115.62	00133802
PACIFIC COACHWAYS CHA	V6407365	5620	833.75	833.75	00133803
PARK, ESTHER	V6411350	5220	44.55	44.55	00133804
PASCALE, CATHERINE	V6412043	5220	21.06	21.06	00133805
PATINO, REUBEN	V6403910	5220	69.01	69.01	00133806
PHAM, RICK	V6406082	5220	174.42	174.42	00133807
PRACTICE ROOM, THE	V6412057	4310	149.95	149.95	00133808
RAMIREZ, MARIA T.	V6412066	5220	62.64	62.64	00133809
ROGUE FITNESS	V6412312	4310	2,812.72	2,812.72	00133810
RUTHENBECK, LYNN	V6402876	5220	22.95	22.95	00133811
SAVANNA HIGH SCHOOL	V6404130	8699	53.72	53.72	00133812

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
SCHOOL SERVICES OF CA	V6404171	5210	195.00	195.00	00133813
SOUTH JHS ASB	V6405227	8699	240.02	240.02	00133814
SPICERS PAPER INC	V6404405	4320	1,512.57	1,512.57	00133815
STEINBRICK, GAIL	V6408751	5220	137.32	137.32	00133816
SUNBELT STAFFING LLC	V6411943	5810	3,078.00	3,078.00	00133817
SYCAMORE JR HIGH ASB	V6404569	8699	2.92	2.92	00133818
TEACHERS' CURRICULUM	V6404621	4210	306.72	817.60	00133819
		4310	54.88		
		5880	456.00		
TECHARTS	V6412091	5610	2,070.00	2,070.00	00133820
TELL STEEL	V6404633	4370	1,718.29	1,718.29	00133821
THREE BEAR ENTERPRISE	V6411944	4310	602.51	602.51	00133822
TIME AND ALARM SYSTEM	V6404729	5610	208.00	208.00	00133823
TOMARK SPORTS INC.	V6404748	4355	445.68	445.68	00133824
TORO AIRE INC	V6408584	4347	104.76	104.76	00133825
TRUCK PRO PTO SALES C	V6403784	4385	371.50	554.99	00133826
		4387	183.49		
TURF STAR INC	V6404805	4347	261.57	261.57	00133827
ULINE	V6406546	5610	657.87	657.87	00133828
ULTIMATE OFFICE	V6404834	4320	368.13	368.13	00133829
UNI POINT LLC	V6406402	5810	125.00	125.00	00133830
UNITED PARCEL SERVICE	V6408429	5910	252.97	252.97	00133831
US AIR CONDITIONING D	V6404317	4347	200.34	200.34	00133832
VALIANT NATIONAL AV S	V6411885	4310	1,248.90	1,248.90	00133833

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
VALUETINA PIZZA COMPA	V6410252	4310	219.00	219.00	00133834
VAN WYE, SILVIA	V6412078	5220	43.69	43.69	00133835
VAZQUEZ, LIZBETH SEGU	V6412067	5220	37.53	37.53	00133836
VERNIER SOFTWARE	V6404919	4310 4320	376.32 854.76	1,231.08	00133837
VS ATHLETICS INC.	V6404420	4310	894.88	894.88	00133838
WESTERN HIGH SCHOOL A	V6405044	8699	28.12	28.12	00133839
WINTER, LEAH	V6412352	5210	619.28	619.28	00133840
*** CHECK GAP ***					
AMAZING WRISTBANDS	V6411837	4310	333.16	333.16	00133845
CLETA HARDER DEVELOPM	V6407031	5860	5,940.20	5,940.20	00133846
GOLDSBERRY, JANICE	V6409812	5220	5.94	5.94	00133847
ICES EDUCATION LLC	V6411258	5805	886.40	886.40	00133848
K 12 SPECIALTIES INC	V6407667	4347	982.69	982.69	00133849
KOVAR, JANA	V6412359	5210	250.00	250.00	00133850
LE, CAITLIN	V6411725	5220	63.67	63.67	00133851
LEONARD CHAIDEZ TREE	V6402714	4347	40.00	40.00	00133852
LOEPER, ALISON	V6411020	5210	250.00	250.00	00133853
MAJICOO	V6411806	5805	13,770.40	13,770.40	00133854
NO. 1 TUTORIA MAESTRO	V6411524	5805	5,450.64	5,450.64	00133855
TROXELL COMMUNICATION	V6404796	4410	63,818.47	63,818.47	00133856

TOTAL FOR FUND: 0101 GENERAL FUND 6,951,834.24

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		Object Total			
		3101	5,974.71		
		3601	297,780.38		
		3602	99,260.12		
		4150	3,241.74		
		4210	21,347.99		
		4310	1,068,250.60		
		4315	538.92		
		4320	69,056.12		
		4345	56,102.37		
		4347	56,005.88		
		4355	57,500.46		
		4370	12,103.76		
		4375	8,656.72		
		4376	18,988.68		
		4380	647.16		
		4381	50.35		
		4384	3,015.16		
		4385	4,385.52		
		4386	10,356.85		
		4387	2,842.54		
		4388	7,729.25		
		4390	7,284.26		
		4410	588,768.89		
		5100	704,004.51		
		5210	142,990.34		
		5220	6,009.88		
		5230	6,259.20		
		5310	59.94		
		5454	23,248.48		
		5510	23,357.93		
		5520	413,126.90		
		5530	88,621.51		
		5560	53.56		
		5580	57,570.22		
		5610	379,172.05		
		5620	44,079.23		
		5630	5,843.96		
		5721	714.29		
		5805	521,258.31		
		5810	165,193.78		
		5821	58,074.08		
		5850	2,500.00		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
	5860		218,645.25		
	5870		89,059.74		
	5880		67,262.62		
	5910		16,906.41		
	5918		27,862.53		
	5930		238.00		
	6291		5,400.00		
	6490		106,330.16		
	7141		160,507.60		
	7223		849,117.42		
	8311		369,085.36		
	8675		2,873.00		
	8695		647.00		
	8699		872.90		
	9320		63,999.65		

TOTAL FOR FUND: 0101 GENERAL FUND 6,951,834.24

Total Number Of Checks Printed: 736
 Number Of Void Checks Printed: 7
 Number Of Actual Checks Printed: 729

FUND: 2124 GOB 2014 S 2015

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
VITAL INSPECTION SERV V6412251		6291	8,550.00	8,550.00	00133172
				*** CHECK GAP ***	
NB CONSULTING ENGINEE V6409786		6212	14,435.00	14,435.00	00133469
				*** CHECK GAP ***	
CUMMING CONSTRUCTION V6411922		6273	78,965.00	78,965.00	00133624
				*** CHECK GAP ***	

TOTAL FOR FUND: 2124 GOB 2014 S 2015 101,950.00

Object	Object Total
6212	14,435.00
6273	78,965.00
6291	8,550.00
TOTAL FOR FUND: 2124 GOB 2014 S 2015	101,950.00

Total Number Of Checks Printed: 3
 Number Of Void Checks Printed: 0
 Number Of Actual Checks Printed: 3

FUND: 2525 CAPITAL FAC

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
SCHOOL FACILITY CONSU V6404158		5810	1,062.50	1,062.50	00133278

*** CHECK GAP ***

TOTAL FOR FUND: 2525 CAPITAL FAC 1,062.50

Object	Object Total
5810	1,062.50
TOTAL FOR FUND: 2525 CAPITAL FAC	1,062.50

Total Number Of Checks Printed: 1
 Number Of Void Checks Printed: 0
 Number Of Actual Checks Printed: 1

FUND: 2545 CAP FAC AGENCY

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
NB CONSULTING ENGINEE	V6409786	6212	9,950.00	9,950.00	00133470
RUHNAU RUHNAU CLARKE	V6412249	6212	104,200.96	104,200.96	00133566
CUMMING CONSTRUCTION	V6411922	6273	33,535.00	33,535.00	00133625
DEPARTMENT OF TOXIC S	V6406642	6140	1,667.25	1,667.25	00133626
			*** CHECK GAP ***		
			*** CHECK GAP ***		
			*** CHECK GAP ***		
TOTAL FOR FUND: 2545 CAP FAC AGENCY			149,353.21		

Object	Object Total
6212	114,150.96
6140	1,667.25
6273	33,535.00
TOTAL FOR FUND: 2545 CAP FAC AGENCY	149,353.21

Total Number Of Checks Printed: 4
 Number Of Void Checks Printed: 0
 Number Of Actual Checks Printed: 4

FUND: 6768 INS-WCI

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
KEENAN ASSOCIATES	V6409242	5811	5,525.00	5,525.00	00133122
				*** CHECK GAP ***	
AUHSD	V6400400	5890	2,659.38	2,659.38	00133340
				*** CHECK GAP ***	
TOTAL FOR FUND: 6768 INS-WCI			8,184.38		

Object	Object Total
5811	5,525.00
5890	2,659.38

TOTAL FOR FUND: 6768 INS-WCI 8,184.38

Total Number Of Checks Printed: 2
 Number Of Void Checks Printed: 0
 Number Of Actual Checks Printed: 2

FUND: 6769 INS - H&W

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
VISION SERVICE PLAN	V6404956	5464	54,082.39	54,082.39	00133123
				*** CHECK GAP ***	
EXPRESS SCRIPTS INC.	V6410974	5895	167,061.97	167,061.97	00133213
				*** CHECK GAP ***	
AMERICAN FIDELITY ASS	V6408036	5450	8,723.97	8,723.97	00133341
ANTHEM BLUE CROSS	V6409810	5461	1,407,451.54	1,407,451.54	00133342
AUHSD	V6400400	5891	788,406.97	788,406.97	00133343
BENISTAR HARTFORD	V6410980	5466	78,251.09	78,251.09	00133344
CALIFORNIA SCHOOLS DE	V6405368	5892	242,233.00	242,233.00	00133345
GALLAGHER BENEFIT SER	V6408675	5812	11,550.00	11,550.00	00133346
HOIMAN PROFESSIONAL C	V6411743	5463	61,017.66	61,017.66	00133347
METLIFE	V6408692	5462	21,912.00	21,912.00	00133348
				*** CHECK GAP ***	
EXPRESS SCRIPTS INC.	V6410974	5895	117,106.09	117,106.09	00133363
				*** CHECK GAP ***	
EXPRESS SCRIPTS INC.	V6410974	5895	133,593.97	133,593.97	00133521
UNITED STATES TREASUR	V6409991	5885	7,933.69	7,933.69	00133522
				*** CHECK GAP ***	
PINNACLE CLAIMS MANAG	V6409946	5812	141,799.19	141,799.19	00133636
				*** CHECK GAP ***	
EXPRESS SCRIPTS INC.	V6410974	5895	124,898.23	124,898.23	00133741

Vendor Check Register

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
VISION SERVICE PLAN	V6404956	5464	53,597.52	53,597.52	00133746
				*** CHECK GAP ***	
AMERICAN FIDELITY ASS	V6408036	5450	8,728.62	8,728.62	00133841
ANTHEM BLUE CROSS	V6409810	5461	1,601,048.51	1,601,048.51	00133842
DELTA DENTAL INSURANC	V6411391	5465	10,870.11	10,870.11	00133843
EXPRESS SCRIPTS INC.	V6410974	5895	158,856.55	158,856.55	00133844
				*** CHECK GAP ***	
HOLMAN PROFESSIONAL C	V6411743	5463	61,065.30	61,065.30	00133857
METLIFE	V6408692	5462	21,928.60	21,928.60	00133858

TOTAL FOR FUND: 6769 INS - H&W 5,282,116.97

Object	Object Total
5450	17,452.59
5461	3,008,500.05
5462	43,840.60
5463	122,082.96
5464	107,679.91
5465	10,870.11
5466	78,251.09
5812	153,349.19
5885	7,933.69
5891	788,406.97
5892	242,233.00
5895	701,516.81
TOTAL FOR FUND: 6769 INS - H&W	5,282,116.97

Total Number Of Checks Printed: 22
 Number Of Void Checks Printed: 0

FUND: 6769 INS - H&W

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
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Number of Actual Checks Printed: 22

ANAHEIM UHSD 06/07/16 Vendor Check Register
TUE, JUN 07, 2016, 11:40 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--job: 15360076 #J121--prog: CK517 <1.01>--report id: CKRECSOC

FUND: 7676 WARRANT/PASSTHRU

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GREATER ANAHEIM SELPA V6401927		9620	3,780,514.00	3,780,514.00	00133627

*** CHECK GAP ***

TOTAL FOR FUND: 7676 WARRANT/PASSTHRU 3,780,514.00

Object	Object Total
9620	3,780,514.00

TOTAL FOR FUND: 7676 WARRANT/PASSTHRU 3,780,514.00

Total Number Of Checks Printed: 1
 Number Of Void Checks Printed: 0
 Number Of Actual Checks Printed: 1

**ANAHEIM UNION HIGH SCHOOL DISTRICT
ASB SUMMARY OF CASH BALANCES
APRIL 2016**

School Name	Prior Month Total	Current Month			Total
		Checking	Petty Cash / Change Fund	Savings	
Anaheim	337,368.65	255,774.03	1,000.00	41,689.16	298,463.19
Western	268,433.29	134,239.34	275.00	120,309.13	254,823.47
Magnolia	113,413.69	118,511.28	700.00	-	119,211.28
Savanna	69,115.99	21,196.95	500.00	19,257.17	40,954.12
Loara	166,373.69	97,649.78	800.00	66,307.84	164,757.62
Katella	148,586.10	167,663.22	2,100.00	-	169,763.22
Kennedy	369,514.36	338,971.96	1,300.00	-	340,271.96
Cypress	724,072.93	610,584.17	1,700.00	50,395.04	662,679.21
Brookhurst	38,230.65	31,974.41	-	-	31,974.41
Orangeview	53,240.32	51,353.02	100.00	-	51,453.02
Walker	115,454.69	106,803.84	-	-	106,803.84
Dale	63,828.50	58,919.12	-	-	58,919.12
Sycamore	38,236.50	42,838.81	-	-	42,838.81
Ball	32,328.15	34,568.36	-	-	34,568.36
South	72,240.62	73,374.88	-	-	73,374.88
Oxford	543,125.72	563,238.70	-	-	563,238.70
Lexington	58,109.61	58,182.96	-	-	58,182.96
Hope	86,762.06	74,692.76	-	-	74,692.76
Gilbert	34,106.91	31,841.16	-	-	31,841.16
Total	3,332,542.43	2,872,378.75	8,475.00	297,958.34	3,178,812.09

Anaheim Union High School District
Cafeteria Fund
Financial Statements
March 2016

Balance Sheet

Anaheim Union High School Dist/Food Services

3/31/2016

Asset	Assets	
CASH		
9120	Cash-Checking	\$6,398,809.61
9122	Change Fund	\$14,380.00
9123	Petty Cash	\$50.00
Total CASH		\$6,413,239.61
RECEIVABLE		
9210	A/R - Current	\$104,371.00
9280	A/R - State	\$285,640.02
9290	A/R - Federal	\$3,577,476.25
Total RECEIVABLE		\$3,967,487.27
INVENTORIES		
9321	Warehouse Food	\$80,601.15
9322	Warehouse Commodity	\$18,670.74
9323	Warehouse Supplies	\$47,052.54
9326	School Food	\$42,834.62
9327	School Commodity	\$9,370.69
9328	School Supplies	\$11,594.78
Total INVENTORIES		\$210,124.52
Total Asset		\$10,590,851.40
		<hr/> <hr/>
Liability	Liabilities and Fund Balance	
LIABILITIES		
9510	A/P - Current	\$1,944,230.14
9530	A/P - Accrued. Vacation	\$99,432.00
9580	Sales Tax Liability	\$8,272.39
9599	Purchases Clearing	\$0.00
9650	Deferred Revenue	\$64,681.91
9780	Reserve/Central Kitchen	\$5,000,000.00
Total LIABILITIES		\$7,116,616.44
Total Liability		\$7,116,616.44
Fund Balance		
FUND BALANCE		
9798	Fund Balance	\$3,779,539.80
Total FUND BALANCE		\$3,779,539.80
Total Fund Balance		\$3,779,539.80
Current Year Profit (Loss)		(\$305,304.85)
Total Liabilities and Fund Balance		\$10,590,851.39
		<hr/> <hr/>

Accounting Period equals 9 - 2016

Statement of Revenues and Expenses

Anaheim Union High School Dist/Food Services

	Period Ending 3/31/2016				Period ending 3/31/2015			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Revenue								
Local Revenue								
8621	\$26,152.50	1.30 %	\$235,449.50	1.39 %	\$26,732.75	1.11 %	\$182,924.50	1.12 %
Elementary - Lunch								
8632	\$6,158.25	0.31 %	\$48,384.00	0.29 %	\$7,171.50	0.30 %	\$39,922.75	0.24 %
High School - Breakfast								
8633	\$55,672.00	2.77 %	\$470,923.25	2.78 %	\$51,413.25	2.14 %	\$367,266.75	2.25 %
High School - Lunch								
8635	\$125,725.28	6.25 %	\$1,079,801.76	6.37 %	\$142,724.82	5.94 %	\$1,090,135.89	6.69 %
A La Carte Sales								
8636	\$144.34	0.01 %	\$1,415.71	0.01 %	\$185.14	0.01 %	\$368.30	0.00 %
Adult Rev. - Breakfast								
8637	\$6,071.65	0.30 %	\$46,433.03	0.27 %	\$6,439.86	0.27 %	\$40,835.03	0.25 %
Adult Rev. - Lunch								
Local Revenue	\$219,924.02	10.94 %	\$1,882,407.25	11.11 %	\$234,667.32	9.77 %	\$1,721,453.22	10.56 %
Federal Reimbursements								
8200	\$332,676.85	16.54 %	\$2,755,312.34	16.26 %	\$395,551.36	16.46 %	\$2,639,254.80	16.19 %
Fed. Meal Rev.-Breakfast								
8220	\$1,262,892.17	62.80 %	\$10,641,441.75	62.80 %	\$1,499,712.32	62.42 %	\$10,134,840.62	62.17 %
Fed. Meal Rev.-Lunch								
8290	\$40,675.32	2.02 %	\$345,707.04	2.04 %	\$51,125.36	2.13 %	\$351,458.56	2.16 %
Misc Fed Rev.-Snack								
Federal Reimbursements	\$1,636,244.34	81.37 %	\$13,742,461.13	81.10 %	\$1,946,389.04	81.02 %	\$13,125,553.98	80.52 %
State Reimbursements								
8500	\$38,575.21	1.92 %	\$319,104.95	1.88 %	\$46,717.49	1.94 %	\$331,652.70	2.03 %
St. Meal Rev.-Breakfast								
8520	\$92,231.20	4.59 %	\$776,837.66	4.58 %	\$111,485.07	4.64 %	\$799,982.54	4.91 %
St. Meal Rev.-Lunch								
State Reimbursements	\$130,806.41	6.51 %	\$1,095,942.61	6.47 %	\$158,202.56	6.58 %	\$1,131,635.24	6.94 %
Other Revenue								
8291	\$0.00	0.00 %	\$18,500.00	0.11 %	\$0.00	0.00 %	\$0.00	0.00 %
Misc Federal Revenue								
8638	(\$1,101.79)	-0.05 %	(\$11,161.37)	-0.07 %	(\$787.98)	-0.03 %	(\$7,753.43)	-0.05 %
Cash Over & Short								
8689	\$0.00	0.00 %	\$0.00	0.00 %	\$0.00	0.00 %	\$115,999.00	0.71 %
Misc Fees/Contract								
8699	\$24,949.31	1.24 %	\$216,238.62	1.28 %	\$64,009.60	2.66 %	\$214,476.44	1.32 %
Spec Activity/Cater								
Other Revenue	\$23,847.52	1.19 %	\$223,577.25	1.32 %	\$63,221.62	2.63 %	\$322,722.01	1.98 %
Total Revenue	\$2,010,822.29	100.00 %	\$16,944,388.24	100.00 %	\$2,402,480.54	100.00 %	\$16,301,364.45	100.00 %
Expense								
Food Purchases & Govnmt								
4700	\$644,363.49	32.04 %	\$6,245,422.11	36.86 %	\$885,296.21	36.85 %	\$6,221,766.25	38.17 %
Food Purchases								
Food Purchases & Govnmt	\$644,363.49	32.04 %	\$6,245,422.11	36.86 %	\$885,296.21	36.85 %	\$6,221,766.25	38.17 %
Supplies								
4300	\$136,002.01	6.76 %	\$784,154.33	4.63 %	\$100,689.70	4.19 %	\$602,678.16	3.70 %
Materials & Supplies								
4400	\$0.00	0.00 %	\$9,121.90	0.05 %	\$0.00	0.00 %	\$0.00	0.00 %
Noncapitalized Equipment								
4790	\$101.80	0.01 %	\$10,871.98	0.06 %	\$20,951.05	0.87 %	\$46,629.08	0.29 %
Supplies (Food)								

Statement of Revenues and Expenses

Anaheim Union High School Dist/Food Services

Expense	Period Ending 3/31/2016				Period ending 3/31/2015			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Supplies								
Supplies	\$136,103.81	6.77 %	\$804,148.21	4.75 %	\$121,640.75	5.06 %	\$649,307.24	3.98 %
Salaries								
2200	\$656,711.23	32.66 %	\$5,640,978.48	33.29 %	\$662,381.28	27.57 %	\$5,036,131.34	30.89 %
Classified Salaries								
2300	\$38,757.30	1.93 %	\$348,134.70	2.05 %	\$39,180.33	1.63 %	\$351,978.97	2.16 %
Class.Sup/Admin Salaries								
2400	\$30,907.59	1.54 %	\$283,809.55	1.67 %	\$33,567.54	1.40 %	\$288,190.10	1.77 %
Clerical/Office Salaries								
2550	\$12,429.00	0.62 %	\$99,432.00	0.59 %	\$12,429.00	0.52 %	\$87,003.00	0.53 %
Food Service Vacation Pay								
Salaries	\$738,805.12	36.74 %	\$6,372,354.73	37.61 %	\$747,558.15	31.12 %	\$5,763,303.41	35.35 %
Benefits								
3202	\$67,015.30	3.33 %	\$581,316.46	3.43 %	\$68,131.17	2.84 %	\$521,036.12	3.20 %
PERS, Classified Position								
3302	\$54,971.67	2.73 %	\$479,592.37	2.83 %	\$56,039.31	2.33 %	\$431,949.82	2.65 %
OASD/MED/Classified Position								
3402	\$191,992.64	9.55 %	\$1,662,100.11	9.81 %	\$185,216.22	7.71 %	\$1,569,733.35	9.63 %
Hlth/Welfare, Classified								
3502	\$363.64	0.02 %	\$3,177.19	0.02 %	\$367.79	0.02 %	\$2,839.55	0.02 %
SUI, Classified Position								
3602	\$16,764.29	0.83 %	\$146,258.59	0.86 %	\$16,145.68	0.67 %	\$124,555.91	0.76 %
Workers Comp, Classified								
Benefits	\$331,107.54	16.47 %	\$2,872,444.72	16.95 %	\$325,900.17	13.57 %	\$2,650,114.75	16.26 %
Other Expenses								
5200	\$1,022.68	0.05 %	\$11,901.55	0.07 %	\$1,257.28	0.05 %	\$17,267.47	0.11 %
Travel & Conference								
5500	\$9,785.50	0.49 %	\$327,016.37	1.93 %	\$9,546.00	0.40 %	\$164,440.38	1.01 %
Operation & Housekeeping								
5600	\$11,635.10	0.58 %	\$142,602.65	0.84 %	\$31,120.55	1.30 %	\$412,563.41	2.53 %
Rental/Lease/Repair								
5650	\$0.00	0.00 %	\$60.00	0.00 %	\$20.00	0.00 %	\$331.75	0.00 %
Bank Fees								
5800	\$0.00	0.00 %	\$11,850.00	0.07 %	\$0.00	0.00 %	\$0.00	0.00 %
Prof. Consult Service								
5900	\$454.63	0.02 %	\$21,139.06	0.12 %	\$1,041.85	0.04 %	\$16,848.17	0.10 %
Fax, Pager, Postage								
6200	\$0.00	0.00 %	\$26,235.96	0.15 %	\$0.00	0.00 %	\$0.00	0.00 %
Bldg & Imp of Bldg								
6400	\$27,283.14	1.36 %	\$150,800.41	0.89 %	\$7,670.00	0.32 %	\$154,977.83	0.95 %
Equipment less \$5000								
Other Expenses	\$50,181.05	2.50 %	\$691,606.00	4.08 %	\$50,655.68	2.11 %	\$766,429.01	4.70 %
Capital Outlay								
6500	\$11,891.77	0.59 %	\$263,717.32	1.56 %	\$141,350.00	5.88 %	\$895,230.16	5.49 %
Equipment-RPmore\$5000								
Capital Outlay	\$11,891.77	0.59 %	\$263,717.32	1.56 %	\$141,350.00	5.88 %	\$895,230.16	5.49 %
Total Expense	\$1,912,452.78	95.11 %	\$17,249,693.09	101.80 %	\$2,272,400.96	94.59 %	\$16,946,150.82	103.96 %
Net Profit (Loss)	\$98,369.51	4.89 %	(\$305,304.85)	-1.80 %	\$130,079.58	5.41 %	(\$644,786.37)	-3.96 %

Accounting Period equals 9 - 2016 and the Prior Accounting Period is equal to Accounting Period equals 9 - 2015

ANAHEIM UNION HIGH SCHOOL DISTRICT
Business Division
2015/16 MONTHLY ENROLLMENT REPORT

Month 9
4/4/16 to 4/29/16

SCHOOL	REGULAR DAY						Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
	9th	10th	11th	12th						
Anaheim	727	754	683	584	2,748	5	94	2,847		
Cypress	673	701	616	632	2,622	1	78	2,701		
Katella	686	690	550	500	2,426	5	148	2,579		
Kennedy	658	587	580	475	2,300	-	81	2,381		
Loara	549	544	517	502	2,112	2	128	2,242		
Magnolia	408	446	409	360	1,623	-	128	1,751		
Oxford	211	203	186	184	784	-	-	784		
Savanna	521	532	421	443	1,917	2	56	1,975		
Western	506	504	441	424	1,875	4	76	1,955		
Total Comprehensive	4,939	4,961	4,403	4,104	18,407	19	789	19,215		
Independent Learning Center	2	4	37	196	239	-	-	239		
Gilbert High School	3	45	277	304	629	9	106	744		
Polaris High School	28	54	81	75	238	-	-	238		
Special Education Transition Program	-	-	-	-	-	-	126	126		
Total Alternative Ed	33	103	395	575	1,106	9	232	1,347		
Hope	-	-	-	-	-	-	212	212		
Total Senior High Schools	4,972	5,064	4,798	4,679	19,513	28	1,233	20,774		

SCHOOL	REGULAR DAY				Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
	7th	8th						
Ball	511	478	989	2	54	1,045		
Brookhurst	529	514	1,043	-	60	1,103		
Dale	592	554	1,146	-	58	1,204		
Lexington	702	634	1,336	2	27	1,365		
Orangeview	393	433	826	-	37	863		
Oxford	208	210	418	-	-	418		
South	765	719	1,484	-	70	1,554		
Sycamore	658	673	1,331	3	65	1,399		
Walker	523	548	1,071	-	27	1,098		
Total Comprehensive	4,881	4,763	9,644	7	398	10,049		
Polaris High School	6	15	21	-	-	21		
Total Alternative Ed	6	15	21	-	-	21		
Total Junior High Schools	4,887	4,778	9,665	7	398	10,070		

DISTRICT TOTAL 30,844

ANAHEIM UNION HIGH SCHOOL DISTRICT

Business Division
2015/16 MONTHLY ENROLLMENT REPORT

**GROWTH vs. DECLINE - MONTH to MONTH COMPARISON
Month 9**

HIGH SCHOOL	Month 8	Month 9	Growth v. (Decline)
Anaheim	2,864	2,847	(17)
Cypress	2,704	2,701	(3)
Katella	2,579	2,579	-
Kennedy	2,394	2,381	(13)
Loara	2,241	2,242	1
Magnolia	1,746	1,751	5
Oxford	784	784	-
Savanna	1,983	1,975	(8)
Western	1,949	1,955	6
Total Senior High	19,244	19,215	(29)

JUNIOR HIGH SCHOOL	Month 8	Month 9	Growth v. (Decline)
Ball	1,044	1,045	1
Brookhurst	1,102	1,103	1
Dale	1,199	1,204	5
Lexington	1,361	1,365	4
Orangeview	865	863	(2)
Oxford	418	418	-
South	1,557	1,554	(3)
Sycamore	1,397	1,399	2
Walker	1,098	1,098	-
Total Junior High	10,041	10,049	8

Total Comprehensive Schools	29,285	29,264	(21)
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Alternative Education	Month 8	Month 9	Growth v. (Decline)
Independent Learning Center	243	239	(4)
Gilbert High School	740	744	4
Hope School	201	212	11
Polaris High School	252	259	7
Special Education Transition Program	127	126	(1)
Total Alternative Ed.	1,563	1,580	17
District Total	30,848	30,844	(4)

2016-17 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/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal 2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/11/2003
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://new.auhsd.us/district/

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 page are on file.

Authorized Representative's Full Name	Michael B. Matsuda
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/16/2016

*****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.

2016-17 Protected Prayer Certification

ESEA Section 9524(b) 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, 916-319-0269

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	06/16/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, 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	06/16/2016
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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	06/14/2016
Meeting minutes web address <small>Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). 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.</small>	
DELAC comment <small>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)</small>	

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.

Title I Part A (Basic Grant) <small>ESEA Sec. 1111 et seq. SACS 3010</small>	Yes
Title I Part D (Delinquent) <small>ESEA Sec. 1401 SACS 3025</small>	No
Title II Part A (Educator Quality) <small>ESEA Sec. 2101 SACS 4035</small>	Yes
Title III Part A Immigrant <small>ESEA Sec. 3102 SACS 4201</small>	Yes
Title III Part A LEP (English Learner)	Yes

*****Warning*****

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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*****Warning*****

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2016-2017 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 29, 2016.**

Anaheim Union High School District _____ School District/Governing Board at its 6-16-16 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2016-2017 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 Anna Corral POSITION Principal
 ADDRESS 811 W. Lincoln ave. CITY Anaheim ZIP 92805
 PHONE 714-999-3717 FAX 714-772-6537 E-MAIL corral_a@auhsd.us

NAME OF SCHOOL Cypress High School
 NAME OF REPRESENTATIVE Dr. Jodie Wales POSITION Principal
 ADDRESS 9801 Valley View St. CITY Cypress ZIP 90630
 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 Russ Earnest POSITION Principal
 ADDRESS 8281 Walker St. CITY La Palma ZIP 90623
 PHONE 714-220-4101 FAX 714-995-1833 E-MAIL earnest_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.**

2016-2017 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 29, 2016.**

Anaheim Union High School District _____ School District/Governing Board at its 6-16-16 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2016-2017 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 _____ POSITION Principal
ADDRESS 1765 W. Cerritos Ave. CITY Anaheim ZIP 92804
PHONE 714-999-3677 FAX 714-999-3703 E-MAIL _____

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 Ron Hoshi POSITION Principal
ADDRESS 5172 Orange Ave. CITY Cypress ZIP 90630
PHONE 714-220-3055 FAX 714-527-7128 E-MAIL hoshi_r@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.**

2016-2017 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 29, 2016**.

Anaheim Union High School District _____ School District/Governing Board at its 6-16-16 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2016-2017 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 Joe Carmona POSITION Principal
ADDRESS 501 S. Western Ave. CITY Anaheim ZIP 92804
PHONE 714-220-4040 FAX 714-220-4027 E-MAIL carmona_c@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.**

Memorandum of Understanding

This Memorandum of Understanding is made and entered into by and between of Anaheim Family YMCA and the Anaheim Union High School District.

I. Purpose

The purpose of this Memorandum of Understanding (MOU) is to maintain an effective working relationship established between the Anaheim Family YMCA and Anaheim Union High School District (AUHSD). AUHSD commits to provide classroom space and facilities for out-of-school programming with AUHSD students for a STEM focused Summer Day Camp via our national collaboration called *Imagine Science*.

Data shows that quality community-based informal STEM learning is engaging and impactful for young people; and youth who have these experiences over time before entering high school are more likely to go on to succeed in life and explore studies and careers in STEM to fill the much-needed jobs in the STEM pipeline.

Orange County Imagine Science believes the STEM program proposed for this summer will inspire the next generation of problem solvers through STEM learning to go on to success in school and in life. Orange County Imagine Science Collaborative is comprised of Anaheim Family YMCA, Boys & Girls Clubs of Garden Grove, Girls Inc. of Orange County and 4-H of Orange County. Collectively we will provide over 1000 youth the opportunity for informal, out-of-school STEM learning while simultaneously tackling summer-learning-loss – for FREE. The curriculum being used is provided by 4-H (one of the collaborative partners), called Junk Drawer Robotics (JDR), and highlights engineering principles using everyday items to design/build simple machines. The camp is targeting incoming 6th grade (40% max) to incoming 8th grade. It will be staffed with our part-time Anaheim Achieves employees trained in the JDR curriculum and in character development. Sessions will run for 2 weeks each, 4 hours per day, for a total of 8 weeks at the 2 High School sites, and 1 Jr. High site listed in the proposal. For each 2 week session, we aim to educate 75 different youth – mostly unserved by any of our 4 organizations regularly – and we aim to inspire a percentage of these youth to continue STEM focused programming in the fall through our Anaheim Achieves programs. We will also be providing transportation to those that may need it, as well as a lunch for each participant.

II. Description of Services

Anaheim Family YMCA will:

1. Anaheim Family YMCA agrees to pay AUHSD custodial services that occur due to OC Imagine Science programming on each school site
2. Anaheim Family YMCA agrees to pay for transportation of youth to and from the school sites where OC Imagine Science is located for the summer of 2016
 - a. Approximately, four busses per day of program duration

Anaheim Union High School District will:

1. AUHSD agrees to provide appropriate space for programming needs
 - a. Three classrooms per site
 - b. Use of field space
 - c. Outdoor eating area for daily snack/ lunch
2. AUHSD agrees to provide restroom access
3. AUHSD agrees to provide temporary storage space for duration of programming

Program Contact:

Chris Kent – STEM Coordinator – ckent@anaheimymca.org – 714-635-9622

Termination of agreement:

The term of this agreement is from the date of execution until July 29, 2016. 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, or to any renewals thereof, must also be by a signed writing.

For: Anaheim Union High School District

For: Anaheim Family YMCA

Signature

Date

Signature

Date

Jaron Fried
Asst. Superintendent, Educational Services

Debbie M. Jauch
VP of Programs



MENTORING YOUTH.
CHANGING FUTURES.

EXHIBIT V V
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 Services

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, 2016 – June 30, 2017.

Anaheim Union High School District
Manuel Colon, Assistant Superintendent
501 N. Crescent Way, P.O. Box 3520
Anaheim, CA 92803

Big Brothers Big Sisters of Orange County
Jessica P. Romley
Director of School Based Programs
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.

Payment from the District to Big Brothers, Big Sisters will follow the payment schedule of the Orange County Community Foundation for the Accelerate Change Together (ACT) for Anaheim grant. Upon receipt of grant funds, and an invoice from Big Brothers Big Sisters, the District will forward to Big Brothers Big Sisters the amount received. It is anticipated the payment for the ACT Grant will be a one-time amount. However, if it is not received in one payment, the District will pay out the receipt amount in accordance to a monthly invoice from Big Brothers Big Sisters. The Grant amount is \$50,000. The total remitted to Big Brothers Big Sisters will be the grant amount less the projected transportation costs of \$8,976, for a total of \$41,024.

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: Jessica P. Romley

Signature of BBBSOC&IE Representative: _____

Title: Director of School Based Programs

Date: _____

Program Grant Management System (PGMS)

Anaheim Union High

(2016)

Allocation Amount	\$607,554.00
Budgeted Amount	\$607,554.00
Indirect Amount	\$28,931.00 *
Application Due Date	Friday, May 27, 2016 5:00 PM
Application Status	Submitted For Review on 5/18/2016 10:53:19 AM
Fiscal Activity	N/A
Signed GAN Received by CDE	Not Received

* Subject to change based on Capital Outlay and actual expenditures

Local Education Agency (LEA) Information

OPUS Coordinator

Name: Erik Greenwood
Phone: 714-999-3765
E-mail: greenwood@auhsd.us

LEA Contact Information

LEA Name:
 Anaheim Union High--Secondary
CDS Code: 30-66431-0000000
Vendor Number: 6643
Address: PO Box 3520
 Anaheim, CA 92803-3520
Phone: (714) 999-3511
Fax: (714) 535-1706
E-mail: matsuda_m@auhsd.us

Superintendent

Name: Michael Matsuda

Perkins Coordinator Information

The Perkins coordinator contact information can only be updated by the Perkins coordinator. The Perkins coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

Perkins Coordinator

Name: Diane Donnelly-Toscano
Title: Coordinator
Phone: (714) 999-3511 **Extension:**
Fax: (714) 535-1706
E-mail: matsuda_m@auhsd.us
Street Address: 501 Crescent Way

City: Anaheim
State: CA
Zip Code: 92803

Perkins Coordinator Contact During Summer

E-mail: donnely_d@auhsd.us
Phone: 714-999-3585 Extension:

Fiscal Coordinator Information

The Fiscal Coordinator contact information can only be updated by the fiscal coordinator. The fiscal coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

Fiscal Coordinator

Name: Bruce Saltz
Title: Fiscal Coordinator
Phone: 714-999-3589 Extension:
Fax:
E-mail: saltz_b@auhsd.us
Street Address: 501 Crescent Way/P.O. Box
City: Anaheim
State: CA
Zip Code: 92803-3520

LEA CTE Advisory Chair Information

The LEA CTE Advisory Chair Information can only be updated by the Perkins coordinator.

Name: Kathy Johnson
E-mail: kathy@vitallinkoc.org
Phone: 949-646-2520 Extension:

Section I - LEA Sign-off Section

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
- ☐ Drug Free Workplace Certification
- ☐ U.S. Department of Education Debarment and Suspension
- ☐ U.S. Department of Education Lobbying
- ☐ Perkins IV Assurances and Certifications
- ☐ 2016-17 Grant Conditions

Section I - LEA Sign-off Section

- ☐ Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

Section I - CDE Review and Sign-off Section

- ☐ Section I - Section Approved

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

Section II - 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, 2015–16 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 2016–17 Perkins IV application for funds.

Section II - CDE Review and Sign-off Section

Section II - Section Approved

SECTION 123(b) OF PERKINS IV ANNUAL EVALUATION REPORT PLAN

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 on the English-language arts portion of the California High School Exit Examination (CAHSEE).

Denominator:

Number of 12th grade CTE concentrators.

LEA Level 2012-13: 59.35 %	LEA Level 2013-14: 54.67 %	LEA Level 2014-15: 55.26 %
State Level 2014-15: 58.50 %	Required Target: 52.65 %	Met Target: Yes

1S2 Academic Attainment-Mathematics

Numerator:

Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.

Denominator:

Number of 12th grade CTE concentrators.

LEA Level 2012-13: 56.01 %	LEA Level 2013-14: 57.38 %	LEA Level 2014-15: 59.62 %
State Level 2014-15: 56.00 %	Required Target: 50.40 %	Met Target: Yes

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 2012-13: 97.95 %	LEA Level 2013-14: 97.81 %	LEA Level 2014-15: 98.17 %
State Level 2014-15: 90.00 %	Required Target: 81.00 %	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 2012-13: 87.91 %	LEA Level 2013-14: 88.66 %	LEA Level 2014-15: 93.72 %
State Level 2014-15: 92.50 %	Required Target: 83.25 %	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 2012-13: 87.91 % **LEA Level 2013-14:** 88.66 % **LEA Level 2014-15:** 93.72 %

State Level 2014-15: 92.00 % **Required Target:** 82.80 % **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 2012-13: 98.07 % **LEA Level 2013-14:** 71.78 % **LEA Level 2014-15:** 74.60 %

State Level 2014-15: 94.00 % **Required Target:** 84.60 % **Met Target:** No

Explanation:

Ed Division will be reviewing the electronic E-2 data upload system to ensure accuracy of the data and that all student information is captured.

Strategy to improve performance level:

Review the AUHSD Senior Exit Survey protocol to ensure it captures the student voice regarding their post-secondary plans and its alignment to the Perkins E2 protocol.

Planned activities:

1) Review District Perkins E2 data gathering system to determine data electronically submitted is accurate. 2) Advance the use of the National Clearinghouse longitudinal data to monitor CTE graduates postsecondary completion up to 10 years. 3) Continue to link our CTE students to our community business partners through the Anaheim Innovative Mentoring Experience (AIME).

Funding source: District Perkins Other

Funding Amount: \$4,250.00

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 2012-13: 38.32 % **LEA Level 2013-14:** 32.55 % **LEA Level 2014-15:** 33.17 %

State Level 2014-15: 37.50 % **Required Target:** 33.75 % **Met Target:** No

Explanation:

Course selection continues to be student centered and student choice. However, a more focused effort needs to be made in the marketing of the CTE course offerings with underrepresented gender groups.

Strategy to improve performance level:

The District Career Readiness Specialist will work collaboratively with our District Career Guidance Specialists (CGS-counselors) to develop a more targeted marketing effort.

Planned activities:

1) Career Readiness Specialist and CGS counselors will develop a strategic marketing plan targeting underrepresented gender groups in nontraditional fields. 2) District will set an enrollment target in the courses leading to employment in nontraditional fields.

Funding source: District Perkins Other

Funding Amount: \$2,200.00

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 2012-13: 38.77 % **LEA Level 2013-14:** 29.85 % **LEA Level 2014-15:** 31.31 %

State Level 2014-15: 29.00 % **Required Target:** 26.10 % **Met Target:** Yes

Section III - LEA Sign-off Section

✓ Assessment of Career Technical Education Programs section is complete and ready for CDE review.

Section III - CDE Review and Sign-off Section

✓ Section III - Section Approval

Section IV - Progress Report toward Implementing the Local CTE Plan

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. Considering all funds expended in your LEA on CTE (Perkins, CTEIG, CCPT, Ag Incentive), how do you ensure a coordinated effort for your CTE programs?

Our Career Readiness Specialist supports the CTE programs at all of our school sites, regularly meeting with CTE department chairs, visiting school sites, coordinating with our local ROP administrators, participating in our LCAP updating process, and ensuring that grant funds are used effectively. Considering the overall goals for both the district and our CTE programs, grant money is used to improve, enhance, and expand our programs based on the guidelines of each grant. For example, our CCPT funds are coordinated through our county office via the OC Pathways program. Since this program is focused on the Biomedical, Engineering, and Information Communication Technology industries, we have used these funds to purchase equipment and provide professional development in CTE pathways and junior high school pipelines focused on these three areas. This included launching brand new pathways in both the Biomedical and Engineering industries at one of our schools. Meanwhile, we utilized Perkins funding to focus on enhancing our other pathways, such as Food Service and Hospitality, Financial Services, and Media Production. We will use the CTEIG funds to further improve our CTE pathways, including launching an Advanced Manufacturing pathway and implementing needed upgrades of equipment in several of our pathways. Our overall district plan for CTE guides the use of all of these funds, and we leverage the flexibility within each grant to maximize the effectiveness of our spending.

2. How do you ensure that Perkins funds are used to Improve, Enhance, and Expand your CTE programs?

During the Perkins application process, we ask each school to complete an individual application and narrative that mirrors the application the district completes for the state. CTE department chairs have received training on the use of Perkins funds, and they ensure that the funds requested at each site are utilized to improve, enhance, and expand their programs. Once individual site applications are complete, our Director of Curriculum and Instruction and Career Readiness Specialist review the applications. The review ensures that the requests are allowable under Perkins requirements, that the equipment is industry-standard, and that each site's narrative shows that they will indeed use the funds to improve, enhance, and expand their CTE programs. Throughout the year, we conduct site visits to ensure that funds have been used as intended and monitor the implementation of each site's plan as described in their individual applications.

3. Describe the types of professional development afforded to the CTE teachers to ensure that they are current in their industry sector.

Our CTE teachers attend a variety of professional development, including our local CTE conference, as well as regional industry advisory boards conducted by a county-wide organization, CTEoc, facilitated through our partner, Vital Link. CTEoc connects businesses with K-12 and post-secondary institutions. During these advisory boards, industry representatives update our teachers on the latest trends in each industry and conduct breakout sessions specific to individual CTE pathways. In addition, our teachers take advantage of other professional development in their pathways. For example, teachers in our ICT pathways attend ongoing training with Code.org to stay current on the computer science industry. Our culinary teachers will be attending courses provided by Johnson and Wales this summer, one of the top culinary institutions in the nation. We have also implemented a mentoring program, Anaheim Innovative Mentoring Experience (AIME), where our students receive mentoring from local businesses. Since our teachers chaperone these events, they also benefit from a direct connection with business leaders in our local area. Additionally, a few of our CTE teachers co-teach summer courses at one of our partner community colleges, Cypress College. This provides our teachers to hone their industry knowledge and skills.

4. 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 your CDE consultant and enter the date you sent it below in the answer field.

May 16, 2016 - Emailed to Linda Greer.

LEA Sign-off Section

48

Section IV - CDE Review and Sign-off Section

48

Section IV - Section Approval

Table 10: Budget of Courses to be Offered

This section is used to budget expenditures for each Pathway in an Industry Sector.

Add Program

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.

Program Detail

Site Name	Industry Sector	Career Pathway	Budget Amount
Across All Sites	Across Multiple Sectors	Across	\$135,554.00
Anaheim High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$.00
Anaheim High	Information and Communication Technologies	Software and Systems Development	\$.00
Cypress High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$15,000.00
Cypress High	Arts, Media, and Entertainment	Production and Managerial Arts	\$10,000.00
Cypress High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$75,000.00
Cypress High	Information and Communication Technologies	Software and Systems Development	\$10,000.00
John F. Kennedy High	Arts, Media, and Entertainment	Production and Managerial Arts	\$40,000.00
John F. Kennedy High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$75,000.00
John F. Kennedy High	Marketing Sales and Service	Entrepreneurship/Self Employment	\$.00
Katella High	Arts, Media, and Entertainment	Production and Managerial Arts	\$.00
Katella High	Building and Construction Trades	Residential and Commercial Construction	\$5,000.00
Katella High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$75,000.00
Loara High	Information and Communication Technologies	Software and Systems Development	\$70,000.00
Oxford Academy	Information and Communication Technologies	Software and Systems Development	\$5,000.00
Oxford Academy	Marketing Sales and Service	Entrepreneurship/Self Employment	\$12,000.00
Savanna High	Arts, Media, and Entertainment	Production and Managerial Arts	\$.00
Western High	Arts, Media, and Entertainment	Production and Managerial Arts	\$80,000.00
		Total	\$607,554.00

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

Teacher Qualification

All CTE courses must be taught by an appropriately credentialed teacher as determined by the California Commission on Teacher Credentialing. The following are required for a teacher to be considered appropriately credentialed CTE teacher:

- Possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which s/he is assigned, (a Single Subject, Designated Subject, Single Subject with Subject matter Authorization, New Career Technical Education Credential by industry sector)
- Has employment experience, outside of education, in the career pathway addressed by the CTE program or other evidence of equivalent proficiency. [CTE State Plan]

☑ All teachers in my LEA are appropriately credentialed CTE teachers

LEA Sign-off Section

Sequence of Courses to Be Funded section is complete.

Section V - CDE Review and Sign-off Section

Section V - Section Approval

Section VI - Budget and Expenditure Schedule

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 Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$55,465.00	\$7,800.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$63,765.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$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	\$0.00	\$0.00	\$4,054.00	\$4,054.00
4000 Books/Supplies	\$381,250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$381,250.00
5000 Services/ Operating Expenses	\$36,325.00	\$89,000.00	\$0.00	\$33,160.00	\$0.00	\$0.00	\$0.00	\$0.00	\$158,485.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00	\$0.00
Total	\$473,040.00	\$96,800.00	\$500.00	\$33,160.00	\$0.00	\$0.00	\$0.00	\$4,054.00	\$607,554.00

Section VI - Section Approved

Section VI - 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

Section VII - LEA Sign-off Section

- Local CTE Plan Update section is complete and ready for CDE review.

Section VII - CDE Review and Sign-off Section

- ☐ Section VII - Section Approved

Perkins Support Team
1000 J Street, Suite 200
Sacramento, CA 95833
916-324-5706
perkins@cde.ca.gov

Questions: Perkins Support Team | perkins@cde.ca.gov | 916-324-5706

[Web Policy](#)

MEMORANDUM OF UNDERSTANDING
by and between
CSU Fullerton Auxiliary Services Corporation
and
Anaheim Union High School District

This Memorandum of Understanding (“MOU”) is entered into between the **CSU Fullerton Auxiliary Services Corporation** on behalf of California State University Fullerton (hereinafter referred to as “INSTITUTION”), and **Anaheim Union High School District** (hereinafter referred to as “PARTNER”). The research project contemplated by this Agreement is of mutual interest and benefit to both Parties. INSTITUTION and PARTNER hereby acknowledge and agree to the following terms and conditions.

TERMS AND CONDITIONS

1. Scope of Work

INSTITUTION and PARTNER agree to perform their responsibilities as described in Attachment A substantially in accordance with the terms and conditions of this MOU.

Nothing in the Agreement shall be construed to limit the freedom of each party and its researchers and employees, whether participants in this Agreement or not, from engaging in similar research inquiries made independently under other grants, contracts or agreements with other parties.

2. Principal Points of Contact (POC)

The principal contacts for this instrument are provided below.

FOR INSTITUTION

Technical/Programmatic POC:

Claire C. Cavallaro, Ph.D.
 Dean, College of Education
 Professor, Special Education
 Telephone: (657) 278-3411
 E-mail: ccavallaro@fullerton.edu

Administrative POC:

Denise Bell
 Director, Office of Sponsored Programs
 CSU Fullerton Auxiliary Services Corporation
 2600 Nutwood Avenue, Suite 250
 Fullerton, CA 92831
 Telephone: 657-278-4110
 E-mail: dbell@fullerton.edu

FOR PARTNER

Technical/Programmatic POC:

Jaron Fried, Ed.D
 Assistant Superintendent, Education
 Education Division
 Telephone: (714) 999-3558
 Email: fried_j@auhsd.us

Administrative POC:

Jackie Counts
 Coordinator, Professional Learning
 Education Division
 501 Crescent Way
 Anaheim, CA 92803
 Telephone: (714) 999-2181
 E-mail: counts_j@auhsd.us

3. Term and Termination

This MOU is effective **07/01/2016** through **06/30/2019**. Either party may terminate this MOU upon thirty (30) days advance written notice to the other party.

4. Estimated Funds

In the event of funding at the full proposed level, it is estimated that for **AY 2016-17** PARTNER shall receive funds in the amount of **\$80,000** for performance of proposed work as described in Attachment A.

ATTACHMENT A
SCOPE OF WORK/RESPONSIBILITIES

CSU Fullerton Auxiliary Services Corporation on behalf of California State University (CSU), Fullerton (INSTITUTION) shall

- Work collaboratively with PARTNER to articulate prioritized knowledge, skills, and dispositions for Teacher Candidates and to identify and put into use a rubric or other measurement tools to measure TCs' progress toward proficiency in these.
- Work collaboratively with PARTNER to identify, select, schedule, and support CSU Fullerton Teacher Candidates (TCs) who will work in the co-plan, co-teach model with PARTNER Mentor Teachers (MTs).
- Provide faculty who supervise and evaluate TC progress toward proficiency with the California Teacher Performance Expectations including prioritized skills, design improvement plans for TCs not making adequate progress toward proficiency, and remove TCs who fail to meet benchmarks for program continuation.
- Work collaboratively with PARTNER to design and support professional learning opportunities for TCs, MTs, and PARTNER and INSTITUTION faculty to learn more deeply about the prioritized knowledge, skills, and dispositions that have been mutually articulated.
- Provide access to INSTITUTION classroom facilities on weekends, as requested, for collaboratively planned, PARTNER-led teacher development activities.
- Provide INSTITUTION staff to organize internal data collection efforts aimed at credential program improvement that include data from TCs and MTs in PARTNER school sites.
- Be responsible for all overall project reports including information about PARTNER activities and spending.
- By AY 2017-18 identify the equivalent of a 0.5 FTE position funded by INSTITUTION related to sustaining the partnership with PARTNER in the work of teacher development including recruitment, teacher candidate support, beginning teacher induction, and mid-career professional growth with a continued emphasis on mathematics and science education.

Anaheim Union High School District (PARTNER) shall

- Work collaboratively with INSTITUTION to articulate prioritized knowledge, skills, and dispositions for TCs and to identify and put into use a rubric or other measurement tools to measure TCs' progress toward proficiency in these.
- Work collaboratively with INSTITUTION faculty to identify, select, schedule, and support Mentor Teachers (MTs) who will work in the co-plan, co-teach model with Teacher Candidates (TCs).
- Provide PARTNER certificated staff time to
 - check in at least twice monthly with MT-TC pairs in their use of to co-plan, co-teach model,
 - provide on-going productive feedback for TCs in their use of instructional strategies aligned with the Teacher Performance Expectations and prioritized skills,
 - organize and facilitate reflective learning walks that include TCs, and
 - communicate regularly with CSU Fullerton faculty about TC progress and MT-TC relationships.
- Provide access to PARTNER facilities for
 - CSU Fullerton teacher preparation coursework,

- Professional growth opportunities for MTs and other district teachers to be collaboratively planned by PARTNER staff and CSU Fullerton faculty, and
 - Once per semester focus group interviews for purposes of data collection to inform program improvement.
- Work toward a goal that by 2018-19 at least 75% of new teachers hired from CSU Fullerton teacher preparation programs will have been prepared in the Titan EDUCATOR model.
- Cooperate with CSU Fullerton faculty and external evaluators research and evaluation efforts by providing:
 - collaboration to create program improvement measures for CSU Fullerton's Single Subject and Education Specialist teacher preparation programs,
 - access to school sites and classrooms for data collection (e.g., observations of teacher candidates),
 - data related to PARTNER's hiring of CSU Fullerton credential completers from 2016-17 through 2019-20, and
 - aggregate data from state mandated assessments for students in PARTNER classrooms in which CSU Fullerton credential candidates and CSU Fullerton credential completers have taught, with full protection of the rights of the students and within the regulations of the PARTNER.
- Be responsible for submission of PARTNER annual reports about project spending, activities and goals to INSTITUTION.
- By AY 2017-18 identify the equivalent of a 0.5 FTE position funded by PARTNER related to sustaining the partnership with CSU Fullerton in the work of teacher development.

FOCUSED FITNESS L.L.C.

WELNET SERVICE AGREEMENT

This WELNET Service Agreement (“**Agreement**”) is effective on July 1, 2016 (“**Effective Date**”) and is made by and between Focused Fitness, LLC, a Washington limited liability corporation with its principal place of business at 2406 S. Dishman-Mica Rd., Ste. 4, Spokane Valley, WA 99206 (“**Focused Fitness**”) and Anaheim School District, a School Client, with its principal place of business at 501 Crescent Way, Anaheim, CA 92803-3520 (“**Client**”).

1. Definitions.

1.1 “**Administrator(s)**” means those Users who are granted expanded access to the Services, including without limitation the ability to import data into the Services.

1.2 “**Services**” mean the online services to be provided hereunder, as described in Attachment A or as otherwise agreed in a writing signed by the parties, including any modifications, bug fixes, improvements, or enhancements included by Focused Fitness as part of the Services during the term of this Agreement.

1.3 “**Focused Fitness Site**” means the collection of web pages containing a common base URL of www.focusedfitness.org that is delivered over the Internet.

1.4 “**WELNET site**” means the collection of web pages containing a common base URL of www.focusedfitness.org/welnet that is delivered over the Internet.

1.5 “**User**” or “**Users**” means those students (if any), staff and teachers within the Client’s school Client and/or school who are authorized by Client to access the Services, and includes Administrators.

2. Services.

2.1 General. Focused Fitness agrees to provide Users with the Services pursuant to the terms and conditions set forth in this Agreement. In the event that either party desires to make changes to Attachment A or to this Agreement during the term of this Agreement, such party shall so notify the other party, and both parties shall agree in writing on such changes and on necessary adjustments, if any, to the other terms of this Agreement that are required to accommodate such changes.

2.2 Non Exclusivity. Focused Fitness hereby grants to Client a non-exclusive use of the Licensed Materials and the right to provide the Licensed Materials to Authorized Users in accordance with this agreement. Nothing herein shall prevent Focused Fitness from marketing or selling any goods or services to any prospective customer.

2.3 Service Levels/User Support. Focused Fitness will provide the Services and User support in accordance with the service levels set forth in Attachment C.

3. Consideration.

3.1 General. Client will pay Focused Fitness for the Services pursuant to the “**Payment Schedule**” set forth in Attachment B.

3.2 Payment Terms. Client will pay all Focused Fitness invoices within thirty (30) days of the invoice date.

3.3 Taxes. Amounts stated under Section 3.1 do not include applicable sales, use, gross income, occupational, or similar taxes; import or export fees; duties, imports, or tariffs; or any other taxes, duties, charges, or fees of any kind which may be levied in connection with the transactions covered hereby regardless of whether the same are separately stated by Focused Fitness. Such taxes are the responsibility of Client whether or not added to applicable invoices by Focused Fitness. Client may provide to Focused Fitness an exemption certificate in a form acceptable to Focused Fitness and to the relevant taxing authority, in which case Focused Fitness shall not withhold the taxes covered by such certificate following its receipt by Focused Fitness and during the period that such certificate is in effect, provided that Client shall remain liable for any such taxes that are the subject of such certificate and shall indemnify and hold Focused Fitness harmless therefrom.

4. **Publicity.**

4.1 Trademark License. Subject to the terms of this Agreement, each party grants to the other party a royalty-free, non-exclusive, non-transferable, personal license to use the Licensed Mark only on materials generated and delivered as a component of the Services and/or on either party's websites, during the Term, according to the terms and conditions in this Agreement and any other trademark guidelines in effect at the time of use as communicated by each party to the other party. Such Licensed Marks may be used solely in connection with the marketing and provision of the Services, including without limitation for purposes of advertising the identity of Focused Fitness' existing and/or past customers. "**Licensed Mark**" means those marks identified in Attachment D to this Agreement.

4.2 Communication to Users. Except as set forth in the Services to be provided to Client under this Agreement, Client will be responsible for communicating to Users regarding availability of the Services for access by Users.

5. **Data**. Client agrees that Focused Fitness will collect certain data and information (collectively "**Data**") relating to Client and Users in connection with this Agreement. In addition to those rights granted under Section 4.1 of this Agreement, Focused Fitness may use such Data for the following purposes:

- (i) Aggregated Data. Client agrees that Focused Fitness may aggregate any and all combinations of Data collected by it under this Agreement such that the Data no longer contains any personally identifiable information of any User ("**Aggregated Data**"). All Aggregated Data is the property of Focused Fitness, and Client agrees that Focused Fitness may use such Aggregated Data for any purpose, including without limitation in publications and marketing materials.
- (ii) Personally Identifiable Information of Users. All personally identifiable information of Users ("**User PII**") is Confidential Information of Client as described in Section 7 of this Agreement. Notwithstanding that Section 7, Client hereby grants to Focused Fitness a non-exclusive, royalty-free limited right and license to use such User PII to create the Aggregated Data described in Section 5(i) of this Agreement.
- (iii) Security Measures. Focused Fitness will protect the Hosting Environment, the Web Site, User Information, and transmission of data by between the Web Site and Users (collectively the "**Protected Services**") using the highest industry standard procedures and technologies. Without limitation to the foregoing sentence, at a minimum, Focused Fitness will implement the following measures:

- (a) At all times during the Term, Focused Fitness will protect the Protected Services by using industry standard intrusion detection technology, and monitor the Protected Services using trained Internet security specialists.
- (b) Focused Fitness will protect the Protected Services with a firewall that is configured with an intrusion detection system that monitors the Internet segment and can immediately shut down ports that are being attacked.
- (c) Focused Fitness will generate logs and review logs to determine unauthorized activities relating to the Protected Services every ten (10) days.
- (d) All physical access to the Protected Services will be restricted to authorized employees of Focused Fitness who have a need to for such access to carry out their duties, and are under an obligation to treat the Protected Services as confidential and to comply with Focused Fitness's obligations under this Agreement.
- (e) All Internet access to the Protected Services must be accomplished via SSL (Secure Socket Layer) Version 3 or a successor version thereto, which must provide an encrypted session over the Internet.

6. **Client's Responsibilities.**

6.1 System Requirements. The Services are made available over the Internet. To access the Services, Users must have: (i) a suitable Internet connection, and (ii) access to a computer that meets the minimum hardware and software requirements specified by Focused Fitness from time to time on the Focused Fitness Site. Client acknowledges that it is responsible for ensuring that Users can comply with the System Requirements. Client, and not Focused Fitness, is responsible for User support with respect to the User's Internet connection, computer hardware, computer software or personal email accounts.

6.2 Passwords. Users obtain access to the Services through the usage of passwords. Users must comply with Focused Fitness's policies and procedures, as communicated from time to time to Client on the Focused Fitness Site, relating to the issuance, protection and administration of such passwords. Client will ensure that Users comply with any such requirements. Client, and not Focused Fitness, is responsible for any damages and/or disclosure of information, including without limitation User PII, that results from any User's misuse of a password and/or the Services, including without limitation such User's failure to adequately protect the secrecy of the password and/or access to the Services.

6.3 Parental Consent. Client, and not Focused Fitness, is responsible for obtaining any and all necessary parental consent for any student Users to access and use Services.

6.4 User Requirements. All Users of Services must comply with any Focused Fitness terms of use and/or privacy policy in effect as published on the Focused Fitness Site ("**Terms of Use**"). Focused Fitness reserves the right to suspend or discontinue a User from accessing Services at any time if the User violates the Terms of Use. Client is responsible for (i) ensuring that Users are aware of Focused Fitness's Terms of Use, (ii) working in good faith to ensure that Users comply with the Terms of Use, and (iii) notifying Focused Fitness of any activity by Users in violation of the Terms of Use.

6.5 Surveys. Client agrees to cooperate with Focused Fitness and permit Focused Fitness to conduct user satisfaction surveys of Users, at Focused Fitness's expense.

6.6 Access Limited to Users. Client will not resell the Services or provide access to the Services to any third parties who are not Users.

6.7 All Rights Reserved. The Services provide access to certain content owned or licensed by Focused Fitness and protected by national and international copyright and trademark laws. Except for the rights expressly granted in Section 2, Focused Fitness expressly reserves all right, title, and interest in and to the Services and Client agrees that Focused Fitness does not, directly or by implication, by estoppel or otherwise, grant any other rights or licenses to Client under this Agreement. Client will not remove or alter any trademark or other proprietary notice in or on any Services.

7. **Confidential Information.** Each party agrees that during the term of this Agreement, and for two (2) years thereafter, it will not disclose to any third party any Confidential Information of the other party, except as expressly authorized herein. The term "Confidential Information" means all nonpublic information that a party designates as confidential at the time of the disclosure or that, based on the nature of the information or circumstances surrounding its disclosure, the receiving party should in good faith treat as confidential. Confidential Information includes, without limitation, information relating to unreleased offerings. Confidential Information does not include information that: (i) was generally known to the public at the time disclosed by the Disclosing Party; (ii) became generally known to the public other than through a breach of this Agreement by the receiving party after the time of disclosure to the receiving party by the disclosing party; (iii) was in the receiving party's possession free of any obligation of confidentiality at the time of disclosure to the receiving party by the disclosing party; (iv) was rightfully received by the receiving party from a third party that was free of any obligation of confidentiality after disclosure by the disclosing party to the receiving party; or (v) was independently developed by the receiving party without reference to or use of Confidential Information disclosed by the disclosing party.

8. **Feedback.** Either party may from time to time provide suggestions, comments or other feedback ("**Feedback**") to the other party with respect to Confidential Information disclosed to it by the other party. Both parties agree that notwithstanding anything to the contrary in this Agreement, all Feedback is and shall be entirely voluntary and shall not, absent separate written agreement, constitute Confidential Information or create any confidentiality obligation for the receiving party. Each party shall be free to use, implement and disclose such Feedback as it sees fit, entirely without obligation of any kind to the other party, with the sole exception that the party receiving Feedback will not disclose that the other party provided such Feedback except with prior written consent.

9. **Representations and Warranties.** Each party hereby represents and warrants that (i) this Agreement has been duly and validly executed and delivered by such party and constitutes a legal and binding obligation of such party, enforceable against such party in accordance with its terms; (ii) such party has all necessary power and authority to execute and perform in accordance with this Agreement; (iii) it will comply with all applicable laws in the performance of its obligations under this Agreement, in particular with any federal and state rules regarding student records, privacy, and the commercial use of student information, including but not limited to the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act of 1996; and (iv) such party's execution, delivery and performance of this Agreement will not conflict with or violate any provision of law, rule or regulation to which such party is subject, or any agreement or other obligation directly or indirectly applicable to such party or binding upon its assets.

10. **Indemnity.**

10.1 Duty to Indemnify. Each party will indemnify, defend, and hold the other party and its officers, employees, consultants and agents harmless from any and all third party claims, demands, costs, liabilities, losses, expenses and damages (including attorneys' fees, costs, and expert witnesses' fees) arising out of or in connection with any claim resulting from any breach or alleged breach of the indemnifying party's representations, warranties and covenants set forth in Section 9 of this Agreement.

10.2 Process. With respect to any third party claims for which one party ("**Indemnifying Party**") is obligated to defend and indemnify the other party ("**Indemnified Party**") under Section 10.1, the following procedures apply: The Indemnified Party will permit the Indemnifying Party, through counsel chosen by the Indemnifying Party and reasonably acceptable to the Indemnified Party, to answer and defend the claim. The Indemnifying Party will permit the Indemnified Party to participate in its own defense with its own counsel at its own expense. If the Indemnified Party elects to participate in its own defense, the Indemnifying Party agrees to consider in good faith the views of the Indemnified Party and its counsel and to keep the Indemnified Party and its counsel reasonably informed of the progress of the defense, litigation, arbitration, or settlement discussions relating to the claims. The Indemnifying Party will not settle any claims against the Indemnified Party except with Indemnified Party's prior written permission, which permission will not be unreasonably withheld or delayed. The Indemnifying Party is not responsible for any settlement made by the Indemnified Party without the Indemnifying Party's written permission. If the Indemnified Party and Indemnifying Party agree to settle a claim, the Indemnifying Party will not publicize the settlement without first obtaining the Indemnified Party's written permission.

11. **WARRANTY DISCLAIMER.** EXCEPT AS SET FORTH IN SECTION 8 ABOVE, ALL SERVICES PROVIDED BY FOCUSED FITNESS HEREUNDER ARE PROVIDED "AS IS" AND FOCUSED FITNESS DISCLAIMS ALL WARRANTIES AND DUTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES AND DUTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, REASONABLE CARE, WORKMANLIKE EFFORT, RESULTS, LACK OF NEGLIGENCE, LACK OF VIRUSES, ACCURACY OR COMPLETENESS, TITLE, QUIET ENJOYMENT OR NON-INFRINGEMENT.

12. **LIMITATION OF LIABILITY & EXCLUSION OF CERTAIN DAMAGES.**

12.1 EXCLUSION OF CERTAIN DAMAGES. EXCEPT FOR EITHER PARTY'S BREACH OF SECTION 7 OR OBLIGATIONS UNDER SECTION 10, NEITHER PARTY WILL BE LIABLE TO THE OTHER PARTY FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL OR PUNITIVE DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OR CAUSE OF ACTION OR THE ALLEGED BASIS OF THE CLAIM, EVEN IF A PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

12.2 LIMITATION ON LIABILITY. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, FOCUSED FITNESS'S TOTAL AGGREGATE LIABILITY FOR ANY CLAIMS ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OR CAUSE OF ACTION OR THE ALLEGED BASIS OF THE CLAIM, WILL NOT EXCEED THE TOTAL AMOUNT OF FEES ACTUALLY RECEIVED BY FOCUSED FITNESS UNDER THIS AGREEMENT. THE FOREGOING LIMITATION OF LIABILITY SHALL APPLY REGARDLESS OF THE FORM OR THE CAUSE OF ACTION OR ALLEGED BASIS OF THE CLAIM, AND EVEN IF THE REMEDIES OTHERWISE PROVIDED UNDER THIS AGREEMENT, AT LAW OR IN EQUITY FAIL OF THEIR ESSENTIAL PURPOSE.

13. **Term, Termination, and Renewal**

13.1 Term. This Agreement will be effective as of the Effective Date, and will continue in effect until 3 year(s) after the Effective Date ("**Initial Term**").

13.2 Renewal. This Agreement shall automatically renew at the end of the current term and will extend for successive additional one year periods thereafter unless either party gives written notice of its intention not to renew 60 days before expiration of the current term ("**Renewal Term**").

13.3 Termination For Cause. Either party may suspend performance or terminate this Agreement immediately upon written notice to the other party at any time if the other party is in material breach of any provision of this Agreement and has failed to cure that breach within thirty (30) days after receipt of written notice thereof. Without limiting the foregoing, Focused Fitness may suspend performance or terminate this Agreement immediately upon written notice to Client if Client is sixty (60) days overdue on any payment due to Focused Fitness under this Agreement.

13.4 Effect of Expiration/Termination. Upon the expiration or termination of this Agreement Client will pay all amounts due to Focused Fitness up to the date of expiration/termination. The following Sections will survive the expiration or termination of this Agreement:

14. **Non-Discrimination Statement**

14.1 Focused Fitness assures the School Client that its agency complies with all state and federal guidelines and/or regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, marital status, age, veteran status, or disability. This is in accordance with Title VI of the 1964 Civil Rights Act; Section 504 of the Rehabilitation Act, 1973, as amended; Americans with Disabilities Act, July 26, 1990, P.L. 101-336; and Title IX of the Education Amendments of 1972, as amended.

15. **Miscellaneous.**

15.1 Relationship of parties. Client and Focused Fitness are independent with respect to one another, and nothing in this Agreement will be interpreted to create any agency, joint venture, employment or partnership relationship.

15.2 Force Majeure. For a reasonable time period, each party will be excused from delay or failure in performance due to causes beyond such party's reasonable control including without limitation, acts of God, government action, regulations, riots, wars, floods, and/or earthquakes.

15.3 Notices. Any notice provided for in this Agreement must be given in a non-electronic record by registered or certified U.S. mail as designated below, return receipt requested, postage paid. It will be effective on the day it is mailed to the following address designated by each party.

	Focused Fitness Contact Person	Contact Person
Name	Amy Lutz	MJ Elliot
Title	VP Software	District Intramural Programs Director P21 Community Mentorship Coordinator Physical Education/Health Programs Specialist
Organization	Focused Fitness, LLC	Anaheim Union HS, CA
Address	2426 S Dishman Mica Rd	501 Crescent Way
City, State, Zip	Spokane, WA 99206	Anaheim, CA 92803-3520
Phone	509 327-3181	(714) 999-5641
Email	amy@focusedfitness.org	elliott_m@auhsd.us

15.4 Assignment. Neither party will assign this Agreement or any of its rights or obligations hereunder without the prior written consent of the other party. Notwithstanding the immediately preceding sentence, either party may assign this Agreement without the other party's prior written consent as part of a merger, or a sale or transfer of a majority of the assigning party's assets. This Agreement will be binding upon, enforceable by, and inure to the benefit of the parties and their respective successors and permitted assignees.

15.5 Waiver. No waiver of any provision of this Agreement will be effective unless it is in a signed writing, and no such waiver will constitute a waiver of any other provision(s) or of the same provision on another occasion.

15.6 Governing Law; Venue. This Agreement will be governed by and construed under the laws of the State of Washington (except to the extent federal law is controlling on the subject matter), without regard to its conflict of laws provisions. All disputes brought by either party arising under this Agreement will be brought in a court of competent jurisdiction in Spokane County, Washington, as permitted by law, and each party hereby submits to the exclusive jurisdiction and venue in such courts. Client waives all defenses of lack of personal jurisdiction and forum nonconveniens. Process may be served on either party in the manner authorized by applicable law or court rule.

15.7 Attorney's Fees. In any action to enforce any right or remedy under this Agreement or to interpret any provision of this Agreement, the prevailing party will be entitled to recover its costs, including attorneys' fees.

15.8 Severability. If any term of this Agreement is found by a court of competent jurisdiction to be in whole or in part unenforceable, then the remainder of this Agreement shall continue in effect so long as the Agreement still expresses the intent of the parties. If the intent of the parties cannot be preserved, this Agreement shall be null and void.

15.9 No Third Party Beneficiaries. This Agreement is for the benefit of, and shall be enforceable by, the parties only. This Agreement is not intended to confer any right or benefit on any

third party. No action may be commenced or prosecuted against a party by any third party claiming as a third-party beneficiary of this Agreement.

15.10 Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to its subject matter and supersedes all prior and contemporaneous agreements, oral or written. Changes, modifications or waivers to this Agreement must be in writing and signed by both parties.

IN WITNESS WHEREOF, Focused Fitness and Client agree to the terms and conditions set forth in this Agreement.

Focused Fitness Inc.

By: _____

Print Name: Amy Lutz

Title: VP-Software

Date: _____

Anaheim School District _____ :

By: _____

Print Name: Jaron Fried, Ed.D

Title: Assistant Superintendent, Education

Date: _____

ATTACHMENT A

Services

The **WELNET Software Program** is an easy to use, customizable, web-based software application that simplifies the process of gathering student academic, fitness and health data, printing individual and group reports and can be accessed from any internet enabled computer. Student access allows for the entering of academic assessments and behavioral logs to include: activity, diet, hydration, heart rate and sleep. An evaluation component is included that allows Clients to analyze teacher, student and workshop survey information. WELNET is curriculum based, allows students to create an electronic portfolio and is aligned with the Five for Life Program.

WELNET FEATURES:

- Web-based software allows users to input fitness, behavioral and cognitive data at any workstation with internet capabilities
- Software management system for fitness, health and cognitive data
- Application allows for a coordinated school fitness and health approach between administrators, physical educators, health educators, classroom teachers, nurses and parents
- Software licenses available for organizations of any size or structure
- Password protected login to ensure safety of data
- User friendly import feature for entering students' demographical information
- One step process for data extraction
- Class lists are automatically generated
- **Fitness Measurements**
 - Application allows for 100% fitness measurement customization
 - Ability to choose unlimited fitness measurements items
 - Selection of standards that accompany measurements
 - Modifications can be made at any time to class sessions, student information, fitness measurements, standards and more
 - Ability to customize fitness reports to include specific information related to fitness and health measurements
 - Generates fitness and health profiles for each student and tracks progress over time
 - Multiple reports provide summary information to instructors and administrators that includes; number of participants measured, demographical information and fitness and health scores compared to health standards
 - Automatic calculation of BMI, fat-free mass and healthy ranges for blood pressure
- **Behavioral Inventories**
 - Student access to activity, nutrition, hydration and sleep logs
 - Multiple reports provide summary information to instructors and administrators that includes; number of participants, behavioral information and behavioral information compared to standards
- **Cognitive Assessments**
 - Student access to complete any assessment located in the Five for Life Program K-12
 - Multiple reports provide summary information to instructors and administrators that includes; number of participants assessed and total scores achieved compared to possible scores

Hardware Requirements:

- Desktop, Laptop or Tablet Computer with internet access
- Web Browser (Internet Explorer Recommended)
- Printer

ATTACHMENT B

Payment Schedule

Anaheim School District, will pay Focused Fitness for Services according to the following “Payment Schedule”:

Initial Term

\$22,500.00 – (Paid on previous contract- not due at this time) WELNET Software: This fee includes 3 years of hosting, yearly or more frequent uploads of student data, hosting and backup, all upgrades and modifications and unlimited technical support.

Grant billing, including the WELNET fee for the Initial Term, will be solely based on the Services Contract. There will be no separate billing for WELNET during the Initial Term.

Initial Term –October 1, 2010 – September 31, 2013-

Renewal Term

\$1,500 – WELNET Software: This yearly fee includes: yearly or more frequent uploads of student data, hosting and backup, all upgrades and modifications and up to 3 hours of technical support. Additional technical support will be billed at a rate of \$125/hour.

This Agreement shall automatically renew at the end of the current term and will extend for successive additional one year periods thereafter unless either party gives written notice of its intention not to renew 60 days before expiration of the current term.

Renewal Term – July 1, 2016 – June 30, 2017

ATTACHMENT C

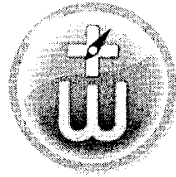
Service Levels

Focused Fitness will use commercially reasonable efforts to ensure that WELNET is available and capable of forwarding IP packets 99.99% of the time, as averaged over a calendar month.

Focused Fitness and Client will collaborate to resolve any software-related functionality issues. Focused Fitness will use commercially reasonable efforts to assist Client in resolving any such issues within 72 hours of receipt of written notice from Client. Client's written notice shall specify the nature of the problem and the steps taken by Client to investigate or otherwise remedy the problem.

ATTACHMENT D

Licensed Marks



WELNET
software



FOCUSED FITNESS

Sensible Fitness and Health Programs for Today's Kids

AGENCY AGREEMENT

EXHIBIT ZZ

This Agency Agreement (the "Agreement") is made on April 1, 2016 (the "Effective Date") by and between by and between Anaheim Union High School District (the "Principal"), and ATvantage Athletic Training limited liability company (the "Agent") (each a "Party" and collectively the "Parties").

RECITALS

WHEREAS, the Principal is engaged in the business of school district; and

WHEREAS, the Principal wishes to appoint the Agent as its agent to furnish independently contracted certified athletic trainers; and

WHEREAS, the Agent agrees to accept such appointment on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the premises and the mutual agreements and representations contained in this Agreement, the Parties hereby agree as follows:

1. PURPOSE; APPOINTMENT.

The Principal hereby appoints the Agent as its agent for the purpose of performing the duties hereto (the "Duties") in such manner as the Principal may hereafter instruct. The Agent hereby accepts the appointment and agrees to perform the Duties and act as the Principal's agent in accordance with the terms and conditions of this Agreement.

2. TERM.

This Agreement shall become effective as of August 1, 2016 and, unless otherwise terminated in accordance with the provisions of Section 10 of this Agreement, shall be for one (1) year, and for successive one (1) year periods thereafter, unless either Party gives written notice pursuant to Section 10 that the Agreement is to terminate (the "Term"); provided, however, that in no event shall this Agreement remain effective for longer than 3 years.

As used in this Agreement, the word "Term" shall mean the full term of the Agreement, as it may be extended pursuant to this Section 2 or otherwise.

3. RESPONSIBILITIES; SCOPE OF AUTHORITY.

The Agent shall not represent itself as having any powers except those specified in this Agreement. Without limiting the foregoing, the Agent shall not have authority to provide contract services for any personnel outside of certified athletic trainers; or otherwise obligate the Principal in any way except as stated in this Agreement or otherwise specifically authorized in writing by the Principal.

4. TERRITORY.

The Territory of the Agent shall not be limited.

5. COMPENSATION.

In consideration of the Agent's services hereunder, the Principal shall pay the Agent \$65 per hour for every hour worked by the Certified Athletic Trainer. Total number of hours and schedule to be dictated by school district with no minimum hours required or maximum hours limit. Payment shall be delivered according to the following schedule: invoice sent to AUHSD purchasing department, at end of ATvantage's pay cycle for hours used during that period. Pay cycle is every other Friday, with the previous Sunday-Saturday represented in pay. Principal can expect to receive invoice Monday after pay period has ended.

6. TAXES.

- (a) Agent solely responsible for taxes. The Agent acknowledges that the Agent is not the Principal's employee and that the Agent is solely responsible for reporting and paying any tax or other cost assessed on the basis of the Principal's payment of compensation to the Agent under this Agreement.
- (b) Principal will not withhold taxes. The Agent acknowledges and agrees that the Principal will not withhold any amount of compensation for the Agent's taxes, including but not limited to income tax, social security and Medicare tax, workers' compensation taxes or costs, unemployment compensation taxes or costs, or any other tax, cost, fee, or charge related to the Agent's compensation for services under this Agreement.

7. EXPENSES.

Subject to the Principal's prior written approval, the Principal shall reimburse the Agent for unusual or extraordinary expenses incurred by the Agent. In addition, the Agent shall be reimbursed for the following types of expenses:

- (a) All supplies as required by the Certified Athletic Trainer to provide appropriate care

8. RECORDS.

During the Term and for a period of 3 years thereafter, the Agent shall maintain complete and accurate books and records with respect to the performance of its Duties hereunder, which books and records shall include (but not be limited to) copies of orders and confirmations thereof, invoices, invoice approvals, supporting documentation, shipping and payment records, and injury report documentation. The Principal shall have the right to inspect and/or obtain copies of the Agent's books and records with respect to the Agent's Duties or the performance thereof under this Agreement.

9. INSURANCE.

The Agent must maintain general liability, professional liability, errors and omissions insurance or bonds in amounts of \$2 million/ incident, \$4 million aggregate. The Agent must provide the Principal with proof of insurance on the Principal's request and must immediately notify the Principal in writing if the Agent's insurance terminates, is cancelled, suspended, or changes materially, including but not limited to a change in the amount of insurance.

10. TERMINATION.

This Agreement may be terminated:

- (a) By either Party on provision of thirty (30) days written notice to the other Party, with or without cause.
- (b) By either Party for a material breach of any provision of this Agreement by the other Party, if the other Party's material breach is not cured within thirty (30) days of receipt of written notice thereof.
- (c) By the Principal at any time and without prior notice, if the Agent is convicted of any crime or offense, fails or refuses to comply with the written policies or reasonable directives of the Principal, or is guilty of serious misconduct in connection with performance under this Agreement.

Following the termination of this Agreement for any reason, the Principal shall promptly pay the Agent according to the terms for its performance of Duties before the effective date of the termination. The Agent acknowledges and agrees that no other compensation, of any nature or type, shall be payable hereunder following the termination of this Agreement.

If at any time during the Term, the Agent does not have, or fails to maintain, a license required to perform services or receive compensation under this Agreement (including if the Agent's license is revoked by a licensing or regulatory agency but not including a temporary suspension of the Agent's license), it shall be considered a material breach of this Agreement by the Agent and this Agreement shall be terminated as of the date that the Agent first lost, or failed to maintain, the license without regard to when the Principal learns of the loss of, or failure to maintain, the license or when the Principal notifies the Agent that this Agreement has been terminated. The Principal may recover any compensation paid to the Agent after the Agent loses or fails to maintain any such license.

11. AMENDMENTS.

This Agreement may be amended only with the unanimous written consent of both Parties.

12. PARTIES' REPRESENTATIONS AND WARRANTIES.

The Parties hereby represent and warrant that:

- (a) Authority. Each Party is a legally existing entity with the authority to enter into this Agreement.
- (b) Compliance with Law. Each Party warrants that it has complied and will comply fully with all applicable laws, regulations, statutes, and ordinances.

13. INDEMNIFICATION.

Each Party will indemnify, hold harmless, and defend the other Party from and against any and all claims, litigations, losses, liabilities, costs, and other expenses incurred as a result of a material breach of the terms of this Agreement. The Agent will indemnify and hold harmless the Principal (including its directors, officers, attorneys, and employees) from any claims, liability, judgments, damages, or costs (including reasonable attorneys' fees asserted or awarded against or incurred by the Principal as a result of any act, error, or omission of the Agent).

14. USE OF TRADEMARKS.

The Parties recognizes the right, title, and interest in and to all service marks, trademarks, and trade names used by the Parties and agrees not to engage in any activities or commit any acts, directly or indirectly, that may contest, dispute, or otherwise impair the Parties right, title, and interest therein, nor shall the Parties cause diminishment of the value of said trademarks or trade names through any act or representation. The Parties shall not apply for, acquire, or claim any right, title, or interest in or to any such service marks, trademarks, or trade names, or others that may be confusingly similar to any of them, through advertising or otherwise. Effective as of the termination of this Agreement, the Parties shall cease to use all of the trademarks, marks, and trade names.

15. RELATIONSHIP OF PARTIES.

The Agent is an independent contractor and is not an employee or partner of the Principal.

16. ASSIGNMENT.

Neither Party may assign this Agreement or any interest herein without the other Party's express prior written consent.

17. SUCCESSORS AND ASSIGNS.

All references in this Agreement to the Parties shall be deemed to include, as applicable, a reference to their respective successors and assigns. The provisions of this Agreement shall be binding on and shall inure to the benefit of the successors and assigns of the Parties.

18. NO IMPLIED WAIVER.

The failure of either Party to insist on strict performance of any covenant or obligation under this Agreement, regardless of the length of time for which such failure continues, shall not be a waiver of such Party's right to demand strict compliance in the future. No consent or waiver, express or implied, to or of any breach or default in the performance of any obligation shall constitute a consent or waiver to or of any other breach or default in the performance of the same or any other obligation.

19. NOTICE.

Any notice or other communication provided for herein or given hereunder to a Party hereto shall be in writing and shall be given in person, by overnight courier, or by mail (registered or certified mail, postage prepaid, return receipt requested) to the respective Party as follows:

If to the Principal:
Anaheim Union High School District
501 N. Crescent Way
Anaheim, CA 92801

If to the Agent:
ATvantage Athletic Training
2105 S 119th Dr
Avondale, AZ 85323

20. GOVERNING LAW.

This Agreement shall be governed by the laws of the state of California, without regard to its conflicts of law provisions.

21. COUNTERPARTS/ELECTRONIC SIGNATURES.

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument. For purposes of this Agreement, use of a facsimile, e-mail, or other electronic medium shall have the same force and effect as an original signature.

22. SEVERABILITY.

If any provision of this Agreement is held to be invalid or unenforceable for any reason, (i) the invalid or unenforceable provision or term shall be replaced by a term or provision that is valid and enforceable and that comes closest to expressing the intention of such invalid or unenforceable term or provision and (ii) the remaining terms and provisions hereof shall be unimpaired and shall remain in full force and effect.

23. ENTIRE AGREEMENT.

This Agreement constitutes the entire understanding between the Parties concerning its subject matter and supersedes all prior discussions, agreements, and representations, whether oral or written, and whether or not executed by either Party. No modification, amendment, or other change may be made to this Agreement unless reduced to writing and executed by authorized representatives of both Parties.

24. HEADINGS.

The headings of sections in this Agreement are provided for convenience of reference only and are not intended to be a part of or affect the meaning or interpretation of this Agreement or any section.

25. ARBITRATION

The Parties agree that any dispute or controversy arising out of this Agreement shall be settled by Arbitration to be held in Los Angeles county, state of California, in accordance with the rules then in effect

of the American Arbitration Association. The arbitrator may grant injunctions or other relief in such dispute or controversy. The decision of the arbitrator shall be final, conclusive and binding on the Parties. Judgment may be entered on the arbitrator's decision in any court having jurisdiction. The Parties shall each pay one-half of the costs and expenses of such arbitration, and each of the parties shall separately pay counsel fees and expenses.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date first above written.

PRINCIPAL

Anaheim Union High School District

By: _____

Name:

Title:

Date:

AGENT

ATvantage Athletic Training, LLC

By: _____

Name: Alisha M. Pennington

Title: Owner/ Operator

Date: 4/1/2016

**COLLEGE BOARD'S
COLLEGE READINESS AND SUCCESS CONTRACT #: CB-00015798**

THIS AGREEMENT, including all appendices, exhibits, and schedules attached hereto (the "Agreement"), is made as of this **May 3, 2016** ("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, 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, 2016 and, unless sooner terminated as provided herein, will expire on June 30, 2017 ("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 2016-2017 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 New York 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 New York County, New York 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:

To College Board: K-12 Contract Management	With a copy to Legal Department	To Client: Stephanie Henry Director of Assessment
The College Board 250 Vesey Street New York, NY 10281 Tel: (212) 713-8000 Contractsmanagement@collegeboard.org	The College Board 250 Vesey Street New York, NY 10281 Tel: (212) 713-8000 Legalnotice@collegeboard.org	Anaheim Union High School District 501 North Crescent Way Anaheim, California 92801 Tel: (714) 999-2169 Email: henry_s@auhsd.us

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**

Signature

Michael Matsuda

Name

Superintendent

Title

Date

THE COLLEGE BOARD

Signature

Cyndie Schmeiser

Name

Chief, Assessments

Title

Date

**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^{®1} 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 ("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):

A. Description of Services and Deliverables.

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. The Official Educator Guide

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

The test shall be administered on October 19, 2016. The alternate test administration is on November 2, 2016.

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 high schools with their respective High 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 high schools cannot be made after **September 16, 2016**. Schools without a valid high school code must submit a high school request form by **August 26, 2016**.

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).

¹ 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 MyRoad, , and the publications and reports described in Section 1 (Background), including all copyrights, trademarks³, 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.

IV. LIST OF PARTICIPATING SCHOOLS

SCHOOL NAME	HIGH SCHOOL CODE
Anaheim High School	050090
Cypress High School	050714
Gilbert High School	050089
John F Kennedy High School	050379
Katella High School	050081
Loara High School	050084
Magnolia High School	050083
Oxford Academy	050776
Polaris High School	053931
Savanna High School	050087
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 high schools² 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.

Free and Reduced Price Lunch Percentage	Suite Pricing (All Three Assessments)	Two Assessments and/or Grades	Single Assessment and/or Grade
< 25%	\$11.00	\$12.00	\$14.00
≥ 25% and < 50%	\$10.50	\$11.50	\$13.00
≥ 50% and < 75%	\$9.50	\$11.25	\$12.75
≥ 75%	\$9.00	\$11.00	\$12.50

² 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.

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, 2016**.

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 \$15.00 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.** An unused test fee of \$4 per booklet will be charged if unused by a school is calculated to be greater than 20% of their total test books ordered. However schools that use at least 80% of the tests ordered will not incur an unused test fee. Additionally Participating Schools will not incur unused test fees for contracted grade(s); however, unused test fees will apply for all other grades.

VI. CLIENT CONTACT INFORMATION

	Primary ³	Data Recipient ⁴	Billing ⁵	Bulk Registration (optional) ⁶
Name:	Stephanie Henry	Patricia Luckeroth-Lockhart	Joanie Taurman	Stephanie Henry
Title:	Director of Assessment	Director, Guidance and Student Services	Accounting	Director of Assessment
Address:	501 North Crescent Way	501 North Crescent Way	501 North Crescent Way	501 North Crescent Way
City/State/Zip:	Anaheim, California 92801	Anaheim, California 92801-5401	Anaheim, California 92801	Anaheim, California 92801
Phone:	(714) 999-2169	(714) 999-3567	7149993602	(714) 999-2169
Email:	henry_s@auhsd.us	luckeroth_p@auhsd.us	taurman_j@auhsd.us	henry_s@auhsd.us

³ This is the person to whom the College Board should direct primary communications.

⁴ 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.

⁵ This is the person to whom the College Board should send the invoice for this Schedule, if different from the Primary Contact.

⁶ 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

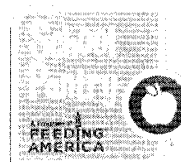
Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
PSAT/NMSQT EPP Fixed-Fee - 10th Grade	July 1, 2016	June 30, 2017	5264	15	\$78,960.00	\$11,844.00	\$67,116.00

Subtotal: \$78,960.00
Total Discount: \$11,844.00
Total Cost: \$67,116.00

Member Program Agreement

School Pantry Program

Second Harvest Food Bank of Orange County
FY 2017



Introduction:

The mission of the School Pantry Program is to help alleviate child hunger in America through the provision of food to children and their families at school. School Pantries are located on the grounds of a school intended to provide a more readily accessible source of food assistance to low-income students and their families. Second Harvest has been running similar mobile based school distributions since 2012, but the program was officially launched for the 2014-2015 school year with 12 schools participating. Every year we look forward to the partnerships that we will form with each school, knowing that they will provide ample opportunity for growth and help further our mission to end hunger in Orange County. We guarantee to provide great support to the schools that we work with, and in turn hold our partners to high expectations in terms of communication, and a willingness to work with us to meet the needs of each specific school community.

Responsibilities of the School:

1. Identify a "School Pantry Coordinator" to orchestrate each School Pantry distribution; greet SHFBOC driver at time of delivery and assist driver as needed, ensure proper distribution set-up, assign parent volunteers to specific tasks and provide volunteer support, and handle any on-site issues. The "School Pantry Coordinator" must undergo training at 2-3 of their distributes by a SHFBOC staff member to ensure the responsibilities and integrity of the program is being carried out. This individual will also serve as SHFBOC's primary contact at each school, and will be responsible for communicating any issues to SHFBOC staff. Each "School Pantry Coordinator" must undergo safe food handling training.
2. Store folding tables, produce baskets and other items on site in a secure location.
3. Promote the food distribution to enrolled student's families via calling systems and flyers.
4. Work in collaboration with nearby schools to expand reach to the community.
5. Work to help ensure the distribution of all food (except waste/spoiled food). Allow for disposal of any waste in trash receptacles.
6. Allow for and approve of additional free resources to be provided during food distributions.
7. Sign this written agreement with Second Harvest Food Bank of Orange County.
8. Provide an agreed upon space for distribution and be willing to accommodate any staff requests for a change in location as needed.
9. Have janitorial staff who will assist in the clean up as needed.
10. Store pallets and crates until pick-up by SHFBOC staff.

Responsibilities of Second Harvest Food Bank of Orange County:

1. Provide folding tables free of charge to be stored on site, unless the site has tables.
2. Provide a selection of produce in quantities that will allow for approximately 200 households.
3. Provide additional food as available and at the discretion of SHFBOC staff, although the program aims to provide solely fresh produce.
4. Provide a written agreement to be signed by a School District Representative.
5. Provide programmic staff management and on-going support for the program.

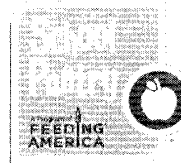
Use of Food Provided by Second Harvest Food Bank of Orange County:

1. Food will be distributed free of charge.
2. Food will not be transferred for money, property, or services.
3. Ensure safe and proper handling of the Product, which conforms to all local, state and Federal regulations.

Member Program Agreement

School Pantry Program

Second Harvest Food Bank of Orange County
FY 2017



Conditions and Stipulations:

1. Both parties enter into this agreement voluntarily.
2. Either party may terminate the agreement by simply notifying the other party.
3. Any attachments are a part of this agreement.
4. Each site must be willing to abide by the policies, procedures, and record keeping requirements of SHFBOC.
5. Staff or volunteers of the program will not engage in discrimination, in the provision of service, against any person because of race, color, citizenship, religion, gender, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity or expression, unfavorable discharge from the military or status as a protected veteran.
6. The partnering organization will allow SHFBOC to monitor the food distribution operations site regularly.
7. Participant shall indemnify, defend and hold harmless Feeding America, its parents, members, managers, partners, officers, employees, subsidiaries, affiliates and agents (collectively, the "Indemnified Parties") from and against any and all losses, claims, costs, demands, liabilities or damages ("Loss") arising out of: (i) any personal injury or property damage occurring at Participant's Program site arising from any act, omission or negligence of Participant, its employees, agents, volunteers, participants or invitees, except that Participant shall not be required to indemnify the Indemnified Parties, or any of them, for a Loss that is finally determined by a court of competent jurisdiction to be caused by the active negligence of the Indemnified Parties, or any of them; and (ii) any breach, violation or nonperformance of any covenant, condition or agreement set forth in this Agreement to be fulfilled, kept, observed and performed by Participant. The foregoing indemnity shall survive the termination of this Agreement and shall remain binding on Participant until such time as an action against the Indemnified Parties, or any of them, on account of such Loss is absolutely barred by any applicable statute of limitations.
8. Second Harvest Food Bank of Orange County reserves the right to terminate the agreement without notice if the program is found to be out of compliance.
9. Second Harvest Food Bank of Orange County reserves the right to limit the types and quantity of food given to the site.

Either party can terminate this agreement immediately with or without cause upon notification of other party. This agreement is binding from the date of signature until termination by either party. Failure to maintain terms of this agreement may result in partnership status being placed on hold or in some cases terminated. I accept and agree to abide by all the above terms and conditions.

Print name of School District

Date

Signature of District Representative

Date

Print name of District Representative

Title

Second Harvest Food Bank of Orange County Representative

Date

1 AGREEMENT NUMBER: 42909

2 2016-2017
3 NETWORK SUPPORT SERVICES AGREEMENT
4 ANAHEIM UNION HIGH SCHOOL DISTRICT5 This Network Support Services Agreement is hereby entered
6 into this 12th day of April, 2016, by and between the Orange County
7 Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California
8 92626, hereinafter referred to as SUPERINTEDENT, and Anaheim Union
9 High School District, 501 North Crescent Way, Anaheim, California
10 92803, hereinafter referred to as DISTRICT. SUPERINTENDENT and
11 DISTRICT shall be collectively referred to as the Parties.12 Now, THEREFORE, the Parties hereto mutually agree as
13 follows:14 1.0 BASIS OF AGREEMENT. Provide network support services for data
15 connectivity and support to school districts within Orange
16 County in accordance with the terms and conditions set forth
17 in this AGREEMENT.18 2.0 NETWORK SUPPORT. SUPERINTENDENT agrees to provide DISTRICT
19 access to applications via the SUPERINTENDENT'S network
20 utilized by the SUPERINTENDENT. Applications services shall
21 include access to the following:

- 22 1. Payroll Services
-
- 23 2. Financial (Separate contract required)
-
- 24 3. Human Resources (Separate contract required)
-
- 25 4. Time and Attendance (Separate contract required)
-
5. Imaging (Separate contract required)
-
6. Data Center Site Services (Separate contract required)

1 7. Cloud Storage

2 8. Email Archiving

3 3.0 TERM. This AGREEMENT shall be in full force and effect for
4 the period commencing July 1, 2016, and ending on June 30, 2017,
5 subject to termination as set forth in this AGREEMENT.

6 4.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT for services
7 rendered pursuant to Section 2.0 of this AGREEMENT a total amount
8 not to exceed Two thousand dollars (\$2,000.00). The charges are
9 based on the actual expenses incurred by SUPERINTENDENT in
10 supporting the connectivity between DISTRICT and SUPERINTENDENT
11 through the telephone companies, Internet service providers, and
12 vendors providing equipment, lines and services. DISTRICT shall be
13 notified in writing of any increase in charges incurred by
14 SUPERINTENDENT in supporting the network. DISTRICT agrees to pay
15 SUPERINTENDENT the actual charges within thirty (30) days upon
16 receipt of an itemized invoice in triplicate from the
17 SUPERINTENDENT. Charges per year shall be as follows:

<u>ITEM#</u>	<u>COST</u>	<u>DESCRIPTION OF SERVICE/SUPPORT</u>
<u>ANNUAL FEES</u>		
1.	<u>\$ 2,000.00</u>	Annual data circuit network management.
2.	<u>\$ 0.00</u>	Cloud Storage
3.	<u>\$ 4,600.00</u>	Email archiving/storage per terabyte.
4.	<u>\$ 0.00</u>	Email archiving/administration per terabyte
TOTAL FEES:		<u>\$ 6,600.00</u>

24 5.0 TECHNICAL SUPPORT. DISTRICT shall be entitled to ongoing
25 technical support and assistance on SUPERINTENDENT'S Network between

1 the DISTRICT and SUPERINTENDENT, provided however, that the
2 availability or performance of this technical support service shall
3 not be construed as altering or affecting SUPERINTENDENT'S
4 obligations as set forth in this AGREEMENT. SUPERINTENDENT'S
5 technical support via telephone shall be provided to DISTRICT
6 without charge Monday through Friday from 7:00 A.M. - 5:00 P.M.,
7 excluding SUPERINTENDENT'S holidays.

8 6.0 TRAINING. SUPERINTENDENT will provide, at no additional
9 charge, such assistance and advice, if requested, as may be
10 necessary to assist DISTRICT personnel in the use and operation of
11 the equipment installed by SUPERINTENDENT to enable DISTRICT to make
12 optimum use of the network services Monday through Friday from 7:00
13 A.M. - 5:00 P.M. excluding SUPERINTENDENT'S holidays.

14 7.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times
15 shall be an independent contractor and shall be wholly responsible
16 for the manner in which the services required by the terms of this
17 AGREEMENT are performed. Nothing herein contained shall be
18 construed as creating the relationship of employer and employee, or
19 principal and agent, between SUPERINTEDENT and DISTRICT.
20 SUPERINTENDENT assumes the responsibility for the acts of its
21 employees or agents as they relate to the services to be provided.
22 SUPERINTENDENT, its officers, agents, and employees, shall not be
23 entitled to any rights, and/or privileges of DISTRICT'S employees
24 and shall not be considered in any manner to be DISTRICT'S
25 employees.

1 8.0 HOLD HARMLESS.

2 A. SUPERINTENDENT hereby agrees to indemnify, defend, and
3 hold harmless DISTRICT, its Governing Board, officers, agents, and
4 employees from every claim or demand and every liability loss,
5 damage, or expense of any nature whatsoever which may be incurred by
6 reason of any negligent acts or omissions of employees, agents or
7 officers of SUPERINTENDENT or the Orange County Board of Education
8 during the period of this AGREEMENT.

9 B. DISTRICT hereby agrees to indemnify, defend, and hold
10 harmless SUPERINTENDENT, the Orange County Board of Education, and
11 its officers, agents, and employees from every claim or demand and
12 every liability, loss, damage, or expense of any nature whatsoever
13 which may be incurred by reason of any negligent acts or omissions
14 of employees, agents or officers of DISTRICT during the period of
15 this AGREEMENT.

16 9.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that
17 they will not engage in unlawful discrimination of persons because
18 of race, color, religious creed, national origin, ancestry, physical
19 handicap, medical condition, marital status, or sex of such persons.

20 10.0 APPLICABLE LAW. The services completed herein must meet the
21 approval of the DISTRICT'S general right of inspection to secure the
22 satisfactory completion thereof. SUPERINTENDENT and DISTRICT agree
23 to comply with all federal, state and local laws, rules, regulations
24 and ordinances that are now or may in the future become applicable
25 to SUPERINTENDENT or DISTRICT'S business, equipment and personnel

1 engaged in operations covered by this AGREEMENT or occurring out of
2 the performance of such operations.

3 11.0 ASSIGNMENT. Neither party shall subcontract or assign this
4 AGREEMENT or the performance of any of the services set forth in
5 this AGREEMENT without prior written approval of the non-assigning
6 party.

7 12.0 TERMINATION. This AGREEMENT may be terminated by
8 SUPERINTENDENT or DISTRICT with or without cause, upon the giving of
9 sixty (60) days prior written notice to the other party.

10 13.0 TOBACCO USE POLICY. In the interest of public health, the
11 SUPERINTENDENT provides a tobacco-free environment. Smoking or the
12 use of any tobacco products are prohibited in buildings and
13 vehicles, and on any property owned, leased or contracted for by the
14 SUPERINTENDENT. Failure to abide with conditions of this policy
15 could result in the termination of this AGREEMENT.

16 14.0 NOTICES. All notices or demands to be given under this
17 AGREEMENT by either party to the other shall be in writing and given
18 either by: i) Personal service, or ii) U.S. Mail, mailed either by
19 registered or certified mail, return receipt requested, with postage
20 prepaid. Service shall be considered given when received if
21 personally served or, if mailed, on the third (3rd) day after
22 deposit in any U.S. Post Office. The address to which notices or
23 demands may be given by either party may be changed by written
24 notice given in accordance with the notice provisions of this
25 section. As of the date of this AGREEMENT the addresses of the
parties are as follows:

1 DISTRICT: Anaheim Union High School District
2 501 North Crescent Way
3 Anaheim, California 92803
4 Attn: _____

5 SUPERINTENDENT: Orange County Superintendent of Schools
6 200 Kalmus Drive
7 Costa Mesa, California 92626
8 Attn: Patricia McCaughey

9 15.0 SEVERABILITY. If any term, condition or provision of this
10 AGREEMENT is held by a court of competent jurisdiction to be
11 invalid, void, or unenforceable, the remaining provisions will
12 nevertheless continue in full force and effect and shall not be
13 affected, impaired or invalidated in any way.

14 16.0 GOVERNING LAW. The terms and conditions of this AGREEMENT
15 shall be governed by the laws of the State of California, with venue
16 in Orange County, California.

17 17.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits
18 attached hereto constitute the entire AGREEMENT between
19 SUPERINTENDENT and DISTRICT regarding the services and any agreement
20 made shall be ineffective to modify this AGREEMENT in whole or in
21 part unless such agreement is embodied in an Amendment to this
22 AGREEMENT which has been signed by both Parties. This AGREEMENT
23 supersedes all prior negotiations, understandings, representations
24 and agreements.

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IN WITNESS WHEREOF, the Parties hereto have caused this
AGREEMENT to be executed.

DISTRICT: ANAHEIM UNION HIGH
SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

BY: _____
Authorized Signature

BY: *Patricia McCaughey*
Authorized Signature

PRINT NAME: _____

PRINT NAME: Patricia McCaughey

TITLE: _____

TITLE: Coordinator

DATE: _____

DATE: April 12, 2016

Anaheim UHSD-NetworkSupportServices-Intranet-(42909)17
Zip4/mls

AMENDMENT #2
INTERNET ACCESS AGREEMENT
ANAHEIM UNION HIGH SCHOOL DISTRICT

The Internet Access Agreement, hereinafter referred to as Agreement, entered into by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Anaheim Union High School District, 501 Crescent Way, Anaheim, California 92801, hereinafter referred to as DISTRICT, last amended on January 26, 2015, is hereby further amended as follows:

1.0 Section 2.0 TERM shall be amended to read as follows: This Agreement shall be in full force and effect for the period commencing July 1, 2014, and ending on June 30, 2017, subject to termination as set forth in this Agreement.

2.0 Except as expressly herein amended, said Agreement 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 DISTRICT

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS

BY: _____
Authorized Signature

BY: Patricia McCaughey
Authorized Signature

PRINTED NAME: _____

PRINTED NAME: Patricia McCaughey

TITLE: _____

TITLE: Coordinator

DATE: _____

DATE: April 18, 2016

AUHSD-Internet-Amend #2-(40336)17
ZIP12(mls)



E-RATE
COMPLIANCE SERVICES
Doc U Manage

CONTRACT FOR E-RATE COMPLIANCE SERVICES

This agreement is made and entered by and between **Anaheim Union High School District**, a local education agency ("District") and CSM Consulting, Inc., a California Corporation ("Consultant").

RECITALS

- A. District desires to have a Consultant to prepare documentation, forms and applications regarding the Federal Communications Commission ("FCC") E-Rate program.
- B. District has the authority to enter into an Agreement with a Consultant for purposes of complying with the FCC E-Rate program.
- C. Consultant is duly qualified to provide the services called for in this Agreement in consideration for the fee stipulated in this Agreement.

I. CONSULTANT'S RESPONSIBILITIES – SCOPE OF SERVICE

1. Shall provide to District completed forms and processes related to all Category One and Category Two applications of the Federal Communications Commission E-Rate filings with the schools and library division ("SLD") during the term of this Agreement as shown in Section IV., 1. Services provided under this agreement to include the following:
 - Advise and coordinate the preparation and filing of FCC Forms: 470, 471, 486 and 500.
 - Advise and coordinate the preparation and filing of:
 - Item 21 Attachments
 - Form 472 (Billed Entity Applicant Reimbursement Form BEAR) and/or vendor specific discount forms (i.e. Data Gathering Form, Existing Services List, etc.)
 - Implementation Deadline Extension Request (ImDER)
 - Invoice Deadline Extension Request (IDER)
 - Service Provider Identification Number (SPIN) Change Requests
 - Service Substitution Requests
 - Service Certifications
 - Program Integrity Assurance (PIA)
 - Payment Quality Assurance (PQA) requests
 - Invoice reconciliation for previous funding year disbursements
2. Act as District's main point of contact with the SLD.
3. Advise District on E-Rate compliance including updates on rule or regulatory changes, as applicable.

II. DISTRICT RESPONSIBILITIES

1. Provide all required information and data for filing all forms with the SLD in a timely manner and all required and requested data for filing the Form 471 at least thirty (30) days prior to USAC's Form 471 filing deadline.
2. Take such official action, such as review of Consultants drafts and promptly sign and return all forms required for filing with a third party in a timely manner so that Consultant can perform its obligations under this Agreement.

3. Promptly pay Consultant its fee for services rendered. All payments are due and payable within 30 days after delivery to the District of the invoice.
4. Sign, date and certify all forms filed by Consultant on District's behalf.

III. COST

1. **Pricing.** The cost for services rendered regarding the E-Rate application process, as referred to in Section I of this agreement, will be invoiced and due to the Consultant as follows:

Base contract amount ("Base Amount") of **\$27,600**

Invoices for the Base Amount will be provided monthly (or quarterly) continuing through June 30 of each respective Term of this Agreement.

The amounts in this section do not include any costs related to additional Professional Services offered by Consultant that may be requested by the District as shown in Section IV., 4. and 5 below.

IV. MISCELLANEOUS

1. **Term.** The initial term ("Term") of this agreement shall be one (1) year commencing as of July 1, 2016, or upon execution (whichever is later), through June 30, 2017. Thereafter, the Term of this Agreement shall automatically renew for successive one (1) year Term(s) unless one party provides written notice to the other party at least ninety (90) days in advance of the end of the existing Term that it does not wish to renew the Term of this Agreement.
2. **Modifications.** This Agreement may be modified only by a written amendment to this Agreement, executed by both parties.
3. **Independent Contractor.** While engaged in carrying out and complying with the terms and conditions of the Agreement, Consultant is an independent contractor and not an officer, employee, or agent of the District.
4. **Additional Professional Services not included in SECTION I CONSULTANT RESPONSIBILITIES – SCOPE OF SERVICE.**
 - A. Services and costs in this section are not included in Section I (Consultant Responsibilities – Scope of Service) and Section III (Cost). At the written request of the District, the Consultant may provide the additional Professional Services listed below, based upon the following hourly rates.

Officer/Principal	\$175 per hour
Information Technology Consultant/Director	\$150 per hour
Lead Consultant	\$120 per hour
Specialist	\$80 per hour

An authorized agent of the District may request the services below via written request to the Consultant. The Consultant will provide the District with an estimate of the number of hours and rates to complete the requested task. Consultant will provide a quote in the form of an email, hard copy quote, electronic copy quote or other means, as appropriate and acceptable to the District and Consultant. These Professional Services may include but are not limited to the following:

- Assist in the preparation of RFPs/RFIs/RFQs, etc., including technical specs
- Surveys (alternate discount method)
- Comprehensive Technology Plan Writing
- Coordination of response to Special Compliance Reviews
- Selective Review Information Request (SRIR)
- Preparation of USAC and/or FCC appeals
- Technology Plan and Technology Plan Addenda preparation, technology needs assessment, etc.
- Audit support, including Beneficiary Contributor Audit Program
- Preparation of documentation/reports/presentations for Board meetings or other special meetings
- Assess and process issues with prior E-Rate applications not previously contracted by with Consultant (invoiced at ten percent 10% of amount recovered)
- Travel expenses for any on-site meetings including hourly rate, standard mileage reimbursement and actual accommodation/travel expense (including airfare if applicable)
- Other E-Rate related services

Doc U Manage

5. **E-Rate Doc-U-Manage Software (Optional Service).** Consultant will provide online document management software allowing for multi-user access to maintain documents in an organized manner to meet the USAC 10-year requirement and provide an efficient document management system for the District. The annual license fee for the software is \$0.14 per student from the 1st Period Principal Apportionment CALPADS enrollment.

Please check the appropriate box for designation of service Yes No

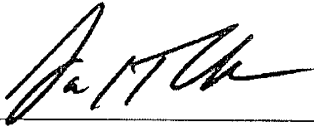
6. **Conflict of Interest.** No business or personal relationship exists between any school employee and the service provider.
7. **Attorney's Fees and Costs.** In any litigation, arbitration or other proceeding by which one party either seeks to enforce its rights under this Agreement (whether in contract, tort, or both) or seeks a declaration of any rights or obligations under this Agreement, each party shall bear its own attorney fees, together with any costs and expenses to resolve the dispute and to enforce the final judgment.
8. **Severability.** If any term of this Agreement is held by a court of competent jurisdiction to be void or unenforceable, the remainder of this Agreement shall remain in full force and effect and shall not be affected.
9. **Notices.** All notices that are required to be given by one party to the other under this Agreement shall be in writing and shall be deemed to have been given if delivered personally or enclosed in a properly addressed envelope postage prepaid and deposited with a United States Post Office for delivery by first class and certified mail addressed to the parties at the following addresses, unless such addresses are changed by notice, in writing, to the other party.

Anaheim Union High School District
501 Crescent Way/ PO BOX 3520
Anaheim, CA 92803-3520

CSM Consulting, Inc.
P.O. Box 4408
El Dorado Hills, CA 95762-0018

10. **Limitation of Liability.** The aggregate liability in connection with any claim arising out of or relating to this agreement whether in contract, tort or otherwise, shall be limited to an amount equivalent to the fee(s) paid by the District to Consultant for services performed pursuant to this Agreement. Consultant shall not in any circumstances be liable to District, whether in contract, tort or otherwise, for any special, indirect, incidental, or consequential damages of any kind whatsoever whether Consultant is made aware in any way due to, resulting from, or arising in connection with the services performed by Consultant pursuant to this Agreement. District's right to monetary damages listed above in that amount shall be in lieu of all other remedies that District may have.
11. **Governing Law.** The validity of this Agreement and each of its terms and provisions, as well as the rights and duties of the parties under this Agreement, shall be construed pursuant to and in accordance with the law of the State of California.
12. **Authority.** The individuals executing this Agreement represent and warrant that they have the legal capacity and authority to execute and contractually bind their respective legal entities.
13. **Entire Agreement.** This Agreement supersedes any and all other agreements, whether oral or in writing, between the parties with respect to the subject of this Agreement. This Agreement contains all of the covenants and agreements between the parties with respect to the subject of this Agreement, and each party acknowledges that no representations, inducements, promises, or agreements have been made by or on behalf of any party except the covenants and agreements embodied in this Agreement. No agreement, statement, or promise not contained in this Agreement shall be valid or binding on the parties with respect to the subject of this Agreement.

Executed in _____, This _____ day of _____, 2016.



_____, Vice President
David T. Cichella

_____, Title _____

Print Name

Anaheim Union High School District

AUTHORITY TO COMMUNICATE – Letter of Agency (LOA)

This ATC/LOA (Agreement) entered into on this _____ day of _____, 2016 by and between **CSM Consulting, Inc.**, *Consultant Registration Number 16043564*, a California Corporation (“Consultant”) and **Anaheim Union High School District**, a local education agency (“District”). Consultant’s authority to communicate shall remain in effect during the term of the “E-Rate Services” consulting contract.

Consultant and District determines it is necessary to prepare documentation, forms and applications regarding the Federal Communications Commission (“FCC”) E-Rate program.

District grants to Consultant the authority to investigate and communicate, in any form, with any telecommunication company, service provider, the FCC or the Schools and Libraries Division with regard to the E-Rate Program on District’s behalf. Consultant acknowledges that nothing contained herein shall constitute a principal and agent relationship or be construed to evidence the intention of the District to constitute such. The District represents and warrants that the officer executing this Agreement has been duly authorized.

The term of this assignment is from the date of final execution (above) until all issues with E-Rate Years 2004, 2005, 2006, 2007, 2008 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016 and 2017, 2018, 2019 are resolved or June 30, 2020. When executed, this agreement is authorization for all employees of Consultant to communicate on behalf of the District in performance of the duties outlined herein.

Anaheim Union High School District

Name: _____

Print Name: _____

Title: _____

MEMORANDUM of UNDERSTANDING BETWEEN
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
FULLERTON JOINT UNIFIED HIGH SCHOOL DISTRICT

WHEREAS, Education Code sections 56195 et seq. authorize school districts to provide special education services to students in other districts by organizing Special Education Local Plan Areas (SELPAs) and by developing local plans;

WHEREAS, these statutory provisions authorize school districts to provide for a governing structure and any necessary administrative support to implement the local plans, including a system for determining the responsibility of participating agencies for the education of each special education student;

WHEREAS, Education Code section 56195.5 authorizes districts and SELPAs to enter into contracts between school districts to provide for the education of special education students who may reside in other districts;

NOW, THEREFORE, it is hereby agreed by and between the Anaheim Union High School District (hereinafter referred to as the "Provider District") and the Fullerton Joint Union High School District (hereinafter referred to as the "Sending District") as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code sections 56195, 56195.1, 56195.3 and 56195.5, the Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. Education Code section 46600 shall apply to interdistrict attendance agreements for programs conducted pursuant to this part.

2. Term of Agreement

This Agreement is effective for the period beginning 7/1/15 through 6/30/16.

3. Acknowledgment

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a SELPA.

4. Scope

The Provider shall conduct special education program and services for those eligible pupils of the Sending District referred by their Individual Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupils' educational needs as specified in the IEP can be appropriately met by the programs operated by the Provider District. The Provider District shall maintain and provide special education programs for Sending District pupils during the 2015 and 2016 school years within the administrative parameters established by the Provider District's SELPA. Class size ranges and student-adult ratios shall be maintained in a manner which allows the Provider District to meet the programmatic, health and safety needs of the pupils.

5. Annual and Triennial Reviews

The Sending District shall be notified of annual reviews and may provide a representative who will participate in the development of the IEP. For initial placement, triennial review, or a change in services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the IEP shall attend the IEP Meeting.

6. Pupil Count

A count shall be taken of the number of pupils enrolled in the programs as of the first day of each calendar month, August through June. A pupil shall be counted as "enrolled" on the first day of attendance in the program or fourteen (14) days after the IEP Team has met and an approved IEP has been executed for the educational placement in the Special Schools Program, whichever occurs sooner. Pupils continuing in the programs from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh day of the first school month, the Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment.

7. Definitions

a. "District Provided Programs" are the special education classes and support services operated by Provider District on behalf of SELPAs and districts in Orange County for special education students residing in their SELPA and district.

b. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to programs operated by the Provider District under this Agreement.

c. "Special Education Program Expenditures" shall include Direct Costs, Direct Support Costs and Indirect Cost of Special Schools Programs.

d. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

e. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

8. Funding

In consideration of the enrollment of pupils in special education programs conducted by the Provider District, the SELPA and/or the Sending District transferring pupils to the programs operated by the Provider District agree to pay the Provider District the cost of services based on the schedule attached hereto as Exhibit A.

9. Transportation

The Sending District transporting pupils to the Provider District shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and subsequently made up may result in charges to the Sending District for additional costs incurred by the Provider District.

10. Final Accounting

A final accounting accompanied by completed forms and invoices with appropriate supporting documentation will be sent by the Provider District to Sending District by October 15 of the following year. Corrections to prior year Special Education Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the Sending District affected by the correction or adjustments.

11. Projected Enrollment

In order to assist the Provider District in planning for both housing and staffing needs for the programs, Sending District shall submit to the Provider District, in writing, on or before February 15 of each year, the projected number of pupils expected to be transferred to the programs for special education and support services in the following school year. Absent a projection, the number of Sending District pupils reported in the current year December 1 Federal Pupil Count shall be used for staffing and budget planning for the following school year.

12. Program Cost

On or before fifteen days after the release of the May revise each year, the Provider District shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in Special

Schools Programs based on the Projected Enrollment data, and provide it to Sending District's Special Education Department and Business Services Department.

13. No Waiver

The failure of the Provider District in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

14. Hold Harmless

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of the Sending District, the Provider District hereby agrees to hold harmless, indemnify and defend the Sending District and its officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the Provider District's performance of services during the term of this Agreement.

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of Provider District, the Sending District hereby agrees to hold harmless, indemnify and defend Provider District and its governing board and their officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising directly or indirectly from or connected with the performance of services other than for operations of Provider District during the term of this Agreement.

15. Complete Agreement

This Agreement is the complete Agreement of the parties. Any amendments hereto shall be in writing and shall be dated and executed by both parties.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

APPROVED BY:

PROVIDER DISTRICT

Fullerton Joint Union High School District
SENDING DISTRICT

BY: _____
(Authorized Agent Signature)

BY: _____
(Authorized Agent Signature)

Jaron Fried, Assistant Superintendent
(Print Name)

Sylvia Kaufman, Asst Supt, Educ & Assess Svcs
(Print Name)

DATE: _____

DATE: 05/18/16

BOARD APPROVAL: _____

BOARD APPROVAL: 05/17/16

CWN
SPECIAL ED MOU
3-06 (10/09)
cc: SELPA

Instructional Materials Submitted for Adoption

June 16, 2016

June 9, 2016-June 16, 2016

Curriculum	Basic/ Suppl.	Course Name (Number)	GR	Title	Publisher
World Languages	Basic	Mandarin 1-3 (2282)	8-12	<i>ZHEN BAN 1</i>	EMC Publishing
World Languages	Basic	Chinese Conversation and Culture (2295)	7	<i>Exploring Chinese</i>	EMC Publishing
World Languages	Basic	French 1, 2, 3 (2040, 2045, 2050)	8-12	<i>Discovering French Today - Levels 1-3</i>	Holt McDougal
World Languages	Basic	French 1, 2, 3 (2040, 2045, 2050)	8-12	<i>Bien dit! - Levels 1-3</i>	Holt McDougal
Social Science	Basic	AP World History (2625)	10-12	<i>Traditions & Encounters: A Global Perspective on the Past AP - 6th Edition</i>	McGraw Hill

SCHEDULE A

**STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Regular School Year 2015-2016**

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
SYS - 143	9/25/2000	9	06/16/2016	Del Sol School	\$50,872.00
SYS - 173	8/28/2002	7	06/16/2016	ALAC dba: Olive Crest Academy	\$8,453.64
SYS - 174	9/27/2003	7	06/06/2016	Rossier Park School	\$11,547.80

Field Trip Report

Board of Trustees

June 16, 2016

1. Anaheim High School: Boys Basketball (12 male students)
 Adviser/Lead Chaperone: Alfonso Rodriguez (male)
 Chaperones: Alfonso Rodriguez (male), Alfredo Martin (male), Vince Gomez (male)

To: San Diego, CA
 Dates: June 24-25, 2016
 Purpose: Tournament
 Expenses: ASB/Club Fundraisers-registration
 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

2. Anaheim High School: ASB (32 students-22 female, 10 male)
 Adviser/Lead Chaperone: Allen Carter (male)
 Chaperones: Allen Carter (male), Doug Wager (male), Terry Dancer (female), Paul Chylinski (male), Sara Daddario (female), Toni Stroud (female)
 Chaperones from the organization will assist in meeting District guidelines.

To: Orange, CA
 Dates: August 1-3, 2016
 Purpose: ASB Leadership Training
 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

3. Cypress High School: Boys Basketball (17 male students)
 Adviser/Lead Chaperone: Derek Mitchell (male)
 Chaperones: Derek Mitchell (male), Tom Wong (male), Mitchell Douglas (male)

To: Santa Barbara, CA
 Dates: June 24-26, 2016
 Purpose: Basketball Camp/Tournament
 Expenses: ASB/Club Fundraisers-registration
 Parent/Student-registration, meals, transportation
 Other (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

Field Trip Report

Board of Trustees

June 16, 2016

4. Cypress High School: Cheer/Song (48 female students)
Adviser/Lead Chaperone: Shari Scott-Sawyer (female)
Chaperones: Shari Scott-Sawyer (female), Taylor Elliot (female), Nikki Bacon (female),
Kenna Piercy (female), Kim Rocha (female), April Monera (female)

To: Thousand Oaks, CA
Dates: July 7-10, 2016
Purpose: Cheer & Song 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

5. Cypress High School: ASB (30 students-19 females, 11 males)
Adviser/Lead Chaperone: Kim Rocha (female)
Chaperones: Kim Rocha (female), Paul Chylinski (male), Allen Carter (male),
Scott Wilmoth (male), Sarah Anderson (female), Tina Matic (female),
Jon Hogencamp (male), Terry Dancer (female), Toni Stroud (female)

To: Orange, CA
Dates: August 1-3, 2016
Purpose: ASB leadership training
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

6. Kennedy High School: Cross Country (14 students-7 females, 7 males)
Adviser/Lead Chaperone: Dean Wang (male)
Chaperones: Dean Wang (male), Daniel Sanchez (male), Julia Wadamar (female)

To: Big Bear, CA
Dates: July 23-29, 2016
Purpose: Training for altitude cross country
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 16, 2016

7. Kennedy High School: ASB (41 students-33 females, 8 males)
Adviser/Lead Chaperone: Sarah Anderson (female)
Chaperones: Sarah Anderson (female), Paul Chylinski (male), Tina Matic (female), Scott Wilmonth (male), Sara Diaddario (female), Kaiti Childers (female), Allen Carter (male), Doug Wager (male), Bruce Stevens (male), Stacey Silberman (female), Shari Scott-Sawyer (female)

To: Orange, CA
Dates: August 1-3, 2016
Purpose: ASB leadership 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. Loara High School: Girls Volleyball (14 female students)
Adviser/Lead Chaperone: Kerri Holton (female)
Chaperones: Kerri Holton (female), Daniel Hart (male), Laurie Bacon (female), Mia Williams (female), Jose Bahena (male)

To: Big Bear, CA
Dates: July 25-27, 2016
Purpose: Team building and leadership development
Expenses: Parent/Student-meals, transportation
Booster Club-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

9. Amendment-Oxford Academy: FBLA (10 students-2 female, 8 male)
Adviser/Lead Chaperone: Michael Rylaarsdam (male)
Chaperones: Michael Rylaarsdam (male), April Rylaarsdam (female)

To: Atlanta, GA
Dates: ~~June 27, 2016-July 3, 2016~~ June 28, 2016-July 3, 2016
Purpose: Compete in FBLA national leadership conference
Expenses: ASB/Club Fundraisers-registration, meals, transportation, accommodations
Parent/Student-registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
Number of school days missed previously: 1
Total number of days missed by this group: 1

Field Trip Report

Board of Trustees

June 16, 2016

10. Oxford Academy: Yearbook (14 students-12 female, 2 male)
Adviser/Lead Chaperone: Jin Young Chang (male)
Chaperones: Jin Young Chang (male), Kim Nguyen (female)
Chaperones from the organization will assist in meeting District guidelines.

To: Long Beach, CA
Dates: July 30, 2016-August 3, 2016
Purpose: Yearbook camp
Expenses: ASB/Club Fundraisers-registration, meals, accommodations
Parent/Student-registration, meals, transportation, accommdations

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

11. Oxford Academy: ASB (36 students-25 female, 11 male)
Adviser/Lead Chaperone: Tina Matic (female)
Chaperones: Tina Matic (female), Paul Chylinski (female), Allen Carter (male), Kim Rocha (female), Scott Wilmoth (male), Sarah Anderson (female), Bruce Stevens (male), Terry Dancer (male), Toni Stroud (female)

To: Orange, CA
Dates: August 1-3, 2016
Purpose: ASB leadership camp
Expenses: ASB/Club Fundraisers-registration, meals, transportation, accommodations
Parent/Student-registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
Number of school days missed previously: 0
Total number of days missed by this group: 0

12. Oxford Academy: Instrumental Music (60 students-40 female, 20 male)
Adviser/Lead Chaperone: Deanna Miner (female)
Chaperones: Deanna Miner (female), Amanda Bean (female), Bob Anthony (male), Elizabeth Low (female), Nathan Atwater (male), Tammy Sasaki (female), David Alcalá (male), Hilda Vazquez (female)

To: San Diego, CA
Dates: March 25-28, 2017
Purpose: Perform
Expenses: ASB/Club Fundraisers-registration, meals, transportation, accommodations, substitutes
Parent/Student-registration, meals, transportation, accommodations

Number of school days missed for this trip: 2
Number of school days missed previously: 1
Total number of days missed by this group: 3

AFFILIATION AGREEMENT

This Affiliation Agreement (“Agreement”) is made and entered into this 3rd day of May, 2016 by and between **BIOLA UNIVERSITY, INC.** (hereinafter called “BIOLA”) and **ANAHEIM UNION HIGH SCHOOL DISTRICT** (hereinafter called “DISTRICT”).

RECITALS

1. BIOLA has been accredited by the State of California to offer: (a) a course in Student Teaching that can be applied toward multiple subject, single subject, and education specialist (mild/moderate) teaching credential requirement; and (b) a practicum course that serves as the capstone clinical experience for the Level V Early Childhood permit. In addition, BIOLA has received level one approval from the American Speech-Language-Hearing Association’s Council on Academic Accreditation in Audiology and Speech-Language Pathology to move forward in the accreditation process toward offering a Master of Science degree in speech and language pathology.

2. DISTRICT is willing to provide educational experience and training to students of BIOLA for the programs selected below in accordance with the terms and conditions of this Agreement (as described in the General Terms and Conditions section below) and the applicable exhibit(s) for the selected program(s). BIOLA desires to use DISTRICT as an opportunity for its students to obtain such experience and training as required by their curriculum.

_____ Student Teaching, including Multiple Subject, Single Subject, and Special Education. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit A (Terms and Conditions of Student Teaching Experience), which is incorporated herein by reference.

_____ Early Childhood Practicum. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit B (Terms and Conditions of Early Childhood Practicum Experience), which is incorporated herein by reference.

_____ Speech-Language Pathology. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit C (Terms and Conditions of Speech-Language Pathology Experience), which is incorporated herein by reference.

GENERAL TERMS AND CONDITIONS

1. Term. This Agreement shall commence on July 1, 2016 and shall continue in effect until June 30, 2021, unless extended in writing by mutual consent of the parties. However, participating students shall be permitted to complete all experiences and training that began prior to the termination date, and with respect to such experiences and training, all terms

and conditions of this Agreement and the applicable exhibit(s) shall apply until the last such experience and training is completed.

2. Refusal of Assignment. DISTRICT may, at its sole discretion, refuse to accept any student of BIOLA assigned to DISTRICT, and upon request of DISTRICT, BIOLA shall terminate the assignment of any student of BIOLA to DISTRICT.
3. Status of Participants. It is expressly agreed and understood by the parties that the students of BIOLA participating in experiences and training under this Agreement are in attendance for educational purposes only and that such students and any employees or agents of DISTRICT are not considered employees of BIOLA and shall not receive compensation for services, unemployment or employee benefit programs. In addition, such students and any employees or agents of BIOLA shall not be considered employees of DISTRICT for purposes of payment of compensation for services, workers' compensation insurance, unemployment insurance, state disability insurance, employee benefit programs, or any other purpose.
4. Responsibilities of BIOLA.
 - 4.1 BIOLA shall designate students for assignment at DISTRICT.
 - 4.2 BIOLA shall be responsible for maintaining academic records of participating students.
 - 4.3 BIOLA shall assign member(s) of its faculty to participating students to assist in the education and training of such students.
 - 4.4 BIOLA shall ensure that participating students shall be free from active tuberculosis and shall provide evidence of tuberculosis screening administered no more than one year prior to the assignment start date at DISTRICT.
5. Responsibilities of DISTRICT.
 - 5.1 DISTRICT shall maintain complete records and reports on participating students' performance and provide an evaluation to BIOLA on forms provided by BIOLA.
 - 5.2 DISTRICT agrees to promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at DISTRICT's schools or classrooms or involving employees or agents of DISTRICT, to take prompt and effective remedial action when unlawful discrimination or harassment is found to have occurred, and to promptly notify BIOLA of the existence and outcome of any complaint of unlawful discrimination or harassment by, against, or involving any participating student.

6. Insurance. Each party, at their own expense, shall carry the following insurance coverage in connection with and during the term of this Agreement and will furnish copies of insurance certificates upon request:
 - 6.1 Commercial General Liability Insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate, including an additional insured endorsement naming the other party as an additional insured.
 - 6.2 Professional Liability Insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate.
 - 6.3 Workers' Compensation Insurance as required by law. BIOLA shall provide Workers' Compensation coverage for its participating students.
 - 6.4 Business Auto Liability Insurance in the amount of \$1,000,000.
7. Fingerprint Clearance. In accordance with California Penal Code section 11105.3, participating students will not be placed at DISTRICT with unsupervised access to children until a background check by the Department of Justice, including fingerprint clearance, is completed and received by DISTRICT. Subsequent arrest records received by DISTRICT will be cause for DISTRICT review of continued student suitability. DISTRICT will be the sole determiner if it is deemed that a student will be removed from the assignment.
8. Indemnification.
 - 8.1 DISTRICT agrees to indemnify, defend and hold BIOLA, its trustees, officers, employees, agents and representatives, free and harmless from all claims, demands, losses, costs, expenses, liabilities and damages, including attorneys' fees and costs, arising from any negligent act or omission or intentional conduct of DISTRICT, its trustees, officers, employees, agents and representatives, regarding the subject matter of this Agreement.
 - 8.2 BIOLA agrees to indemnify, defend and hold DISTRICT, its trustees, officers, employees, agents and representatives, free and harmless from all claims, demands, losses, costs, expenses, liabilities and damages, including attorneys' fees and costs, arising from any negligent act or omission or intentional conduct of BIOLA, its trustees, officers, employees, agents and representatives, regarding the subject matter of this Agreement.
9. Attorneys' Fees. If any legal action is necessary to enforce the terms of this Agreement or to settle a dispute concerning this Agreement, the prevailing party shall be entitled to reasonable attorneys' fees and court costs in addition to any other relief to which that party may be entitled.

10. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of California. The language of this Agreement shall be construed as a whole according to its fair meaning, and not strictly for or against any of the parties hereto.
11. Waiver/Severability. The parties agree that no waiver by either party of any particular provision or right under this Agreement shall be deemed to be a waiver of any other provision or right herein. The parties further agree that each provision or term of this Agreement is intended to be severable from the others so that if any particular provision or term hereof is or determined to be illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the legality or validity of the remaining provisions and terms hereof.
12. Integration. This Agreement and the attached applicable exhibit(s) contain the entire agreement among the parties hereto with respect to the subject matter hereof, and supersedes any prior agreement between the parties. No provision may be modified, waived or discharged unless such waiver, modification or discharge is agreed to in writing and signed by both parties. No agreements or representations, oral or otherwise, express or implied, with respect to the subject matter hereof have been made or relied upon by either party which are not expressly set forth in this Agreement and the applicable exhibit(s).
13. Execution. This Agreement may be executed in counterparts, and a facsimile or duly authorized electronic signature shall have the same force and effect as an original signature penned in ink.

[SIGNATURES ON NEXT PAGE]

BIOLA UNIVERSITY, INC.:

Signature

Date

Breanna Klett

Printed Name

Purchasing Manager

Title

ANAHEIM UNION HIGH SCHOOL DISTRICT:

Signature

Date

Brad Jackson

Printed Name

Assistant Superintendent, Human Resources
Title

EXHIBIT A
TERMS AND CONDITIONS OF STUDENT TEACHING EXPERIENCE

The following terms and conditions shall apply to any student teaching experience, including multiple subject, single subject, and education specialist (mild/moderate) teaching credential requirement:

1. Definitions.

- 1.1 “Student Teaching” as used herein means active participation in the daily duties and functions of classroom teaching in classes implementing state-adopted academic core curriculum. DISTRICT employees providing direct supervision and instruction to student teachers must hold valid teaching credentials, other than provisional credentials, issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers. If a student is placed in an English Learner (“EL”) classroom, the supervising teacher shall hold valid EL credentials issued by the California Commission on Teacher Credentialing. In the event an EL credentialed teacher is not available, previous experience teaching English learners is required.
- 1.2 “Session of Student Teaching” as used herein and elsewhere in this Agreement is considered to be a full school day of Student Teaching for one semester or a half-day of Student Teaching for two semesters.

2. Assignments and Rates.

- 2.1 Services shall not exceed twenty-five (25) Student Teaching assignments per semester.
- 2.2 An assignment of a student of BIOLA to Student Teaching in schools or classes of DISTRICT shall be, at the discretion of BIOLA, either for one or two eight-week sessions for multiple subject candidates, for an entire semester or its equivalent for single subject candidates, or for a complete summer session at either level.
- 2.3 BIOLA shall pay DISTRICT for performance by DISTRICT for all services required to be performed by DISTRICT under this Agreement and Exhibit A at the rate of Twenty-five Dollars (\$25.00) per unit of Student Teaching, per session, for each master teacher.
- 2.4 Payments shall be made directly to the master teachers or to DISTRICT, which in turn shall pay the master teachers.
- 2.5 Within a reasonable time following the close of each Session of Student Teaching, BIOLA shall remit payment for the services rendered during said Session for all Student Teaching supervision provided by DISTRICT.

- 2.6 In the event a student remains in a Session of Student Teaching for longer than the stated period, DISTRICT shall receive additional payment at the rate of Twenty-five Dollars (\$25.00) per additional week.
- 2.7 Notwithstanding any other provisions of this Agreement or Exhibit A, BIOLA shall not be obligated to pay DISTRICT any amount in excess of the total sum set forth in this section.
3. Student Teaching Experience. DISTRICT shall provide teaching experience through Student Teaching to schools and classes of DISTRICT not to exceed the number of Student Teaching assignments set forth in paragraph 2.1 above. These students of BIOLA shall possess valid Certificates of Clearance or have signed Affidavits for Certificate of Clearance. Student Teaching shall be provided in the schools or classes of DISTRICT, and under the direct supervision and instruction of employees of DISTRICT, as DISTRICT and BIOLA through their duly authorized representatives may agree upon.
4. Termination. In the event that the assignment of a student of BIOLA to Student Teaching is terminated by BIOLA for any reason after the student begins Student Teaching, DISTRICT shall receive payment for one assignment at the rate specified in paragraph 2.3 above as though there had been no termination of the assignment.

EXHIBIT B
TERMS AND CONDITIONS OF EARLY CHILDHOOD PRACTICUM EXPERIENCE

The following terms and conditions shall apply to any early childhood practicum experience:

1. Definitions.

- 1.1 “Supervised Early Childhood Practicum” as used herein means active participation in the daily duties and functions of classrooms that implement state-adopted academic core curriculum and/or developmentally, culturally, and linguistically appropriate practices. DISTRICT employees providing direct supervision to Early Childhood Practicum teacher candidates must hold valid Child Development Permits and/or teaching credentials, other than provisional credentials, issued by the California Commission on Teacher Credentialing authorizing them to serve as classroom teachers. If a teacher candidate is placed in an English Learner (“EL”) classroom, the supervising teacher will hold valid EL credentials issued by the California Commission on Teacher Credentialing. In the event an EL credentialed teacher is not available, previous experience teaching English learners is required.
- 1.2 “Session of Supervised Early Childhood Practicum” as used herein and elsewhere in the Agreement is considered to be a three- to six-hour day of Supervised Early Childhood Practicum for a total of seventy-five (75) hours for one semester or a complete summer session.

2. Assignments and Rates.

- 2.1 Services shall not exceed twenty-five (25) Supervised Early Childhood Practicum assignments per semester.
- 2.2 BIOLA shall pay DISTRICT for performance by DISTRICT for all services required to be performed by DISTRICT under this Agreement and Exhibit B at the rate of Twenty-five Dollars (\$25.00) per unit of Supervised Early Childhood Practicum, per session, for each master teacher.
- 2.3 Payments shall be made directly to the master teachers or to DISTRICT, which in turn shall pay the master teachers.
- 2.4 Within a reasonable time following the close of each Session of Supervised Early Childhood Practicum, BIOLA shall remit payment for the services rendered during said Session for all Supervised Early Childhood Practicum provided by DISTRICT.
- 2.5 In the event a student remains in a Session of Supervised Early Childhood Practicum for longer than the stated period, DISTRICT shall receive additional payment at the rate of Twenty-Five Dollars (\$25.00) per additional week.

- 2.6 Notwithstanding any other provisions of this Agreement or Exhibit B, BIOLA shall not be obligated to pay DISTRICT any amount in excess of the total sum set forth in this section.
3. Supervised Early Childhood Practicum Experience. DISTRICT shall provide teaching experience through Supervised Early Childhood Practicum to schools and classes of DISTRICT not to exceed the number of Supervised Early Childhood Practicum assignments set forth in paragraph 2.1 above. These students of BIOLA shall possess valid Certificates of Clearance or have signed Affidavits for Certificate of Clearance. Supervised Early Childhood Practicum shall be provided in such schools or classes of DISTRICT and under the direct supervision and instruction of employees of DISTRICT, as DISTRICT and BIOLA through their duly authorized representatives may agree upon.
4. Termination. In the event that the assignment of a student of BIOLA to Supervised Early Childhood Practicum is terminated by BIOLA for any reason after the student begins Supervised Early Childhood Practicum, DISTRICT shall receive payment for one assignment at the rate specified in paragraph 2.2 above as though there had been no termination of the assignment.

EXHIBIT C
TERMS AND CONDITIONS OF SPEECH-LANGUAGE PATHOLOGY EXPERIENCE

The following terms and conditions shall apply to any speech-language pathology experience:

1. Purpose.

1.1 BIOLA operates a masters level speech-language pathology program. The degree is offered for those desiring to become licensed, certified speech-language pathologists and earn a California State License in Speech-Language Pathology. Candidates completing the required field work experience are eligible to sit for the licensure exam and apply for state licensure as a speech language pathologist.

1.2 The purpose of this Exhibit C is to provide the training required for students of BIOLA enrolled in the Masters of Science Speech-Language Pathology degree program to be eligible to apply for the California State License in Speech-Language Pathology. The parties will mutually benefit by making a clinical training program available to BIOLA students at DISTRICT.

2. Definitions. “Clinical Externship” as used herein and elsewhere in this Agreement means active participation in the daily provision of speech and language intervention services. DISTRICT shall provide a speech-language pathologist (“Clinical Supervisor”) who holds an American Speech and Hearing Association (“ASHA”) Certificate of Clinical Competence and a California Speech-Language Pathologist license to supervise the Clinical Externship.

3. Assignments and Rates

3.1 Services shall not exceed twenty-five (25) Clinical Externship assignments per semester.

3.2 No compensation will be made to any party for Clinical Externship assignments.

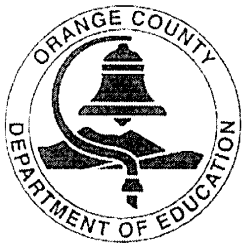
4. Responsibilities of DISTRICT.

4.1 To the extent that the activities performed hereunder are subject to the provisions of the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), participating students, as trainees, shall be considered as members of DISTRICT’s “workforce,” as that term is defined by the HIPAA regulations at 45 C.F.R. section 160.103, and shall be subject to DISTRICT’s policies respecting confidentiality of medical information. To ensure that students comply with such policies, DISTRICT shall provide students with substantially the same training that it provides to its regular employees regarding confidentiality of medical information.

4.2 DISTRICT shall provide the Clinical Supervisor with sufficient and specific time in the work schedule to carry out the supervision duties of the participating student’s

Clinical Externship. The supervision duties fulfill the requirements of the accreditation of the graduate program so that the student will meet requirements for state licensure and certification. The minimum requirements for these duties include the following:

- 4.2.1 Allocation of sufficient time to directly observe the supervisee as appropriate. ASHA requires supervisors to provide supervision that is appropriate for the level of the supervisee.
- 4.2.2 Allocation of sufficient time to meet directly with the participating student for purposes of feedback and discussion, which shall occur regularly during the course of supervision.



October 30, 2015

**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

AL MIJARES, Ph.D.
County Superintendent
of Schools

To: Michael B. Matsuda, Superintendent, Anaheim Union High School District

From: Nicole Savio Newfield, Administrator, School and Community Services

Subject: Williams Settlement Legislation 1st Quarter Report

I am pleased to provide the first quarter Williams Settlement Legislation report for the 2015-2016 fiscal year. The attached report represents activity conducted by the Orange County Department of Education (OCDE) during July, August, and September 2015. As required by California Education Code section 1240(2)(H), this report is to be provided to your Board of Education at a regularly scheduled meeting held in accordance with public notification requirements.

FIRST QUARTER SUMMARY

Instructional Material Reviews

- Four reviews were conducted at decile 1-3 schools from August 28 - September 1, 2015.

School Site Facility Reviews

- Four reviews were conducted on September 3, 2015.

Uniform Complaint Procedures (UCP)

- No complaints were filed during the period of April through June 2015.

Upcoming Quarter

- School site facility reviews

If you have any questions regarding the attached report, please contact Nicole Savio Newfield, Administrator, School and Community Services at (714) 966-4385 or nsavio@ocde.us.

**ORANGE COUNTY
BOARD OF EDUCATION**

JOHN W. BEDELL, PH.D.

DAVID L. BOYD

ROBERT M. HAMMOND

LINDA LINDHOLM

KEN L. WILLIAMS, D.O.

On behalf of Dr. Al Mijares, County Superintendent of Schools, thank you for your diligent efforts to address the Williams Settlement Legislation requirements.

NSN:ts

Enclosure

c: Al Mijares, Ph.D., County Superintendent of Schools



Orange County Department of Education
 Williams Settlement Legislation
 First Quarter Report for Anaheim Union High School District
 2015-2016

INSTRUCTIONAL MATERIALS

For the 2015-2016 fiscal year, Anaheim Union High School District is in compliance with the terms of the Williams Settlement Legislation concerning the sufficiency of textbooks and instructional materials¹.

School	Review Date	Subject	Textbook/Instructional Materials Insufficiencies	Grade	Room	Materials Needed	Correction Date
Ball Junior High	September 1, 2015		NONE				
Magnolia High	September 1, 2015		NONE				
South Junior High	August 28, 2015		NONE				
Sycamore Junior High	August 28, 2015		NONE				

FACILITIES

Schools were reviewed with respect to the safety, cleanliness, and functionality of school facilities. Any deficiencies were reported to school administrators for remediation.²

School Site	Review Date	Room/Area	Facility Conditions Identified
Ball Junior High	September 3, 2015	Amphitheatre	Asphalt – deteriorated with cracks
Magnolia High	September 3, 2015		NONE
South Junior High	September 3, 2015		NONE
Sycamore Junior High	September 3, 2015		NONE

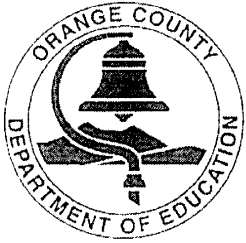
Respectfully submitted,


 Nicole Savio Newfield
 Administrator, School and Community Services

10/30/15
 Date

¹“Sufficient textbooks and instructional materials” means that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home in the core subject areas of mathematics, science, history-social science, and English language arts, including the English language development component of an adopted program. Middle and high schools include foreign language and health. High schools include science laboratory equipment.

²Districts are not required to report corrections to the Orange County Department of Education.



April 30, 2016

**ORANGE COUNTY
DEPARTMENT
OF EDUCATION**

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(714) 966-4000

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www.ocde.us

AL MIJARES, Ph.D.
County Superintendent
of Schools

To: Michael B. Matsuda, Superintendent, Anaheim Union High School District
From: Nicole Savio Newfield, Administrator, School and Community Services
Subject: Williams Settlement Legislation 3rd Quarter Report

I am pleased to provide the Williams Settlement Legislation 2015-16 third quarter report for Anaheim Union High School District. This report represents activity conducted by the Orange County Department of Education (OCDE) from January through March 2016. 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 SUMMARY

School Accountability Report Card

- In February 2016, all schools in deciles 1-3 were required to submit to OCDE the School Accountability Report Card (SARC) published in the 2015-16 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)

- No complaints were filed during the second quarter

Upcoming Activities

- Teacher assignment monitoring process and reporting in the fourth quarter of 2015-16

If you have any questions regarding the attached report, please contact me at 714-966-4385 or 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: Susan Stocks, Director, Special Programs, Education Division
Al Mijares, Ph.D., County Superintendent of Schools

**ORANGE COUNTY
BOARD OF EDUCATION**

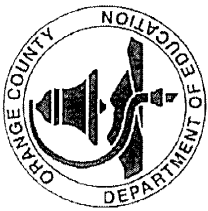
JOHN W. BEDELL, PH.D.

DAVID L. BOYD

ROBERT M. HAMMOND

LINDA LINDHOLM

KEN L. WILLIAMS, D.O.




Orange County Department of Education
Williams Settlement Legislation
3rd Quarter Report 2015-16
Anaheim Union High School District

SCHOOL ACCOUNTABILITY REPORT CARD (SARC) VERIFICATION

The SARCs published in 2015-16 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 7, 2016	Yes	N/A	Yes	N/A
Magnolia High	March 7, 2016	Yes	N/A	Yes	N/A
South Junior High	March 7, 2016	Yes	N/A	Yes	N/A
Sycamore Junior High	March 7, 2016	Yes	N/A	Yes	N/A

Respectfully submitted,


 Nicole Savo
 Administrator, School and Community Services

4/30/16
 Date

Human Resources Division, Certificated Personnel

Board of Trustees
June 16, 2016

1. Resignations/Retirements, effective as noted:

Briquelet, John	Resignation	6/30/16
Camarco, Timothy	Resignation	5/27/16
Fitch, Dane	Resignation	5/27/16
Guo, Xing Yong	Retirement	5/27/16
Montiel, Gerson	Resignation	5/27/16
Wohlgezogen, Laura	Resignation	6/12/16

2. Leaves of Absence:

Matsushita, Julie, under the provisions of the FMLA, without pay and with health benefits, from 4/11/16 through the end of the working day on 4/22/16.

3. Employment:

A. Teachers(s)/Probationary:

		<u>Column</u>	<u>Step</u>
Camarena, Jenni	8/8/16	3	6
Crooks, Andrea	8/8/16	4	7
Garcia, Alan	8/8/16	1	1
King, Joseph	8/8/16	3	2
Paterson, Mandy	8/8/16	4	7
Pontius, Jamie	8/8/16	4	3
Wheeler, David Rex	8/8/16	4	8

B. Teachers(s)/Temporary:

		<u>Column</u>	<u>Step</u>
Johnson, Kendra	3/31/16	3	1

C. Day-to-Day Substitute Teacher(s) with authorization to teach in subject areas where they have adequate preparation, effective as noted:

Wilkerson, John 5/4/16

D. Counselor(s)/Probationary:

		<u>Column</u>	<u>Step</u>
Bessonov, Victoria	7/20/16	3	1

E. Day-to-Day Substitute Teacher(s) for Extended School Year with authorization to teach in subject areas where they have adequate preparation, effective 6/6/16:

Alfares, Waleed
Bowhay, Jennifer
Gleason, Michael
Griffin, Sean
Loch, Ryan
Pottios, Myron
Quezada, Angelica
Rolph, Neil
Zambrano, Erik

Human Resources Division, Certificated Personnel

Board of Trustees
June 16, 2016

Page 2 of 8

F. Administrator reassignments, effective as noted:

		<u>Range</u>	<u>Step</u>
Houston, Amber	5/10/16	24	3
Principal, Lexington Junior High School			

4. Extra Service Compensation:

A. Independent Learning Center Stipend, for the 2015-16 school year, for the following ILC Leads, with a \$2,596 stipend retroactive to July 1, 2015: (Independent Learning Center Funds)

Nguyen, Pete	Outreach Teacher/Specialist	Western
Ramirez, Oscar	Outreach Teacher/Specialist	Anaheim

B. Independent Learning Center Stipend and Additional Work Days, for the 2016-17 school year, for the following ILC Leads, with a \$2,596 stipend, plus 15 additional days, at their per diem rate of pay, effective July 1, 2016: (Independent Learning Center Funds)

Nguyen, Pete	Outreach Teacher/Specialist	Western
Ramirez, Oscar	Outreach Teacher/Specialist	Anaheim

C. Independent Learning Center (ILC) Summer Program; the ILC provides credit recovery and CAHSEE support for students during the summer of 2016. Hours of operation will be limited to six hours a day, three days a week. Individuals will be paid at the hourly rate of pay, not to exceed \$4,050 per person. (General Fund)

Arellano, Jaime	Anaheim
Casas, Joe	Anaheim
Cardenas, Elizabeth	Western
Cruchley, Lara	Western
Esperanza, Cori	Anaheim
Hughes, Scott	Western
Nguyen, Pete	Western
Ramirez, Oscar	Anaheim

D. Additional Salary, for an extra period of coverage to be paid tenths and based on the individual's salary for 2016-17, effective August 8, 2016: (General Funds)

Arellano, Jaime	Anaheim
Cruchley, Lara	Western
Esperanza, Cori	Anaheim
Hughes, Scott	Western
Nguyen, Pete	Western
Ramirez, Oscar	Anaheim

Human Resources Division, Certificated Personnel

Board of Trustees
June 16, 2016

Page 4 of 8

- J. Extended School Year (ESY) Administrator Stipend, for the following individual(s) who served as principal administrator of ESY, June 6 through July 1, 2016, at the total amount specified: (General Funds)

Griffin, Matthew	\$1,250
Konrad, Alison	\$1,250
Macdonald, Joseph	\$1,250
Saldana, Joe	\$1,250
Santiago, Rafael	\$1,250

- K. CTE-Business Cohort Curriculum Workshop Stipend, for the following individual(s) to develop curriculum on June 2, 13, and 22, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed three hours per person, per day: (LCFF)

Sporn, Dana	Western
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- L. SDC Collaboartion Workshop Stipend, for the following individual(s) to develop curriculum on June 2, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (LCFF)

Adams, Clare	Western
Evangelista, Marius	Western
Palus, Joseph	Western
Trask, Traci	Western
Werneth, Deborah	Western

- M. Music Tech/Choir Workshop Stipend, for the following individual(s) to develop curriculum for five days in June 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (LCFF)

Wargo, Paul	Western
-------------	---------

- N. Music Tech/Business Cohort Curriculum Workshop Stipend, for the following individual(s) to develop curriculum for three days in May and June 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (LCFF)

Wargo, Paul	Western
-------------	---------

- O. 3D Design/Ceramics Workshop Stipend, for the following individual(s) to develop curriculum June 6-10, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (LCFF)

Millam, Michael	Western
-----------------	---------

Human Resources Division, Certificated Personnel

Board of Trustees
June 16, 2016

Page 5 of 8

- P. Link Crew Program Stipend, for the following individual(s) to develop curriculum June 2-3, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (LCFF)

Flores, Jaime	Western
Flores, Monique	Western
Garcia, Juanis	Western
Jensen, Ann	Western
Kanaly, Krisdee	Western
Leighton, Brandon	Western
Millam, Michael	Western

- Q. Dance Workshop Stipend, for the following individual(s) to develop curriculum June 20-24, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (LCFF)

Leonard, Maile	Western
----------------	---------

- R. Business Curriculum Development Stipend, for the following individual(s) to develop curriculum June 21-23, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (LCFF)

Olmedo, Adrian	Western
----------------	---------

- S. Biology Curriculum Development Stipend, for the following individual(s) to develop curriculum June 1-3, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed six hours per person, per day: (LCFF)

Jaramillo, Samuel	Western
Reta, Karen	Western

- T. Math 4 Curriculum Planning Stipend, for the following individual(s) to develop curriculum May 31 and June 1, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed a total of seven hours per person: (LCFF)

Fuentes, Jennifer	Western
-------------------	---------

- U. Spanish for Spanish Speakers Curriculum Development and Implementation Stipend, for the following individual(s) to develop curriculum May 31, and June 1-3, 2016 (4 days), for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed a total of five hours per person, per day: (LCFF)

Castro, Yamila	Western
Galarza, Petra	Western

Human Resources Division, Certificated Personnel

Board of Trustees
June 16, 2016

Page 7 of 8

- AA. California Statue University, Fullerton, ITEST STEM, Inc. After School Program Teacher Stipend, to provide after school engineering activities for students, to be paid to the following individual(s) for the 2015-16 school year, in the amount of \$1,961 per person: (ITEST STEM, Inc. Grant Funds)

Ashton, Carolyn	South
Cao, Jennifer	Ball
Cuevas, Silvia	Brookhurst
Day, Russ	Lexington
Galvin, Sandra	Lexington
Hoos, Shannon	Ball
Marquez, Lisa	South
Min, Susie	Brookhurst

- BB. WASC Report Stipend, for the following individual(s) to assist with WASC reporting on May 31 and June 1, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed a total of six hours per person, per day: (Title I)

Criner, Wendy	Western
---------------	---------

- CC. Curriculum Planning and Mapping Stipend, for the following individual(s) to develop curriculum June 1-2, 2016, for the 2016-17 school year, to be paid at the miscellaneous rate of \$44.29 per hour, not to exceed a total of five hours per person, per day: (LCFF)

Hankin, Daniel	Sycamore
O'Hearn, Jennifer	Sycamore
Parker, Lara	Sycamore
Tice, Maryann	Sycamore
Vierra, Catherine	Sycamore
Villaman, Lorena	Sycamore
Wons, Justin	Sycamore

5. Change of contract for the following personnel who have completed the additional units and/or years of experience to advance on the salary schedule, effective as noted:

	<u>From</u>	<u>To</u>	<u>Effective</u>
Cho, Tom	2 11	3 11	8/8/16
Dotan, Wendy	3 11	4 11	8/8/16
Muckey, Richard	3 11	4 11	8/8/16
Palczewski, Steven	2 11	3 11	8/8/16

Human Resources Division, Certificated Personnel

Board of Trustees
June 16, 2016

Page 8 of 8

6. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:

Barrientos, Albita	5/4/16	Lombardi, Gianna	4/28/16
Bravo, Cecilia	5/5/16	Lowen, Christopher	5/3/16
Calderon, Veronica Garcia	5/24/16	Lugo, Ma Teresa	5/24/16
Chan, Nicole	5/19/16	Macdonald, Kate	5/19/16
Christy, Marie	5/12/16	Marganian, Ani	5/17/16
Cotton, Paul	5/25/16	Morgan, Dennis	5/18/16
Crail, Stephanie	5/18/16	Morgan, Debbie	5/19/16
Dentis, Philip	5/26/16	Mullion, James	5/27/16
Dentler, Julie	5/13/16	Nunez, Jose	5/3/16
Deon, Alexandra	5/19/16	Padilla, Maria	5/6/16
Doan, An Nhien Quoc	5/27/16	Ramirez, Leocadio	5/11/16
Figueroa, Dennis	5/12/16	Ramirez, Mercedes	5/12/16
Fraser, Janice	5/17/16	Raymond, Melissa	5/17/16
Gonzalez, Javier	5/17/16	Rodriguez, Zoila	5/4/16
Guillermo, Plascencia	5/26/16	Sanchez, Yisela	4/29/16
Hernandez, Manuel	4/29/16	Solomon, Jennifer	5/19/16
Hiramoto, Tina	4/28/16	Starks, Jaclyn	5/17/16

7. Extra Service Assignments, employment effective as noted:

Classified:

	<u>Salary</u>	<u>Term</u>	<u>Effective</u>
<u>Katella</u> Hernandez, Ricardo Colorguard	\$2,174.26	2 nd Semester	1/4/16
<u>Magnolia</u> Clark, Jack Football, Freshman	\$3,350	Season	8/1/16
Diller, Andrew Football, JV	\$3,350	Season	8/1/16
Diller, Eric Football, Asst. Frosh/Soph	\$3,023	Season	8/1/16
Fumelle, Anne Tennis, Head Varsity	\$3,715	Season	8/10/16

Human Resources Division, Classified Personnel

Board of Trustees
June 16, 2016

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1. **Retirements/Resignations/Terminations, effective as noted:**

	<u>Location:</u>	<u>Effective:</u>
Estrada, Maria Food Service Assistant I	Magnolia High School	05/26/2016
Navarette, Yvette Instructional Assistant – Behavioral Support	Orangeview Jr. High School	04/26/2016
Poore, Dianne Assistant Superintendent, Business Services	Business Operations	07/01/2016
Saltz, Bruce Controller	Accounting Department	09/06/2016

2. **Leaves of Absence:**

Boyd, Crystal, for baby bonding, without pay and with health benefits, from 8/8/16 through the end of the working day on 10/28/16.

Boyd, Crystal, for child care/personal necessity, without pay and without health benefits, from 10/31/16 through the end of the working day on 5/25/16.

Dale, Jennie, for baby bonding, without pay and with health benefits, from 8/8/16 through the end of the working day on 10/28/16.

Farah, Renee, intermittent leave under the provisions of the FMLA, without pay and with health benefits, from 4/25/16 through the end of the working day on 4/24/17.

3. **Employment , effective as noted:**

	<u>Range/Step:</u>	<u>Effective:</u>
Permanent Employees:		
Castaneda, Raul Campus Safety Aide	41/01	05/16/2016
Flores, Rosemary Food Service Assistant I	41/01	05/02/2016
Guzman, Marcus Custodian	48/01	05/23/2016
Licon, Gerhard Instructional Assistant – Specialized Academic Instruction	43/01	05/17/2016

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Liggins, Alanah Instructional Assistant – Specialized Academic Instruction	43/01	08/08/2016
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Rogozinski, Jan Custodian	48/01	05/23/2016
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Sanchez, Melissa Food Service Assistant I	41/01	05/04/2016
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Stoner, Amber Instructional Assistant – Specialized Academic Instruction	43/01	05/18/2016
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Substitute Employees:

Esquivel-Gonzalez, Tracey Substitute Instructional Assistant – Specialized Academic Instruction	43/01	05/12/2016
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Gutierrez-Guzman, Ana Substitute Instructional Assistant – Specialized Academic Instruction	43/01	05/09/2016
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Hipolito, Sheila Substitute Instructional Assistant – Specialized Academic Instruction	43/01	05/13/2016
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Jennrich, Duane AVID Tutor	\$14.53/Hr.	05/27/2016
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Millan, Karina Substitute Secretary - Bilingual	53/01	05/01/2016
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Miranda, Daniel AVID Tutor	\$14.53/Hr.	06/02/2016
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Moran, James Substitute Auditorium Operations Assistant	48/01	05/03/2016
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Ramirez, Israel Substitute Instructional Assistant – Specialized Academic Instruction	43/01	05/17/2016
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4. **Summer Employment other than Extended School Year, effective as noted:**

	<u>Range/Step</u>	<u>Effective:</u>
Alvarez, Gemma Secretary – Attendance (Bilingual)	53/10	06/06/2016
Amador, Silvia Food Service Assistant I	41/10	05/27/2016
Arcos, Marco Instructional Assistant – Specialized Academic Instruction	43/10	07/27/2016
Arias, Elva Secretary – Attendance (Bilingual)	53/09	07/27/2016
Arnold, Angela Food Service Assistant III (Bilingual)	52/10	06/20/2016
Arvizu, Catalina Food Service Assistant I	41/10	05/27/2016
Asturi, Victoria Food Service Assistant III	50/10	06/20/2016
Bastida-Zapien, Osvaldo Bus Driver	55/03	06/06/2016
Beard, Rosa Food Service Assistant III	49/10	05/27/2016
Beltran-Carlos, Sandra Food Service Assistant III	50/07	06/20/2016
Bravo, Edelmira Food Service Assistant I	41/10	05/27/2016
Bullard, Leonida Food Service Manager I	03/10	06/01/2016
Burns, Phillip Food Service Sous Chef	55/08	05/27/2016
Campos, Hermelinda Food Service Assistant I	41/10	05/27/2016
Carbajal, Carey Food Service Assistant III	50/06	06/20/2016
Carr, Vanessa Senior Administrative Assistant	59/05	06/03/2016

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Casarubias, Lourdes Food Service Assistant III	50/10	06/20/2016
Castro, Nora Food Service Assistant III	50/09	06/20/2016
Cazares, Maribel Food Service Assistant II	49/10	05/27/2016
Chavez, Araceli Parent Involvement Specialist	62/06	06/16/2016
Choi, Hye Instructional Assistant - Bilingual	47/10	05/27/2016
Crisp, Janet Office Assistant	43/10	05/27/2016
Dack, Lois Food Service Assistant III	50/10	06/20/2016
Deanda, Consuelo Food Service Assistant I	41/10	05/27/2016
De Lira, Narciso Instructional Assistant - Bilingual	47/10	07/26/2016
De Navarro, Alma Food Service Assistant I	41/10	05/27/2016
Diaz-Colon, Melida School Community Liaison	47/10	05/31/2016
Didonato, Patricia Translator/Interpreter	53/10	06/01/2016
Dolores, Gabriela Food Service Assistant I	41/10	05/27/2016
Erdtsieck, Kathleen Instructional Assistant - Specialized Academic Instruction	43/10	07/26/2016
Escoto, Yolanda Food Service Assistant I	41/10	05/27/2016
Evers, Roger Food Service Manager II	05/04	06/01/2016
Farias, Lorena Office Assistant - Bilingual	47/01	06/01/2016

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Fender, Suzanne Food Service Assistant III	50/10	06/20/2016
Fernandez, Leticia Secretary – Registrar/Records (Bilingual)	53/10	06/24/2016
Fernandez de Castro, Maria Food Service Assistant III	50/07	06/20/2016
Flores, Lourdes Food Service Assistant I	41/10	05/27/2016
Galindo, Martha Food Service Assistant I	41/10	05/27/2016
Gamarro, Mario Bus Driver	55/03	06/06/2016
Garcia, Jasmine School Community Liaison	47/10	07/27/2016
Garcia, Leticia Food Service Assistant I	41/10	05/27/2016
Garza, Omar Translator/Interpreter	53/04	06/01/2016
Giron, America Food Service Assistant III (Bilingual)	52/10	06/20/2016
Gomez, Velia Food Service Assistant I	41/10	05/27/2016
Herd, Dale Instructional Assistant – Specialized Academic Instruction	43/10	07/26/2016
Hernandez, Jose Instructional Assistant – Behavioral Support	51/10	07/26/2016
Hernandez, Luis Translator/Interpreter	53/05	06/01/2016
Hernandez, Maria Office Assistant – Bilingual	47/02	06/01/2016
Hernandez, Norma Food Service Production Assistant	51/06	05/27/2016
Huerta, Araceli School Community Liaison	47/06	05/31/2016

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Iglesias, Clotilde Food Service Assistant I	41/10	05/27/2016
Jemerson, Troy Food Service Assistant II	49/05	05/27/2016
Jones, Jackie Food Service Assistant IV	51/10	05/27/2016
Juarez, Laura Food Service Assistant I	41/10	05/27/2016
Lazo, Victoria Food Service Assistant II	49/09	05/27/2016
Lopez, Alexander Food Service Manager II	05/05	06/01/2016
Lopez, Yamilet Food Service Assistant III	50/10	06/20/2016
Loth, Sandra Office Assistant	43/10	06/01/2016
Lujan, Celina Bus Driver	55/03	06/06/2016
Luna, Rocio Office Assistant - Bilingual	47/02	06/01/2016
Maldonado-Leon, Martha Food Service Assistant I	41/10	05/27/2016
Medina, Elizabeth School Community Liaison	47/09	06/02/2016
Melendez, Raquel Office Assistant - Bilingual	47/04	06/01/2016
Mendez, Alma Food Service Assistant I	41/10	05/27/2016
Milanes, Francia Instructional Assistant - Specialized Academic Instruction	43/10	07/26/2016
Monge, William Instructional Assistant - Bilingual	47/10	07/27/2016
Morales, Jose Bus Driver	55/03	06/06/2016

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Moreno, Pedro Bus Driver	55/03	06/06/2016
Morton, Frances Food Service Assistant III (Bilingual)	52/10	06/20/2016
Mousa, Lina Instructional Assistant - Bilingual	47/09	05/27/2016
Nerey, Xiomara Food Service Assistant I	41/10	05/27/2016
Park, Esther Translator/Interpreter	53/05	06/01/2016
Patanella, James Food Service Manager I	03/10	06/01/2016
Perez, Elvira Food Service Assistant III	49/10	05/27/2016
Perez, Rosa Bus Driver	55/03	06/06/2016
Perez de Hernandez, Teresa Food Service Assistant I	41/10	05/27/2016
Pham, Rick School Community Liaison	47/10	05/27/2016
Piro, Lesley Instructional Assistant – Special Abilities	51/08	07/27/2016
Ramirez, Maria Translator/Interpreter	53/02	06/01/2016
Ramirez, Sylvia Food Service Assistant I	41/10	05/27/2016
Ramirez, Yeneyev Office Assistant – Bilingual	47/02	06/01/2016
Real, Jeanette Job Developer	55/08	06/01/2016
Reed, Harriett Health Services Technician	51/10	07/27/2016
Renteria, Adriana Instructional Assistant – Specialized Academic Instruction	43/03	07/26/2016

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Renteria, Sandra Translator/Interpreter	53/03	06/01/2016
Rodriguez, Gladys Office Assistant – Bilingual	47/10	06/01/2016
Rodriguez, Yolanda Food Service Assistant I	41/10	05/27/2016
Ruelas-Palomino, Socorro Food Service Assistant I	41/10	05/27/2016
Ruhl, Laura Office Assistant	43/10	06/01/2016
Ruiz, Anna Marie Sr. Administrative Assistant (Bilingual)	61/10	06/17/2016
Ruth, Lynnetta Food Service Assistant III	50/10	06/20/2016
Segura-Vasquez, Lizbeth Translator/Interpreter	53/05	06/01/2016
Simmons, Madeline Food Service Production Assistant	51/10	05/27/2016
Small, Rebena Instructional Assistant – Specialized Academic InstructionS	43/10	07/26/2016
Steinbrick, Gail Job Developer	55/10	06/01/2016
Tawfik, Dalia Instructional Assistant – Special Abilities	51/06	07/26/2016
Torres, Sandra Office Assistant	43/09	07/27/2016
Trujillo, Maria School Community Liaison	47/07	05/31/2016
Trujillo, Wendy Food Service Assistant III	50/10	06/20/2016
Uresti, Teresa Instructional Assistant – Specialized Academic Instruction	43/10	07/27/2016
Valencia, Martha Food Service Assistant I	41/10	05/27/2016

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Valle, Maria Food Service Assistant I	41/10	05/27/2016
Velasquez, Maria Food Service Assistant I	41/10	05/27/2016
Villasenor, Jesus Translator/Interpreter	53/10	06/01/2016
Viveros, Guadalupe Translator/Interpreter	53/10	06/01/2016
Vosseler, Elizabeth Instructional Assistant – Behavioral Support	51/05	07/26/2016
Waage, Gary Warehouse Worker – Food Service	51/04	05/27/2016
Wong-Lu, Tammy Food Service Assistant I	41/10	05/27/2016
Zuluaga, Anna Food Service Assistant I	41/10	05/27/2016
Zuniga, Monica Food Service Assistant II	49/10	05/27/2016

5. **Extended School Year Employment, effective as noted:**

Range/Step

Effective:

Instructional Assistant –Adult Transition:

Alcala, Robert	51/05	06/06/2016
Brodnick, Etsuko	51/10	06/06/2016
Collins, Heather	51/06	06/06/2016
Coney-Gordon, Shantrise	51/03	06/06/2016
Cyrus, Laurence	51/10	06/06/2016
Drumm, Randal	51/04	06/06/2016
Gertz, Cheryl	51/10	06/06/2016
Gonzalez, Rene	51/02	06/06/2016
Hamabata, Gale	51/10	06/06/2016
Hernandez, Amber	51/06	06/06/2016
Hunter, Justen	51/02	06/06/2016
Moraga-Ambrocio, Julia	51/04	06/06/2016
Muniz-Jones, Kori	51/03	06/06/2016
Nevarez-Telles, Javier	51/01	06/06/2016
Ocampo, Elida	51/10	06/06/2016
Owens, Cheyenne	51/03	06/06/2016
Ramirez, Paul	51/04	06/06/2016
Reyes, Ann	51/03	06/06/2016

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Sandoval, Vanessa	51/09	06/06/2016
Tran, Trung	51/04	06/06/2016
Trujillo, Jose	51/08	06/06/2016
Urbina, Henry	51/01	06/06/2016
Viles, Charles	51/07	06/06/2016
Winter, Branden	51/03	06/06/2016
Zambrano, Yvette	51/02	06/06/2016

Instructional Assistant – Behavioral Support:

Alvarado, Robert	51/10	06/06/2016
Arechiga, Dagoberto	51/07	06/06/2016
Armenta, Amber	51/01	06/06/2016
Armenta, Christina	51/06	06/06/2016
Armijo, Charles	51/10	06/06/2016
Arroyo, Andres	51/10	06/06/2016
Ascencio, Laura	51/10	06/06/2016
Barraza, Mario	51/04	06/06/2016
Brown, Linda	51/10	06/06/2016
Bush, Dwayne	51/06	06/06/2016
Camacho, Gabriela	51/01	06/06/2016
Carmona, Ariana	51/04	06/06/2016
Carrasco, Efren	51/10	06/06/2016
Carrera, Maryanne	51/10	06/06/2016
Chadderton, Ryan	51/06	06/06/2016
Chadwell, Krystina	51/03	06/06/2016
David, Marvin	51/07	06/06/2016
Elias, Robert	51/01	06/06/2016
Figueroa, Marlon	51/06	06/06/2016
Fish, Jason	51/06	06/06/2016
Flenory, Reginald	51/05	06/06/2016
Forbes, Brooks	51/02	06/06/2016
Fraser, Joseph	51/03	06/06/2016
Fuller, Pamela	51/10	06/06/2016
Garcia, Angie	51/01	06/06/2016
Garcia, Erika	51/10	06/06/2016
Garcia, Lorena	51/10	06/06/2016
Hernandez, Adriana	51/03	06/06/2016
Hernandez, Jose	51/10	06/06/2016
Higgins, Dorothea	51/05	06/06/2016
Hoss, Craig	51/06	06/06/2016
Ibardolaza, Rhea	51/05	06/06/2016
Jamerson, Sharon	51/10	06/06/2016
Jimenez-Santos, Maricruz	51/10	06/06/2016
Jojola, John	51/01	06/06/2016
Jorgensen, Joanne	51/04	06/06/2016
Kubat, Irena	51/01	06/06/2016
La, Jerry	51/10	06/06/2016
Le, Thuan	51/04	06/06/2016
Lindsey, Melissa	51/09	06/06/2016
Lopez, Maritza	51/10	06/06/2016
Ly, Lisa	51/10	06/06/2016

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Maguire, Eric	51/09	06/06/2016
Mancilla, Albino	51/01	06/06/2016
Manokoun, Billie	51/03	06/06/2016
Marshall, Francenia	51/04	06/06/2016
Martin, Dana	51/05	06/06/2016
Martinez, Janessa	51/04	06/06/2016
McClendon, Latecia	51/03	06/06/2016
McCombs, Christian	51/02	06/06/2016
McDermott, Shaughnessy	51/03	06/06/2016
McKee, Sheryl	51/10	06/06/2016
Meneses, Dulce	51/02	06/06/2016
Morales, Amber	51/10	06/06/2016
Moseray, Magnus	51/01	06/06/2016
Nakayama, Ryan	51/10	06/06/2016
Neri, Auria	51/10	06/06/2016
Orozco, Michael	51/02	06/06/2016
Parker, Andrya	51/10	06/06/2016
Peralta, Lance	51/10	06/06/2016
Perez, Mario	51/05	06/06/2016
Pickel, Degala	51/03	06/06/2016
Perez, Rosalva	51/10	06/06/2016
Porras, Carlos	51/05	06/06/2016
Ramos, Jose	51/03	06/06/2016
Reynoso-Aguilar, Joanna	51/01	06/06/2016
Richardson, Shalawn	51/10	06/06/2016
Rosado, Alberto	51/10	06/06/2016
Serrao, Vincent	51/04	06/06/2016
Smith, Debi	51/10	06/06/2016
Smith, Jessica	51/03	06/06/2016
Sperlein, Cassandra	51/06	06/06/2016
Tejeda, Louie	51/05	06/06/2016
Valladares, Juliana	51/05	06/06/2016
Velazquez, Adele	51/01	06/06/2016
Ventura, Shannon	51/10	06/06/2016
Villicana, Jesica	51/05	06/06/2016
Villicana, Pedro Jr.	51/01	06/06/2016
Villicana, Peter	51/01	06/06/2016
Viramontes, Daisy	51/03	06/06/2016
Wheat, Daniel	51/09	06/06/2016
Wise, Peter	51/04	06/06/2016
Wolf, Ted	51/05	06/06/2016
Woodman, Dierra	51/03	06/06/2016
Wray, John	51/10	06/06/2016

**Instructional Assistant – Deaf/Hard of Hearing,
Visually Impaired**

Berumen, Marisela	51/01	06/06/2016
Martinez, Carla	51/10	06/06/2016
Vautrin, Stephen	51/10	06/06/2016

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**Instructional Assistant – Medically Fragile/
Orthopedically Impaired:**

Bagaybagayan, Joseph	51/10	06/06/2016
David, Diosdado	51/10	06/06/2016
David, Glen	51/10	06/06/2016
Farkas, Andrea	51/04	06/06/2016
Fuller, Luciana	51/10	06/06/2016
Garcia, Matthew	51/03	06/06/2016
Gonzales, A	51/10	06/06/2016
Macedonio-Alonso, Nancy	51/02	06/06/2016
Harris, Ryutaro	51/10	06/06/2016
Jusi, Rolando	51/10	06/06/2016
Lindsay, Danielle	51/10	06/06/2016
Loch, Kelly	51/10	06/06/2016
Macedonio-Alonso, Nancy	51/02	06/06/2016
McCord, Jason	51/06	06/06/2016
Morales-Blas, Cesar	51/04	06/06/2016
Nieto, Marta	51/06	06/06/2016
Ragazzo, Alexa	51/02	06/06/2016
Salazar, Elizabeth	51/04	06/06/2016
Slaughter, Tanisha	51/01	06/06/2016
Stephens, Thomas	51/02	06/06/2016
Tannar, Stacy	51/04	06/06/2016
Williams, Ann	51/10	06/06/2016

Instructional Assistant – Special Abilities:

Aceves, Raquel	51/06	06/06/2016
Agatep, Sherrie	51/02	06/06/2016
Aguilera, Ernie	51/06	06/06/2016
Arboleda, Hernando	51/10	06/06/2016
Arechiga, Jacqueline	51/02	06/06/2016
Arroyo, Maria	51/10	06/06/2016
Barajas, Benjamin	51/10	06/06/2016
Bayuga, Nick	51/10	06/16/2016
Beer-Goetz, Shanna	51/10	06/06/2016
Brito, Carlos	51/10	06/06/2016
Brodeske, James	51/03	06/06/2016
Bulux, Kimberly	51/02	06/06/2016
Camire, Melory	51/09	06/06/2016
Chacon, Karina	51/03	06/06/2016
Chase, Melanie	51/10	06/06/2016
Cortez, Trisha	51/06	06/06/2016
Escalera-Salas, Alex	51/10	06/06/2016
Escobedo, Erin	51/09	06/06/2016
Evans, Ellen	51/10	06/06/2016
Gallagher, Maureen	51/10	06/06/2016
Gonzalez, Annie	51/10	06/06/2016
Haney, Joseph	51/10	06/06/2016
Harris, Shintaro	51/10	06/06/2016
Hernandez, Erica	51/04	06/06/2016

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Hernandez, Stephanie	51/04	06/06/2016
Hicks, Vanessa	51/10	06/06/2016
Hodges, Anthony	51/10	06/06/2016
Kelly, Desiree	51/03	06/06/2016
Kile, Sherilyn	51/03	06/06/2016
King, Fannie	51/10	06/06/2016
La, Victor	51/10	06/06/2016
Lumbattis-Williams	51/10	06/06/2016
Luna, Pamela	51/10	06/06/2016
Machado, Carmen	51/06	06/06/2016
Mancilla, Monica	51/09	06/06/2016
Martinez, Frank	51/10	06/06/2016
Mercado, Jonathan	51/10	06/06/2016
Middleton, Emily	51/04	06/06/2016
Morrell, Emily	51/09	06/06/2016
Nekaj, Andriana	51/02	06/06/2016
Perez, Carolina	51/10	06/06/2016
Peterson, Ladonna	51/10	06/06/2016
Rivera, Yvette	51/07	06/06/2016
Rizzi, Victoria	51/10	06/06/2016
Ruiz, Jose	51/02	06/06/2016
Rwakatare, Gail	51/10	06/06/2016
Salas, Virginia	51/10	06/06/2016
Sorensen, Dane	51/04	06/06/2016
Stuesser, John	51/10	06/06/2016
Tawfik, Dalia	51/06	06/06/2016
Tilden, Joshua	51/10	06/06/2016
Torres, Priscilla	51/09	06/06/2016
Turner, Vicki	51/10	06/06/2016
Vega, Emily	51/02	06/06/2016
Vigoren, Melissa	51/09	06/06/2016
Williams, Carolyn	51/10	06/06/2016

6. **Workability, current minimum wage or stipend of \$256 effective as noted:**
(Workability Grant Funds)

Effective

Arzola, Pearl	05/13/2016
Ballesteros, Karla	05/10/2016
Gutierrez, Bianey	05/23/2016
Burgess, Brianna	05/10/2016
Castillo, Devon	05/25/2016
Crane, Melissa	05/10/2016
Delgado, Priscilla	05/25/2016
Dillard, Brent	05/25/2016
Flemate, Jessica	05/23/2016
Glover, Hollis	05/25/2016
Gomez, Angel	05/25/2016
Gonzales, Justin	05/25/2016
Gonzalez, Adrian	05/16/2016
Ho, Harrison	05/10/2016
Kinser, Natalie	05/25/2016

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Larin, Roberto	05/23/2016
Martinez, Brenda	05/23/2016
Martinez, Samuel	05/10/2016
Ortiz, Adler	05/10/2016
Ortiz, Christopher	05/25/2016
Padron, Angel	05/25/2016
Pastrana, Martin	05/10/2016
Perez, Miguel	05/23/2016
Pineda, Horacio	05/16/2016
Ruiz, Andrew	05/10/2016
Shafer, Scottbryan	05/16/2016
Sullivan, Kyle	05/25/2016
Valencia, Alejandro	05/23/2016
Vasquez, Ariana	05/23/2016
Vergara, America	05/10/2016

7. Classified Salary Changes:

Approve the revised salary range of Athletic Facilities Technician, from AFSM/55 to AFSM/57, effective, May 11, 2016. The rationale for this recommendation, from 5/10/16 Personnel Commission meeting, is attached.

Approve the revised salary range of Food Service Technician, from CSEA/57 to CSEA/61, effective, May 11, 2016. The rationale for this recommendation, from 5/10/16 Personnel Commission meeting, is attached.

ATTACHMENT 1

**PERSONNEL COMMISSION
ANAHEIM UNION HIGH SCHOOL DISTRICT
Regular Meeting: Tuesday, May 10, 2016**

SUBJECT: Reclassification Study – Athletic Facilities Technician

BACKGROUND INFORMATION:

The **Athletic Facilities Technician** performs a variety of semi-skilled technical duties in the operation, maintenance, and repair of District athletic facilities, grounds, athletic courts, and equipment. This position also exercises functional and technical guidance over assigned crew members. The incumbent submitted a request for a reclassification and expressed concerns that his current classification did not capture the full scope of his duties. The reclassification study was then initiated to evaluate the current classification and any classifications that would better represent the duties being performed by the employee.

METHODOLOGY:

In carrying out this study, staff conducted the following activities:

- Distributed the reclassification packet to incumbent to gather information regarding out of class duties and knowledge, skills, and abilities required for her position.
- Distributed the supervisor reclassification packet to Maintenance Manager.
- Reviewed the Athletic Facilities Technician classification specification.
- Analyzed incumbent's responses to the reclassification packet.
- Met and spoke over the telephone with the supervisors of the position, Director of Maintenance and Operations and the Maintenance Manager.
- Met with the incumbent to conduct an observation at several of his work sites to clarify job duties listed in his reclassification packet.
- Researched comparable classifications to collect qualifications and salary information for positions with similar work characteristics.
- Reviewed the alignment of internal positions related to the position in question.

DISCUSSION:

Based on the reclassification study conducted, the following was determined:

- A reclassification is not recommended because most of the duties being performed are within the scope of an Athletic Facilities Technician. Additional revisions to the job description are needed to better clarify the role of the position and provide additional examples of duties. Those revisions are further discussed in the classification revision rationale.
- The level of oversight over other staff is not sufficiently addressed in the current classification. The employee is responsible for custodial and maintenance worker staff at specific times such as special events, athletic activities, and weekend cleanup. Also when employees do not arrive for their scheduled shift, the Athletic Facilities Technician is responsible for assigning additional staff to the event based on a seniority list provided by the department.
- An analysis of the position's salary placement was conducted based on the greater oversight responsibility attached to the position and how that responsibility compared with related positions in order to maintain the internal alignment within the job family.
- A salary realignment is recommended because 1) the other positions listed with the Athletic Facilities Technician on Range 55 of AFSCME's Salary Schedule do not have the same independent responsibility for staff and 2) its salary should reflect the lead duties being performed during assigned events. The technical level of supervision over other staff does not equate with the classifications placed on Range 59.
- It is recommended that the salary placement be revised from Range 55 to Range 57 on AFSCME's Salary Schedule.

RECOMMENDATION:

It is recommended that the Personnel Commission approve a salary change recommendation to the Board of Trustees for the Athletic Facilities Technician's salary placement be revised from Range 55 (\$3,731 - \$4,912) to Range 57 (\$3,922 - \$5,157) on the AFSCME Salary Schedule.

**PERSONNEL COMMISSION
ANAHEIM UNION HIGH SCHOOL DISTRICT
Regular Meeting: Tuesday, April 12, 2016**

SUBJECT: Classification Revisions – Athletic Facilities Technician

BACKGROUND INFORMATION:

The **Athletic Facilities Technician** performs a variety of semi-skilled technical duties in the operation, maintenance, and repair of District athletic facilities, grounds, athletic courts, and equipment. The incumbent, submitted a request for a reclassification and the study prompted a review of the current job description and needed revisions.

METHODOLOGY:

In carrying out this review, staff conducted the following activities:

- Reviewed the Athletic Facilities Technician classification specification.
- Analyzed incumbent's responses to the reclassification packet.
- Met and spoke over the telephone with the supervisors of the position, the Director of Maintenance and Operations, and Maintenance Manager.
- Met with the incumbent to conduct an observation at several of his work sites to clarify job duties listed in his reclassification packet.
- Reviewed the alignment of internal positions related to the position in question.

DISCUSSION:

Although a reclassification was not recommended, clarifying revisions are needed to include duties that were not explicitly listed as well as to update the job description into the new format.

- The revisions needed are as follows:
 - Changing the classification title from Athletic Facilities Technician to Stadium Maintenance Technician to better illustrate the duties and the job family to which it should be associated.
 - Addition of four (4) task statements.
 - Combination of two related task statements.
 - Addition of supervision matrix to clarify the work direction, supervision, and evaluation that is given and received.
- There were also revisions needed in the knowledge, skills, and abilities section of the job description as follows:
 - Addition of "Supervise" to ability statement of "train, provide work direction, and guidance to assigned crews".
 - Addition of "glazing" to ability statement listing semi-skilled areas where the position performs semi-skilled work.
- Formatting changes are needed for the following:
 - Addition of the classification summary box to provide key position information.
 - Changing task statements from paragraph to bulleted format.
 - Establishing the specialized and general duties.
- The classification revisions do not warrant a change in salary itself, however, a realignment is being recommended based on an analysis of the responsibility attached to the position and how that responsibility compared with related positions.

The following job description revisions are needed:

REVISION - ADDITIONS	
Addition of Statement	Purpose for Revision
"Installs, replaces, and orders fire extinguishers; transports fire extinguishers for service; installs and repairs the fire extinguisher casings; assists in the yearly inspection of fire extinguishers."	Add a duty being performed by the incumbent.
"Supervises and leads the work of staff during special events and weekends in support of the event and related custodial duties; may assign staff to events based on an established seniority list to meet last minute staffing needs."	Serves to clarify extent of independent oversight exercised over staff during events and weekend clean-up.
"Paints a variety of safety lines."	Add to already existing statement to provide an example of the type of paint work performed.
"Applies epoxy to spectator area flooring."	Add to already existing statement to provide an example of the type of concrete work performed.

REVISION - REMOVALS	
Removal of Statement	Purpose for Revision
"Participates in the maintenance of athletic facilities and surrounding areas by performing regular safety checks, making minor repairs, and/or coordinating repairs with the maintenance and operations department."	Contains a great deal of overlap. Combination of task statements would be more efficient.

RECOMMENDATION:

It is recommended that the Personnel Commission approve the revisions to the Athletic Facilities Technician classification as provided.

ATTACHMENT 2

**PERSONNEL COMMISSION
ANAHEIM UNION HIGH SCHOOL DISTRICT
Regular Meeting: Tuesday, May 10, 2016**

SUBJECT: Reclassification Study – Food Service Technician

BACKGROUND INFORMATION:

The **Food Service Technician** performs a variety of responsible technical duties involved in the ordering and tracking of supplies and food service equipment; coordinates ordering and follow-up activities to assure efficient and prompt buying; checks invoices and bids for contract compliance; implements and maintains the point-of-sale system at the school sites including installation, training and support. CSEA notified Classified Human Resources of their desire for a reclassification study for the position due to their concerns about the purchasing duties being performed by the incumbent. The reclassification study was then initiated to evaluate the current classification and any classifications that would better represent the duties being performed by the employee. The incumbent submitted a reclassification packet that also confirmed this perception that his current classification is not capturing the full scope of his duties.

METHODOLOGY:

In carrying out this study, staff conducted the following activities:

- Distributed the reclassification packet to incumbent to gather information regarding out of class duties and knowledge, skills, and abilities required for her position.
- Distributed the supervisor reclassification packet to Director of Food Services.
- Reviewed the Food Service Technician classification specification.
- Analyzed incumbent's and supervisor's responses to the reclassification packet independently and in comparison to one another.
- Communicated, over the phone and in person, with the Chief Technology Officer and the Director of Purchasing.
- Met with the supervisor of the position, Director of Food Services.
- Met with the incumbent to conduct an observation at his work site to clarify job duties listed in the reclassification packet.
- Researched comparable classifications to collect qualifications and salary information for positions with similar work characteristics.
- Reviewed the alignment of internal positions related to the position in question.

DISCUSSION:

Based on the reclassification study conducted, the following was determined:

- A reclassification is recommended because the duties that the incumbent is engaging in for the majority of his work are technological duties not listed on the job description or related to any duties listed. The current job description does not accurately represent the work being performed by the incumbent and portrays the position engaging mainly in purchasing duties while secondarily assisting with the point-of-sale system. Although the incumbent does occasionally engage in purchasing duties, their main role in the department is to serve as technological resource engaging in the installation, maintenance, and support in the computer equipment, software, and servers. The purchasing duties found on the current position description exceed the level and amount of purchasing performed by the incumbent as they no longer purchase USDA commodity food or supplies for the department. The purchasing is now limited to food service appliances and related kitchen equipment for the sites.
- A majority of the technological duties listed on the incumbent's reclassification packet were most related to the duties of a Technology Services Technician within the district, which is on the same range as the current position. Some duties that were performed either in the past or currently by the position such as creating an internal ordering and inventory program as well as the installation of a server, were found to be more complex than the duties associated with the Technology Services Technician.
- The current classification title does not limit the position to any particular set of duties and therefore, does not require a revision.
- A salary reallocation is recommended based on technological duties attached to the position, which are more complex than a Technology Services Technician duties, listed on the same range on the AFSCME salary schedule. The Food Service Technician also performs more complex duties than an Information Systems Specialist I, listed on Range 59, by testing, debugging, and troubleshooting a program created

by the position without the assistance of a programmer. The position was determined to be properly placed with the Web Master who is also required to have knowledge in programming languages.

- It is recommended that the salary placement be revised from Range 57 to Range 61 on the CSEA Salary Schedule.

RECOMMENDATION:

It is recommended that the Personnel Commission approve a salary change recommendation to the Board of Trustees for the Food Service Technician's salary placement be revised from Range 57 (\$3,922 - \$5,157) to Range 61 (\$4,315 - \$5,684) on the CSEA Salary Schedule.

**PERSONNEL COMMISSION
ANAHEIM UNION HIGH SCHOOL DISTRICT
Regular Meeting: Tuesday, May 10, 2016**

SUBJECT: Classification Revisions – Food Service Technician

BACKGROUND INFORMATION:

The **Food Service Technician** performs a variety of responsible technical duties involved in the ordering and tracking of supplies and food service equipment; coordinates ordering and follow-up activities to assure efficient and prompt buying; checks invoices and bids for contract compliance; implements and maintains the point-of-sale system at the school sites including installation, training and support. A request for a reclassification study was requested by CSEA and the study prompted a review of the current job description and needed revisions.

METHODOLOGY:

In carrying out this review, staff conducted the following activities:

- Reviewed the Food Service Technician classification specification.
- Analyzed incumbent's responses to the reclassification packet.
- Met and spoke over the telephone with the supervisor of the position, Director of Food Services.
- Met with the incumbent to conduct an observation at his work site to clarify job duties listed in his reclassification packet.
- Reviewed the alignment of internal positions related to the position in question.

DISCUSSION:

A reclassification was recommended, which leads to the need for revisions of the current job description so that it may accurately reflect the role of the position within the department.

- The revisions needed are as follows:
 - Revising the Director that the position reports to from Director of Nutrition Services to the Director of Food Services to reflect the updated title.
 - Addition of ten (10) task statements related to technology services.
 - Removal of two (3) task statements.
 - Adding "s" to beginning verb of task statements.
 - Addition of supervision matrix to clarify the work direction, supervision, and evaluation that is given and received.
- Revisions are needed in the knowledge, skills, and abilities section of the job description as follows:
 - Addition of 22 technology based knowledge and ability statements.
- Revisions are needed in the minimum qualification section of the job description as follows:
 - Addition of "supplemented by specialized training in basic computer programming or a related field" to match the requirements of the Technology Services Technician.
 - Addition of "two years of responsible work experience in the operation and management of technology systems and equipment" to match the requirements of the Technology Services Technician.
- Revisions are needed in the working conditions section of the job description as follows:
 - Addition of environment and physical demands elements that are similar to that of a Technology Services Technician.
- Formatting changes are needed for the following:
 - Addition of the classification summary box to provide key position information.
 - Changing task statements from paragraph to bulleted format.
 - Establishing the specialized and general duties.
- The classification revisions and the responsibilities attached to the position in the past warrant a salary change for the position.

The following job description revisions are needed:

REVISION - ADDITIONS	
Addition of Statement	Purpose for Revision
"Maintenance of food services technology equipment and computer applications and"	Addition needed in basic function to clarify technological responsibilities of the position.
"Evaluates and maintains mobile point-of-sale system."	
"Modifies and maintains applications to facilitate departmental functions such as inventory and internal ordering."	
"Establishes and modifies user accounts for the point-of-sale and inventory/ordering software."	
"Assists in the configuration and maintenance of the refrigeration monitoring system; replaces necessary components of system."	
"Installs, maintains, sets up, and operates a range of technology equipment including computer systems, computer peripherals, and point-of-sale-systems; installs and maintains hardware and software; performs software updates; performs and maintains systems backups."	
"Configures, maintains, and troubleshoots servers; troubleshoots and resolves network problems"	
"Diagnoses, troubleshoots, and resolves computer system, computer equipment, and application problems; communicates equipment and networking concerns to affected users; replaces hardware components as necessary."	
"Provides helpdesk and desk side support to users over the phone and in person."	
"Communicates with vendors to facilitate service, continual maintenance of software and programs, and/or repair."	
"Conducts research on future technologies; evaluates various hardware/software system configurations."	
"Provides training on new technology implementations to staff."	

REVISION - REMOVALS	
Removal of Statement	Purpose for Revision
"Maintain perpetual inventory for USDA commodities including tracking of commodities used on processed food items."	No longer being performed by incumbent.
"Order supplies for the Food Service office staff."	Another position in the department is responsible for this task.
"Maintain records of food and supplies inventory including USDA commodity foods"	No longer being performed by incumbent.

RECOMMENDATION:

It is recommended that the Personnel Commission approve the revisions to the Food Service Technician classification as provided.

ANAHEIM UNION HIGH SCHOOL DISTRICT

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

BOARD OF TRUSTEES
Minutes
Thursday, April 14, 2016

UNADOPTED**1. CALL TO ORDER–ROLL CALL**

Board President Randle-Trejo called the regular meeting of the Anaheim Union High School District Board of Trustees to order at 3:30 p.m.

Present: Annemarie Randle-Trejo, president; Anna L. Piercy, clerk; Katherine H. Smith, assistant clerk; Brian O'Neal and Al Jabbar, members; Michael B. Matsuda, superintendent, Dianne Poore, and Jaron Fried, Ed.D., assistant superintendents; and Jeff Riel, District counsel.

Absent: Brad Jackson, assistant superintendent.

2. ADOPTION OF AGENDA

Staff requested the following amendments to the agenda:

- Pull closed session item 4.9.
- Item 7.6, correct the spelling of Kindness Matters recipients Mariaelena Arriola and Eilis Hind.
- Replace pages 41-47 of Exhibit R to correct the footer to read "APPENDIX C-1" and add the following language to page 44, "3% for one (1) Girls and (1) Boys Athletic Director."
- Item 10.22, add the superintendent to the list of unrepresented employees, and change the budget implication estimated expense to \$885,000.
- Replace Exhibit MM to add classified salary adjustment per agreement between CSEA and the District for Sonia Wagner.

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 3:34 p.m.

Brad Jackson entered closed session at 4:31 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 6:10 p.m.

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

Student Representative to the Board of Trustees Sophia Soliman 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 Piercy 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 anticipated litigation.
- 5.3.4 No reportable action taken regarding anticipated litigation.
- 5.3.5 No reportable action taken regarding personnel.
- 5.3.6 No reportable action taken regarding anticipated litigation.
- 5.3.7 The Board of Trustees took formal action with a 5-0 vote, to appoint Daphne Hammer to the position of principal, Magnolia High School.
- 5.3.8 No reportable action taken regarding personnel.
- 5.3.9 This item was pulled prior to the adoption of the agenda.
- 5.3.10 The Board of Trustees took formal action to approve the expulsion of the following students.
 - 1. 15-38 under Education Code 48900(c) and 48915(b)(1).
 - 2. 15-40 under Education Code 48900(c).
 - 3. 15-41 under Education Code 48900(c).
 - 4. 15-42 under Education Code 48915(b)(1).
 - 5. 15-45 under Education Code 48900(7) and 48900(r).
 - 6. 15-48 under Education Code 48900(c), 48900(g), 48900(h), and 48915(a)(4).

Newly appointed Magnolia High School Principal Daphne Hammer thanked the Board of Trustees and Superintendent Matsuda for the opportunity to serve and grow as a leader.

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 21st century.

In addition, Board of Trustees' President Randle-Trejo introduced Leah Winter, ASCPTA president; Sharon Yager, CSEA president; Dean Elder, ASTA president; and Daphne Hammer, ALTA president.

7. **BOARD OF TRUSTEES' RECOGNITION**

7.1 **Sisterhood of Loara**

The Board of Trustees recognized Sisterhood of Loara Advisor Karen Ridley, as well as the following Loara High School students for their dedicated service to the community through the Sisterhood of Loara club.

Vanesa Arjon	Sarah Minetto
Giovanna Cordero	Thanh Ngo
Cassandra Mendoza	Yasmeen Villaseñor

7.2 **Girls Engineering Day**

The Board of Trustees recognized the following individuals for their dedicated efforts and contributions to the 2nd Annual Girls Engineering Day at Dale Junior High School.

Cherie Eifler, Women's Transportation Seminar
Yvonne Abril, Teacher, Western High School
Phyllis Fukumoto, Teacher, Dale Junior High School
Linh Ho, Teacher, South Junior High School
Debra Malmborg, Teacher, Ball Junior High School
Dee Dee Mann, Teacher, Dale Junior High School

7.3 **Donations**

The Board of Trustees recognized Huien Kuo and Chachun Lee for their generous donation of \$2,000 to the Cypress High School tennis program.

7.4 **California League of High Schools 2016 Educator of the Year**

The Board of Trustees honored Kim Bauerle Browning for being awarded Region 11 California League of High Schools 2016 Educator of the Year.

7.5 **Anaheim Union High School District Teachers of the Year**

The Board of Trustees recognized teachers of the year, Matthew Bidwell, Dean Delgado, and Raquel Solorzano-Dueñas, who were among the 20 teachers identified as the Anaheim Union High School District's Teachers of the Year for 2015-16. They have been selected to represent the District in the Orange County Teachers of the Year Program.

7.6 **Kindness Matters Awards**

Celebrating kindness is a valued quality and a priority of the Board of Trustees. It is acknowledged that even the smallest acts of kindness by a single person have the power to change the lives of our students and community. With this in mind, the Board of Trustees began this recognition in 2011 honoring students, parents, District employees, and

community members for their acts of kindness. All individuals recognized were nominated by a student, staff member, or community member and selected by the Kindness Matters Committee.

The Board of Trustees honored the following individuals.

Mariaelena Arriola	Manager	Walgreen's
Pieter Bourges	Owner	Ruby's Diner
Eilis Hind	Teacher-Reading	Lexington Junior High School
Kaelyn Jean	Student-12 th Grade	Anaheim High School
Mits Kosaka	Community Member	Kiwanis Club
Andrea Sapp	Teacher-Special Education	Hope School
Trina Taylor	Parent	Kennedy High School
Sandra Vonderloh	Student-11 th Grade	Gilbert High School

8. Reports

8.1 Principals' Report

Amber Houston, Lexington Junior High School interim principal, and Dr. Jodie Wales, Cypress High School principal, presented a report on the A-G completion plan.

8.2 Student Representative's Report

Sophia Soliman, student representative to the Board of Trustees, reported on student activities throughout the District.

8.3 Reports of Associations

Sharon Yager, CSEA president, spoke regarding negotiations and said that she has a positive working relationship with Brad Jackson, Dr. Jaron Fried, Darrick Garcia, and Superintendent Matsuda. She also said that she is proud to be a part of AUHSD.

James Goran, ASTA vice president, also spoke regarding negotiations and stated his appreciation of the level of cooperation and good working relationships with District staff.

Dean Elder, ASTA president, spoke regarding Resolution No. 2015/16-BOT-6, which was approved on March 10, 2016. He also shared that he attended the Sylvia Mendez Tribute event, and stated that it was a great event.

8.4 Parent Teacher Student Association (PTSA) Reports

Leah Winter, ASCPTA president, spoke regarding the Fourth District PTA Administrators Dinner and thanked Cabinet and Board members for attending. She also shared that the PTA was in the midst of elections, held their sixth Parent Education Night, end of the year events, and PTA scholarships. Additionally, she thanked the Board of Trustees and District for hosting STEAM-A-Palooza, and said she is very proud of the District.

9. PUBLIC COMMENTS, OPEN SESSION ITEMS

- 9.1 Rodolfo Acevedo, Anaheim High School student, invited the Board of Trustees and Cabinet to the Reclaiming Our City: A Youth Conference About Ending Racism on April 16, 2016.

- 9.2 Alexandra Retana, Anaheim High School student, reiterated the invitation to the youth conference, which will focus on promoting Anaheim as a city of kindness, as well as displaying the youth as civically engaged.
- 9.3 Omar Camarillo, Anaheim High School student, stated that an additional purpose of the youth conference is to provide a platform for the voices of the youth of Anaheim to define their city.
- 9.4 Daniel Ayala, Anaheim High School student, shared that the youth conference will consist of both youth and adult speakers, as well as workshops focusing on civic engagement, restorative justice, and cultural tolerance.
- 9.5 Ron Flores, community member, addressed an issue with high school alumni associations and school paraphernalia.

10. **ITEMS OF BUSINESS**

RESOLUTIONS

10.1 **Resolution No. 2015/16-E-16, National Child Abuse Prevention Month**

Background Information:

National Child Abuse Prevention Month is acknowledged in the United States each year during the month of April. By acknowledging the need for public education and community services to help prevent child abuse and neglect, many groups hope to reduce the impact to children and families facing child abuse.

Current Consideration:

The Board of Trustees was requested to adopt Resolution No. 2015/16-E-16, National Child Abuse Prevention Month. This will provide an opportunity to inform parents, guardians, and the community of the efforts that the District is making to support the prevention of child abuse.

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. 2015/16-E-16, National Child Abuse Prevention Month. The roll call vote follows.

Ayes: Trustees O’Neal, Jabbar, Smith, Piercy, and Randle-Trejo

10.2 **Resolution No. 2015/16-HR-03, 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. 2015/16-HR-03 declares May 11, 2016, 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 Jabbar and duly seconded, the Board of Trustees adopted Resolution No. 2015/16-HR-03, Day of the Teacher. The roll call vote follows.

Ayes: Trustees O'Neal, Jabbar, Smith, Piercy, and Randle-Trejo

10.3 **Resolution No. 2015/16-HR-04, 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. 2015/16-HR-04 declares May 11, 2016, National School Nurse Day. The Board will recognize 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 Jabbar and duly seconded, the Board of Trustees adopted Resolution No. 2015/16-HR-04, National School Nurse Day. The roll call vote follows.

Ayes: Trustees O'Neal, Jabbar, Smith, Piercy, and Randle-Trejo

10.4 **Resolution No. 2015/16-B-14, National School Bus Driver Appreciation Day**

Background Information:

National School Bus Driver Appreciation Day was established to recognize school bus drivers nationwide for the outstanding service they provide in transporting our nation's most precious cargo. All of California's school bus drivers are to be commended for having the safest driving record of any state in the nation for over 19 consecutive years according to the California Department of Education, Office of Transportation. AUHSD school bus drivers are to be commended for their dedication, patience, and kindness shown to our students, parents, community, as well as District staff, and for their efforts in safely transporting students each and every day.

Current Consideration:

Resolution No. 2015/16-B-14, declares April 26, 2016, National Bus Driver Appreciation Day. The Board will recognize the contributions that school bus drivers make every day safely transporting the District's students.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Piercy and duly seconded, the Board of Trustees adopted Resolution No. 2015/16-B-14, National School Bus Driver Appreciation Day. The roll call vote follows.

Ayes: Trustees O'Neal, Jabbar, Smith, Piercy, and Randle-Trejo

BUSINESS SERVICES

10.5 **Agreement Amendment, Government Financial Strategies, Inc. (GFS)**

Background Information:

The District requires financial advisory services which include, but are not limited to, a range of topics such as: review of facility 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 the review 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 both a specific project for the potential issuance of the 2016 Certificates of Participation (COPs) and work on an as-needed basis. The service provided for the COPs includes the necessary preparation work, which was authorized by the Board after long-range financial presentations at the August 2015 and September 2015 Board meetings. The services on an as-needed basis would provide the flexibility for the District to move forward quickly on projects where financial advice or analysis is necessary. Services are being provided December 1, 2015, through June 30, 2018.

Budget Implication:

The scope of work that is in relationship to the issuance of the 2016 COPs provides a fixed fee not to exceed \$60,750, plus \$3500 for expenses (mainly printing and distribution of the official statements.) (COP Funds and General Funds)

The cost for other services as needed would be provided on an hourly basis not to exceed \$25,000 each year. (General Funds and other Facility Funds as relevant)

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved the agreement amendment with GFS.

10.6 **Consulting Agreement, School Planning Services Incorporated**

Background Information:

The District collects developer fees, which helps to fund school construction for growth projects. The maximum amount for developer fees that school districts (K-12) can levy on new development is set by the State Allocation Board. Every two years an inflationary increase is allowed by the State Allocation Board.

Current Consideration:

The District desires to enter into an agreement with School Planning Services Incorporated to provide the District with an updated Developer Fee Justification Analysis, which will document the District's ability to collect statutory developer fees and provide a ten-year District-wide enrollment projection study. School Planning Services Incorporated has expertise in this area to assist staff in analyzing the potential of an increase in the rates of developer fees to be collected.

Budget Implication:

The total cost is not to exceed \$30,800. (Capital Facilities Funds and Developer Fees)

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the consulting agreement.

EDUCATIONAL SERVICES

10.7 Revised Board Policy 71105, Graduation Requirements, First Reading

Background Information:

Through a Board of Trustees resolution, civic and service learning was recognized as an important educational experience for all students. The resolution stated that schools are a critical place for students to develop the civic knowledge, skills, and values needed to effectively contribute to, and participate in, our democratic way of life. The Board of Trustees recognized that there has never been a better, or more crucial, time to revitalize civic and service learning in our schools. The Board of Trustees enlisted the Educational Services Division to research and develop a new civic and service learning graduation requirement.

Current Consideration:

The District is requesting to revise Board Policy 71105 to update the policy language. Remove the current Policy 3.5 language referencing the California High School Exit Exam (CAHSEE) and replace Policy 3.5 with the new graduation requirement: The student must complete 40 hours of civic and service learning activities. This change will take effect with the graduating class of 2020.

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 revised Board Policy 71105 and provided direction to staff.

10.8 New Board Policy 7702.05, Policies and Procedures, WorkAbility I Program, First Reading

Background Information:

Project WorkAbility (WAI) within the state of California has been providing funding for students with special education needs at the junior high school and high school level for over 30 years as per Education Code Section 56470. The grant mandates an array of services that provide students with academic activities and on-the-job training, as well as employment skills within the community that reflect the student's post-

secondary/transitional goals within their Individualized Education Plan (IEP)/Individualized Transition Plan (ITP). The WorkAbility I Program within the District has evolved over the past 15 years and is now aligned with the current state, federal, and U.S. Labor Laws as outlined by the California Department of Education (CDE). The District's WorkAbility I Program is also aligned to the District's vision of college and career readiness. CDE mandated that a board approved WAI Policy and Procedure document must be in place and sent to CDE with this year's End-of-Year Renewal Application. The board approved WAI Policy and Procedure document is also listed as part of the criteria in the scoring rubric of the Education Code Requirements section of the renewal application.

Current Consideration:

The adoption of the Policy and Procedure document outlines the District's WorkAbility I Program, as per requirements that have been mandated by CDE this year. The Policy and Procedure document outlines the grant parameters, as well as the key components within the design of the WorkAbility I Program within the District. Specifically, this document illustrates the delivery model for each of the elements listed in Education Code Section 56471 (d).

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 7702.05 and provided direction to staff.

10.9 **Memorandum of Understanding (MOU), North Orange County Regional Consortium (NOCRC), Reimbursement for Childcare**

Background Information:

Since 2013-14, the District has been a member of NOCRC. The purpose of the consortium is to evaluate existing adult education programs, identify needs, and develop plans to address those needs. Within the consortium, five work groups were created to develop strategies for implementation to improve educational outcomes for adult learners. One of the approved strategies, submitted by the English as a Second Language (ESL) work group, is to reimburse participating school districts for the cost of childcare for adult ESL classes.

Current Consideration:

Currently, adult ESL classes and childcare are offered at Ball, Brookhurst, Orangeview, and South junior high schools. An MOU is needed to facilitate the reimbursement of childcare services. Services are being provided September 14, 2015, through June 30, 2016.

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.

10.10 **Memorandum of Understanding (MOU), Abt Associates Inc.**

Background Information:

Approximately 12 GEAR UP grantees and 80 schools across the nation will partner with Abt Associates Inc. and the U.S. Department of Education in a demonstration study. The demonstration study will test a new, comprehensive approach to text messaging that can be used within GEAR UP, to serve students as they transition to college after high school graduation, with the goal of increasing students' college enrollment and persistence. The text messages will deliver important information that students may not be aware of or have easy access to. Selected students will receive customized text messages sent during the summer after high school completion and during the first year of college. The messages will consist of reminders about key tasks related to enrolling and persisting in college; connections to advisors to access additional support via an online platform; and activities designed to promote an adaptive mindset.

Current Consideration:

All GEAR UP seniors in the class of 2017 from Magnolia, Savanna, and Western high schools will be invited to complete a short survey during school in the spring of their senior year. The survey will include a question asking students whether they would be interested in receiving the text messages. From among those who express interest, at least half will be randomly selected to receive the text messages, which will be customized based on their college plans. All students will continue to receive regular GEAR UP services. Services will be provided April 15, 2016, through June 30, 2018.

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.

10.11 **Memorandum of Understanding (MOU), University of California, Irvine School of Law**

Background Information:

Since 2009, University of California, Irvine (UCI) School of Law has offered over 500 freshmen students in Santa Ana Unified School District an opportunity to participate in a Saturday Academy of Law (SAL) experience. The goal of SAL is for students to learn about the field of law, while improving their reading, writing, and critical thinking skills. Ultimately, attempting to create a pipeline from local high schools to UCI enrollment, and then to the UCI School of Law. SAL is held at the UCI School of Law for six consecutive Saturdays. A District teacher is hired by UCI to team-teach the curriculum and 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:

UCI School of Law will partner with Anaheim High School and the District to recruit a teacher to collaborate with UCI School of Law staff regarding student selection, curriculum refinement, and SAL team-teaching. Fifty incoming 9th graders from Sycamore Junior High School will be identified in the spring to participate in the program. Twenty-five will participate in the fall session and another 25 will participate in the spring session of their

freshman year. The program will target students anticipated to be the first in their family to attend college. Services will be provided April 15, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$19,000. (LCFF Funds)

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the MOU.

10.12 **Memorandum of Understanding (MOU), Fullerton College**

Background Information:

Fullerton College, North Orange County Regional Occupational Program (NOCROP), and the District are part of the Orange County Teacher Pathways Partnership. The partnership is funded by a California Career Pathways Trust grant. Fullerton College serves as the fiscal and administrative agent for the grant. The grant project is focused on articulating educational pathways leading to alignment of postsecondary education, regional economic sectors, and K-12 schools.

Current Consideration:

The District will partner with Fullerton College and NOCROP to align our educational pathways and to recruit students interested in careers in education. Opportunities for dual enrollment will be developed. The term of this five-year grant is 2014-18.

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 ratified the MOU.

10.13 **Educational Consulting Agreement, REACH Communications Inc.**

Background Information:

The District became the lead fiscal agency for a Tobacco Use Prevention Education (TUPE) consortium grant between Anaheim Elementary School District (AESD) and the District, in the amount of \$1,850,094 for a three-year term from 2014-17. 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 schools, as well as Gilbert and Polaris high schools. In addition, youth development activities related to tobacco and e-cigarette cessation/prevention are expected by each participating school, as well as ongoing prevention education for staff, students, and parents. These 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:

Javier Sanchez of REACH Communications Inc. is an internationally recognized author, performer, filmmaker, and life change expert who delivers life-building messages to youth and adults while keeping them entertained through comedy, spoken word poetry, as well as powerful stories. After 15 years of working in the substance abuse prevention field, Mr. Sanchez founded REACH Communications Inc. Their mission is to challenge and equip both

youth and adults to experience life to its fullest by reaching excellence in attitude, character, and health. Mr. Sanchez will provide presentations to students at Magnolia and Anaheim high schools, as well as a parent presentation at the District Office. The program will focus on inspiring and equipping youth and adults to be intentional about adding process to their passion, as well as preventing the abuse of alcohol, tobacco products, and other drugs. Services will be provided May 12, 2016, and May 13, 2016.

Budget Implication:

The total cost is not to exceed \$7,500. (TUPE Funds)

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the educational consulting agreement.

10.14 **Educational Consulting Agreement, Tamara Colon**

Background Information:

The District became the lead fiscal agency for a Tobacco Use Prevention Education (TUPE) consortium grant between Anaheim Elementary School District (AESD) and the District, in the amount of \$1,850,094 for a three-year term from 2014-17. 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/prevention are expected by each participating school, as well as ongoing prevention education for staff, students, and parents. These 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:

Tamara Colon is a trained and certified yoga instructor trained in several styles of yoga. She will provide yoga presentations and classes to parents at Walker Junior High School at a one-time health fair for parents and staff only. The purpose of the workshop will be to introduce parents and community members of Walker Junior High School and the city of La Palma with alternative ways of coping with tobacco addiction and an alternative cessation method. Services will be provided on May 3, 2016.

Budget Implication:

The total cost is not to exceed \$225. (TUPE Funds)

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved the educational consulting agreement.

10.15 **School-Sponsored Student Organizations**

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 submitted school-sponsored student organization applications:

- 10.15.1 Teens in Need, Loara High School
- 10.15.2 Gay Straight Alliance, Dale Junior High School

Budget Implication:

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

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved the school-sponsored organization applications.

The student representative to the Board of Trustees cast a preferential vote for the school-sponsored student organizations.

HUMAN RESOURCES

10.16 Public Hearing, Disclosure of Collective Bargaining Agreement with ASTA

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 2015-16, 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 is no impact to the budget.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, Board President Randle-Trejo formally opened a public hearing to provide the public an opportunity to speak on the proposal at 8:29 p.m.

There were no requests to speak.

Board President Randle-Trejo closed the public hearing at 8:29 p.m.

10.17 Adoption of the 2015-16 Collective Bargaining Agreement with ASTA

Background Information:

The District and ASTA currently have a three-year agreement for the 2013-14, 2014-15, and 2015-16 school years. Per Article 22, the agreement includes reopeners for 2015-16 on wages, health and welfare, Article 11-class size and an additional article selected by each party. The District and ASTA brought forth proposals to begin the reopener negotiations for 2015-16 and negotiations commenced in the fall of 2015. A tentative agreement was reached on February 24, 2016. The tentative agreement was ratified by unit members of ASTA.

Current Consideration:

The tentative agreement includes a three percent increase on the salary schedule retroactive to the beginning of the 2015-16 year and an increase to the District's maximum contribution to the benefits cap for medical insurance beginning in 2016. The agreement also includes other contract language changes.

Budget Implication:

Increases to employees' salary, health benefits and stipends, effective July 1, 2015, for ASTA unit members will impact the budget with an additional estimated expense of \$6.8 million. (General Funds)

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved the amendment of the effective date to August 10, 2015, on page 19 of Exhibit R.

On the motion of Trustee Jabbar, duly seconded and unanimously carried, following discussion, the Board of Trustees adopted the 2015-16 collective bargaining agreement with ASTA, as amended prior to the adoption of the agenda.

10.18 **Public Hearing, Disclosure of Collective Bargaining Agreement with APGA**

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 2015-16, 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.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, Board President Randle-Trejo formally opened a public hearing to provide the public an opportunity to speak on the proposal at 8:31 p.m.

There were no requests to speak.

Board President Randle-Trejo closed the public hearing at 8:31 p.m.

10.19 **Adoption of the 2015-16 Collective Bargaining Agreement with APGA**

Background Information:

The District and APGA currently have a three-year agreement for the 2013-14, 2014-15, and 2015-16 school years. Per Article 22, the agreement includes reopeners for 2015-16 on wages, health and welfare, Article 11-class size, and an additional article selected by each party. The District and APGA brought forth proposals to begin the reopener negotiations for

2015-16 and a tentative agreement was reached on March 22, 2016. The tentative agreement was ratified by unit members of APGA.

Current Consideration:

The tentative agreement includes a three percent increase on the salary schedule retroactive to the beginning of the 2015-16 year and an increase to the District's maximum contribution to the benefits cap for medical insurance beginning in 2016. The agreement also includes other contract language changes.

Budget Implication:

Increases to employees' salary, health benefits and stipends, effective July 1, 2015, for APGA unit members will impact the budget with an additional estimated expense of \$450,000. (General Funds)

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees adopted the 2015-16 collective bargaining agreement with APGA.

10.20 **Public Hearing, Disclosure of Collective Bargaining Agreement with CSEA**

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.

Action:

Although this was an information item only, requiring no formal action by the Board of Trustees, Board President Randle-Trejo formally opened a public hearing to provide the public an opportunity to speak on the proposal at 8:31 p.m.

There were no requests to speak.

Board President Randle-Trejo closed the public hearing at 8:32 p.m.

10.21 **Adoption of the 2015-16 Collective Bargaining Agreement with CSEA**

Background Information:

The District entered into contract negotiations with CSEA for the 2015-16 year after proposals were brought forth by both parties. Negotiations were completed and a tentative agreement was reached on March 8, 2016, pending approval by the Board of Trustees.

Current Consideration:

The tentative agreement includes a three percent increase on the salary schedule retroactive to the beginning of the 2015-16 year and an increase to the District's maximum contribution to the benefits cap for medical insurance beginning in 2016. The agreement also includes other contract language changes.

Budget Implication:

Increases to employees' salary, health benefits and stipends, effective July 1, 2015, for CSEA unit members will impact the budget with an additional estimated expense of \$1.4 million. (General Funds)

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees adopted the 2015-16 collective bargaining agreement with CSEA.

10.22 **Certificated Administrators, Classified Management, Classified Confidential Salary Schedules, as well as Superintendent, Assistant Superintendents, and District Counsel Contracts**

Background Information:

The Anaheim Leadership Team Association (ALTA), as well as the superintendent, assistant superintendents, and District counsel are non-bargaining employees of the District. Salaries for ALTA and cabinet members are reviewed each year and are commensurate with pay increases (or decreases due to furlough) with the classified and certificated employee bargaining units. The Board must approve any changes to the ALTA salary schedules, as well as contracts for the superintendent, assistant superintendents, and District counsel.

Current Consideration:

The 2015-16 salary schedules for unrepresented employees include administrators, classified management, and confidential classifications. Due to the agreements with the Anaheim Secondary Teachers Association (ASTA), Anaheim Personnel and Guidance Association (APGA), and California School Employees Association (CSEA) to increase salaries by three percent, the 2014-15 salary schedules for unrepresented employees shall be increased by three percent to become the 2015-16 salary schedules, retroactive to July 1, 2015. Longevity stipends will be increased at a commensurate rate with the certificated and classified bargaining units.

Budget Implication:

Employee salary and longevity increases for unrepresented members, will impact the budget with an additional estimated expense of \$885,000. (General Funds)

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees adopted the 2015-16 salary schedules for administrators, classified management, and confidential employees, as well as approved the revised contracts for the superintendent, assistant superintendents, and District counsel, as amended prior to the adoption of the agenda.

10.23 **Designation of Wellness Funds**

Background Information:

The District is committed to the health and safety of its employees to be good role models for students and further our mission of educating students to be college and career ready.

To that end, the District has taken a number of steps in recent years to raise employee awareness of healthy lifestyle choices. These efforts include the designation of a wellness coordinator, formation of a wellness committee, hosting annual wellness fairs, assembling a team of school site wellness champions and incentivizing exercise programs and activity challenges. Comprehensive and systematic wellness programs have been found to reduce health care costs, decrease rates of illness and injuries, reduce employee absenteeism, improve employee relations and morale, as well as increase productivity. The goals of the Well Done! Wellness Program include increasing employee well-being, resilience, and physical fitness while lowering levels of stress and other factors that may lead to disease and serious health conditions. The return on investment that wellness programs generate can be difficult to specify. However, research shows that money spent on employee wellness programs can result in lower medical premiums, lower plan utilization, and improved rates of productivity and absenteeism. The result is reduced benefit expenses greater than the costs of a wellness program.

Current Consideration:

The costs of the Well Done! Wellness Program are paid for through funding from Anthem Blue Cross, the District's HMO carrier, for all District employees. Funding is restricted to health and welfare purposes and is provided on a year-by-year basis. These funds support the Well Done! Wellness Program initiatives including, but not limited to, health education activities, a wellness calendar of events, communication materials, campaigns, biometrics screenings, and wellness events. All programs and events are voluntary.

Budget Implication:

There is no impact to the budget. Funds are provided by the District's insurance carrier, Anthem Blue Cross, in the amount of \$100,000 per calendar year on a year-by-year basis, retroactive to January 1, 2015. Funding will be maintained within the General Fund and will be reassessed each year by Anthem Blue Cross to determine whether funding will continue for the following year.

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees designated funding for the Well Done! Wellness Program.

11. CONSENT CALENDAR

On the motion of Trustee Piercy, duly seconded and unanimously carried, following discussion, the Board of Trustees approved all consent calendar items, with the exception of item 11.7 pulled by Trustee O'Neal.

BUSINESS SERVICES

11.1 Request for Proposals (RFP), Student Assessment System

Background Information:

The Anaheim Union High School District has used an online data and student assessment management system (system) for more than 12 years. School sites and the District office use the system to provide formative, interim and summative assessments to guide instruction, monitor student progress, and use appropriate interventions when needed.

Current Consideration:

Approval of this item will enable the District to proceed with a competitive request for proposal, under Public Contract Code (PCC) 20118.2, for telephony. PCC 20118.2 states,

"due to the highly specialized and unique nature of technology, telecommunications, related equipment, software, and services, because products and materials of that nature are undergoing rapid technological changes, and in order to allow for the introduction of new technological changes into the operations of the school district, it is in the public's best interest to allow a school district to consider, in addition to price, factors such as vendor financing, performance reliability, standardization, life-cycle costs, delivery timetables, support logistics, the broadest possible range of competing products and materials available, fitness of purchase, manufacturer's warranties, and similar factors in the award of contracts for technology, telecommunications, related equipment, software, and services."

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the use of PCC 20118.2 to proceed with competitive requests for proposals.

11.2 **Piggyback Contract Extension for Computer Equipment, Software, Peripherals, and Related Services**

Background Information:

The District has been using Hewlett-Packard products over the years and the Information Systems Department has established Hewlett-Packard products as the District standard because of their high quality, as well as their reliable service.

The District purchases computer equipment, Chromebooks, software, peripherals, and related services from Hewlett-Packard Company, pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq. utilizing the Master Price Agreement No. MNWNC-115 and MNNVP-133 awarded by the State of Minnesota and the National Association of State Procurement Officials/Western States Contracting Alliance (NASPO/WSCA) and approved for use by the State of California Department of General Services through the California Participating Addendum 7-15-70-34-001.

Current Consideration:

NASPO/WSCA is an alliance consisting of many states throughout the United States that provides its members with better purchasing power and deeply discounted prices. The contract is a "direct from the manufacturer" purchase, based on volume-discounted prices, where orders can be placed through an approved servicing contractor (authorized reseller). The volume is being pooled with other members of the NASPO/WSCA alliance to obtain the very lowest prices. Minnesota was the state that took the lead and processed a bid that resulted in an award of a contract to Hewlett-Packard Company. The District has been purchasing directly from the Hewlett Packard Company and can also purchase from Sehi Computer Products, Inc., an approved servicing contractor (authorized reseller).

This will allow staff to purchase services, equipment, and software through March 31, 2017, and if extended by the State of California, through March 31, 2020.

Budget Implication:

This contract is intended to provide a buying vehicle for the purchase of computer hardware products, Chromebooks, and associated peripherals and accessories to meet the information technology needs of students, faculty, and the District's business applications on an as needed basis. The total amount of the award is not to exceed \$2,500,000 per fiscal year. (Various Funds)

Action:

The Board of Trustees approved the use of the contract, including extensions, for the purchase of computer equipment, software, peripherals, and related services utilizing NASPO/WSCA Master Price Agreement No. MNWNC-115 and MNNVP-133, approved for use by the State of California's Department of General Services through the California Participating Addendum 7-15-70-34-001 to Hewlett-Packard Company (Hewlett Packard Enterprise and HP. Inc.), directly or to the approved fulfillment subcontractor Sehi Computer Products, Inc.

11.3 **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.

11.4 **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.

11.5 **Donations**

Action:

The Board of Trustees accepted the donations as submitted.

11.6 **Purchase Order Detail Report**

Action:

The Board of Trustees ratified the report March 1, 2016, through April 4, 2016.

On the motion of Trustee O'Neal and duly seconded, following discussion, the Board of Trustees ratified item 11.7 with the following vote.

Ayes: Trustees Jabbar, Smith, Piercy, and Randle-Trejo

Abstain: Trustee O'Neal

11.7 **Check Register/Warrants Report**

Action:

The Board of Trustees ratified the report March 1, 2016, through April 4, 2016.

11.8 **SUPPLEMENTAL INFORMATION**

11.8.1 ASB Fund, February 2016

11.8.2 Cafeteria Fund, January 2016

11.8.3 Enrollment, Month 7

EDUCATIONAL SERVICES

11.9 **Educational Consulting Agreement, Disciplina Positiva, Orangeview Junior High School and Western High School**

Background Information:

Disciplina Positiva is a parent education program designed to promote the development of positive communication between parents and their adolescent children, as well as to facilitate a connection between the family, community, and school. Disciplina Positiva classes have been offered across the District for the past four years. Classes have been tailored to the specific needs of the schools and included criteria for effective home discipline, ways to maximize the potential of adolescents, and understanding of adolescent behavior. The parent education classes are available in English and Spanish.

Current Consideration:

For the 2015-16 school year, Disciplina Positiva will provide one comprehensive, six-session training program for approximately 100 Orangeview Junior High School and Western High School parents. Services were provided January 20, 2016, through February 24, 2016.

Budget Implication:

The total cost is not to exceed \$4,000. (Title I Funds)

Action:

The Board of Trustees ratified the educational consulting agreement.

11.10 **Amendment, Educational Consulting Agreement, Language Network, Inc.**

Background Information:

The English Learner Program provides translation and interpretation services in the languages in highest demand in the District. There are many families, however, who speak languages that the District is not able to support. These families require periodic translation and/or interpretation services in many different languages, to assist with health, safety, and mandated educational issues.

Current Consideration:

With an increase in requests for interpretation and translation services for Vietnamese and Arabic, the original amount requested has nearly been expended for the 2015-16 school year, and this demand for services is expected to continue. An additional \$10,000 is requested to provide these as-needed services through July 31, 2016.

Budget Implication:

The amended total cost is not to exceed \$35,000. (LCFF Funds)

Action:

The Board of Trustees approved the amendment.

11.11 **Educational Consulting Agreement, Center for Drug-Free Communities**

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 schools, 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. Student assemblies will enhance the TUPE curriculum, as well as provide students and staff with real world experiences and information related to overall goals of the TUPE program.

Current Consideration:

Dr. Bill Beacham will conduct a two-day professional development Substance Abuse for Educators (SAFE) I training workshop for staff members of the District, including psychologists, Multi-Tiered System of Support (MTSS) specialists, school counselors, and other interested staff personnel at the District. The SAFE I training workshop offers school/police professionals, community based organizations, and parents an opportunity to develop and implement a successful alcohol, tobacco, and other drug prevention/intervention program. The training includes presentations by mental health professionals, audiovisual materials, simulations, small focus group discussions, and the establishment of an action-oriented prevention/intervention team. Services will be provided on April 26, 2016, and April 27, 2016.

Budget Implication:

The total cost is not to exceed \$13,500. (TUPE Funds)

Action:

The Board of Trustees approved the educational consulting agreement.

11.12 **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 purpose of this MOU is to extend and modify the collaborative and support efforts provided by this agency. The new MOU renews the current MOU and includes a full scope of services that Boys Town California, Inc. can provide for students, parents, and families. Services will be provided April 15, 2016, through June 30, 2017.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the MOU.

11.13 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee recommended the selected materials 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, April 14, 2016, through May 10, 2016.

Action:

The Board of Trustees approved the selected materials.

11.14 **Individual Service Contracts**

Action:

The Board of Trustees approved/ratified the contracts as submitted. (Special Education Funds)

11.15 **Field Trip Report**

Action:

The Board of Trustees approved/ratified the report as submitted.

HUMAN RESOURCES

11.16 **Agreement Amendment, Sunbelt Staffing**

Background Information:

When a speech-language pathologist or speech-language pathologist assistant takes a leave of absence, or if there is a sudden need to fill a vacancy, we must fill that position on a temporary basis with a qualified individual. Due to the specific qualifications needed to fill this type of position, and for only a limited time, it is increasingly difficult to find a qualified individual to perform these services. Agreements with staffing agencies provide qualified individuals when there is a sudden need to fill a vacancy. The District entered into an agreement with Sunbelt Staffing in 2014 to provide speech-language pathologist and speech-language pathologist assistant contract services on an as-needed basis. The agreement is ongoing unless terminated by either party.

Current Consideration:

The Board approved the agreement with Sunbelt Staffing March 11, 2014, at a cost not to exceed \$35,441. Due to continued and anticipated temporary leaves of absence of District personnel, additional services are required. Therefore, staff is requesting to amend the agenda item to now include an additional \$58,000, based on the experience of the temporary speech-language pathologist assistant. Services are being provided January 4, 2016, through May 13, 2016.

Budget Implication:

The additional cost is not to exceed \$58,000. (General Funds)

Action:

The Board of Trustees ratified the agreement amendment.

11.17 **2015-16 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 12th 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, 2016, through March 31, 2016, 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.

11.18 **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, because of reduced or eliminated school programs as a result of budgetary concerns, are in need of such services. Services will be provided June 6, 2016, through August 26, 2016. Due to the Orange County superintendent of schools' policy for executing agreements, this agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees approved the agreement.

11.19 **Certificated Personnel Report**

Action:

The Board of Trustees approved/ratified the report as submitted.

11.20 **Classified Personnel Report**

Action:

The Board of Trustees approved/ratified the report, as amended prior to the adoption of the agenda.

SUPERINTENDENT'S OFFICE

11.21 California School Boards Association (CSBA) May Delegate Assembly Meeting

The Board of Trustees selected Board President Randle-Trejo to be the CSBA Delegate Assembly member. The Board was requested to approve the attendance at the following conference by Board President Randle-Trejo, with payment of necessary expenses (registration, travel, hotel, parking, taxi, etc.), at a cost not to exceed \$1,500.

CSBA's May Delegate Assembly meeting, May 14-15, 2016, Sacramento, California.
(General Funds)

Action:

The Board of Trustees authorized Board President Randle-Trejo to attend the conference with payment of necessary expenses.

11.22 Board of Trustees' Meeting Minutes

11.22.1 February 18, 2016, Regular Meeting

11.22.2 March 10, 2016, Regular Meeting

11.22.3 March 24, 2016, Special Meeting

Action:

The Board of Trustees approved the minutes.

12. SUPERINTENDENT AND STAFF REPORT

There were no reports.

13. BOARD OF TRUSTEES' REPORT

Trustee O'Neal said he attended the Fourth District PTA Administrators Dinner, Town Hall Meeting with Anaheim Mayor Tom Tait at Katella High School, Graduation Planning meeting, City of Cypress/AUHSD Liaison meeting, Friends of Education Dinner, CSBA Governance Workshop, Budget Committee meeting, Sister City Commission meeting, School Health Advisory Committee meeting, Open House for Cypress, Western, and Kennedy high schools, as well as Dale, Orangeview, Lexington, and South junior high schools, Sylvia Mendez Tribute, North Orange County ROP Board meeting, Hope School Prom, and Years of Service Awards.

Trustee Jabbar shared that he attended the 21st Century Scholar Awards at Sycamore Junior High School, Ball Junior High School Rally, Anaheim High School Read Across America Celebration of Alumni Authors and Colony-Inspired Literature event, Friends of Education Dinner, CSBA Governance Workshop, La Palma meeting, STEAM-A-Palooza, City of Anaheim/AUHSD Liaison meeting, Western High School's International Week, Sylvia Mendez Tribute, Fourth District PTA Administrators Dinner, Anaheim Secondary Council PTA meeting, Years of Service Awards, and Western High School's Poetry Slam. He also gave kudos to Joanna Liu, Western High School teacher, for her work with the Poetry Slam.

Trustee Smith reported her attendance at the CSBA Governance Workshop, La Palma meeting, Graduation Planning meeting, School Health Advisory Committee meeting, and Insurance Committee meeting.

Trustee Piercy stated she attended the City of Cypress/AUHSD Liaison meeting, Cypress Chamber of Commerce Student-Business Mentor Breakfast, Friends of Education Dinner, Walker Junior High School's Open House, CSBA Roadshow, CSBA Governance Workshop, North Orange County ROP Board meeting, Western High School's International Week, Sylvia Mendez Tribute, La Palma meeting, Insurance Committee meeting, Every Student Succeeding Recognition Breakfast, and Cypress High School Boat Races.

Trustee Randle-Trejo indicated she attended the City of Anaheim/AUHSD Liaison meeting, Western High School's Poetry Slam, Hope School Prom, Friends of Education Dinner, Years of Service Awards, Personnel Commission meeting, Capstone Interviews at Savanna High School, Open House for Oxford Academy, Anaheim High School, as well as South Junior High School, Anaheim Secondary Council PTA meeting, Greater Anaheim SELPA Board meeting, Sylvia Mendez Tribute, and STEAM-A-Palooza. She thanked all those involved in the Sylvia Mendez Tribute, in particular, Sophia Soliman. Additionally, she thanked Jackie Counts for her work with STEAM-A-Palooza.

14. **ADVANCE PLANNING**

14.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Tuesday, May 10, 2016, at 6:00 p.m.

Thursday, June 9
Thursday, June 16
Thursday, July 14
Thursday, August 11

Thursday, September 8
Thursday, October 13
Thursday, November 10
Thursday, December 8

14.2 **Suggested Agenda Items**

Trustee Smith requested a change to the August Board of Trustees meeting date.

Trustee Jabbar requested a presentation and resolution regarding short-term rentals in the city of Anaheim.

15. **ADJOURNMENT**

On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 9:24 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

**BOARD OF TRUSTEES
Minutes
Tuesday, May 10, 2016**

UNADOPTED**1. CALL TO ORDER–ROLL CALL**

Board President Randle-Trejo called the regular meeting of the Anaheim Union High School District Board of Trustees to order at 3:00 p.m.

Present: Annemarie Randle-Trejo, president; Anna L. Piercy, clerk; Katherine H. Smith, assistant clerk; Brian O’Neal and Al Jabbar, members; Michael B. Matsuda, superintendent; Dianne Poore, Jaron Fried, Ed.D., and Brad Jackson assistant superintendents; and Jeff Riel, District counsel.

2. ADOPTION OF AGENDA

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees adopted the agenda.

3. PUBLIC COMMENTS, CLOSED SESSION ITEMS

There were no requests to speak.

4. CLOSED SESSION

The Board of Trustees entered closed session at 3:01 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 Silence

Student Representative to the Board of Trustees Sophia Soliman led the Pledge of Allegiance to the Flag of the United States of America and provided a moment of reflection.

5.3 Closed Session Report

Board Clerk Piercy reported the following actions taken during closed session with the exception of items 5.3.3 and 5.3.8, which were reported when the Board of Trustees returned to open session at 9:43 p.m.

5.3.1 No reportable action taken regarding public employee performance evaluation, superintendent.

5.3.2 No reportable action taken regarding unrepresented employee negotiations.

- 5.3.3 No reportable action taken regarding negotiations.
- 5.3.4 No reportable action taken regarding anticipated litigation.
- 5.3.5 The Board of Trustees, by a vote of 5-0, approved the settlement agreement in OAH Case No. 2015110535.
- 5.3.6 The Board of Trustees, by a vote of 5-0, approved the settlement agreement in OAH Case No. 2016030454.
- 5.3.7 The Board of Trustees, by a vote of 5-0, approved the settlement agreement in OAH Case No. 2016040083.
- 5.3.8 No reportable action taken regarding personnel.
- 5.3.9 No reportable action taken regarding anticipated litigation.
- 5.3.10 The Board of Trustees took formal action, with a 5-0 vote, to accept the settlement agreement for employee HR-2015-16-12.
- 5.3.11 The Board of Trustees took formal action, with a 5-0 vote, to accept the settlement agreement for employee HR-2015-16-14.
- 5.3.12 The Board of Trustees took formal action, with a 5-0 vote, to dismiss employee HR-2015-16-16.
- 5.3.13 The Board of Trustees took formal action, with a 5-0 vote, to appoint Amber Houston to the position of principal, Lexington Junior High School.
- 5.3.14 The Board of Trustees took formal action to approve the expulsion of the following students.
 - 1. 15-50 under Education Code 48915(c)(3) and 48900(c).
 - 2. 15-54 under Education Code 48900(a)(1), 48900(c), and 48900(k).
- 5.3.15 The Board of Trustees took formal action, with a 5-0 vote, to approve Cross-Complaints against Professional Services Construction, Inc. and Hulk Enterprises.

Newly appointed Lexington Junior High School Principal Amber Houston thanked the Board of Trustees and Cabinet for the opportunity, as well as allowing her to put kids first. She also introduced her family.

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 21st century.

In addition, Board of Trustees' President Randle-Trejo introduced Gail Kairis, North Orange County ROP administrator instructional programs.

7. **BOARD OF TRUSTEES' RECOGNITION**

7.1 **Student Representative to the Board of Trustees**

The Board of Trustees honored Sophia Soliman for her service as student representative to the Board during the 2015-16 year.

7.2 **2015-16 AUHSD Student Ambassadors**

The Board of Trustees honored the District's student ambassadors for their service during the 2015-16 year. The ambassadors serve as official spokespersons for all of the District's students at special ceremonies, events, and functions. The student leaders are also deeply embedded in the District's governance structure and actively provide the "student voice" wherever possible. The following students were recognized for this important contribution to the District.

Michael Garcia	Anaheim High School
Briana Milstead	Cypress High School
Mia Choe	Gilbert High School
Vanessa Natera	Katella High School
Jillori Grepo	Kennedy High School
Bryan Prado	Magnolia High School
Ida Acevedo	Oxford Academy
Erica Rivera	Savanna High School
Jessica Rivera	Savanna High School
Lesley Aguirre	Western High School

7.3 **2015-16 AUHSD Student Service Foundation**

The Board of Trustees honored the AUHSD Student Service Foundation board members for their service during the 2015-16 year. The student board members serve as leaders on their campus, promote AUHSD service grants, and provide 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.

Elsie Uriarte	Anaheim High School
Braelynn Wilson	Cypress High School
Paul Byun	Hope School
Tiffany Trinh	Katella High School
Alana Cho	Kennedy High School
Adhara Michelle Contreras	Loara High School
Brian Banuelos	Magnolia High School
Sean Park	Oxford Academy
Jacquelyn Acosta	Savanna High School
Brenda Rosas	Western High School

7.4 **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 2015-16 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.

Cypress High School

Eleni Karapoulios, Teacher
 Jacob Falkenberg
 Kayla Lasher
 Christina Mitchell
 Diane Preston

Gilbert High School

Jason Jassman, Teacher
 Elizabeth Ahumada
 Brandon Alvarez
 Kimberly Bell
 Raul Campos
 Guadalupe Cervantes
 Ricardo Estrada
 Natalie Fuentes
 Emely Hernandez
 Israel Munoz
 Mercy Munyua
 Joselyne Vera

Katella High School

Stacey Izabal, Teacher
 Elana Lassman
 Elizabeth Ocampo
 Josue Pineda

Kennedy High School

Mary Cronin, Teacher
 Angel Bautista
 Amelia Bradshaw
 Julianna Montenegro
 Jamie Romano
 Sweet Tuazon
 Luna Vincent
 Kyle Yasuda

Savanna High School

Bob Moonswami, Teacher
 Freddy Cruz
 Uriel Lopez
 Virginia Mayorga
 Juan Vasquez

Western High School

Sarah Zepeda, Teacher
 Enrique Bernal
 Yunuen Guerrero
 Ashly Holman
 Caterin Martinez

7.5 **Donations**

The Board of Trustees recognized the following individuals for their generous donations to the District.

Schools First Federal Credit Union	\$3,000	AUHSD Servathon
Sara Shin	\$3,000	Hope School
SoCalGrad	\$1,000	AUHSD Servathon
Unite 4: good	\$12,000	AUHSD Servathon

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

The Board of Trustees recognized Valerie Salce, Savanna High School ELD teacher, and Rick Pham, AUHSD Vietnamese community liaison, who will be honored at the OCDE Fourth Annual Language Learner Celebration awards ceremony to be held on May 12, 2016, at the Old Ranch Country Club in Seal Beach. The Language Learner Celebration is a county-wide opportunity to recognize and commend the achievements of our Orange County community in meeting the needs of all language learners.

7.7 **Cypress High School Student**

The Board of Trustees recognized Zhi Qing Wu, Cypress High School student, for her outstanding achievement in mastering four languages, English, Chinese, Japanese, and Spanish.

7.8 **Orange County Music and Arts Administrators**

The Board of Trustees recognized Scott Domingues, Loara High School instrumental music teacher, for being awarded the Secondary Instrumental Music Award at the 2016 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.

7.9 **Gates Millennium Scholars**

The Board of Trustees recognized Monserrat Ibarra of Anaheim High School and Erica Rivera of Savanna High School, who have been selected as recipients of the Gates Millennium Scholarship. The Gates Millennium Scholars Program selects 1,000 talented students nationwide each year to receive a good-through-graduation scholarship to use at any college or university of their choice. It provides Gates Millennium Scholars with support for the cost of education by covering unmet need and self-help aid; renewable awards for those Gates Millennium Scholars maintaining satisfactory academic progress; graduate school funding for continuing Gates Millennium Scholars in the areas of computer science, education, engineering, library science, mathematics, public health or science; leadership development programs with distinctive personal, and academic and professional growth opportunities. The Gates Millennium Scholarship selection process requires independent readers to assess nominees based upon the following three major areas: academic achievement, community service, and leadership. Monserrat Ibarra of Anaheim High School will be attending University of California, Los Angeles where she plans to study mathematics. Erica Rivera of Savanna High School will be attending Stanford University where she plans to major in engineering.

7.10 **National Merit Scholars**

The Board of Trustees recognized Shin Hye "Grace" Park of Kennedy High School and River Robles of Cypress High School, who were awarded a National Merit Scholarship. The National Merit Scholarship is an academic competition for recognition and scholarships, which began in 1955. High school students enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test, a test that serves as an initial screening for approximately 1.5 million entrants each year. To be considered for a National Merit Scholarship, semifinalists have to fulfill requirements to advance to finalist standing. Each semifinalist submits a detailed scholarship application, which includes essays and information about extracurricular achievements, awards, and leadership positions. Semifinalists also have to have an outstanding academic record, be endorsed and recommended by a school official, and earn SAT scores that confirm their qualifying test performance. From the semifinalist group, some 15,000 meet finalist requirements. By the conclusion of the competition, a select group of finalists are chosen to receive prestigious National Merit Scholarships totaling nearly \$35 million. Winners are the finalist candidates judged to have the strongest combination of academic skills and achievements, extracurricular accomplishments, and potential for success in rigorous university studies. Scholarship winners represent less than one percent of the initial pool of student entrants. Shin Hye "Grace" Park will attend University of California, Berkeley, where she will study premedicine. River Robles will attend University of California, Los Angeles where he will be studying physics.

8. **REPORTS**

8.1 **Principals' Report**

Sam Joo, Brookhurst Junior High School principal, and Carlos Hernandez, Savanna High School principal, presented a report on the A-G completion plan.

8.2 **Student Representative's Report**

Sophia Soliman, student representative to the Board of Trustees, reported on student activities throughout the District.

8.3 **Reports of Associations**

There were no reports.

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

There were no reports.

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

9.1 Betty Dalke, Savanna High School secretary school support, thanked the Board of Trustees and District administration for offering the Well Done! Wellness Program to AUHSD staff.

9.2 Ada Tamayo, community member, requested support to ban short-term rentals in the city of Anaheim.

9.3 Kristin Paniagua, community member, also requested support to stop short-term rentals in Anaheim.

9.4 Luisa Lam, community member, asked for support to stop short-term rentals, both new and existing.

9.5 Bobby Donelson, community member, solicited support for a complete ban on new and current short-term rentals.

9.6 Mike Robbins, community member, called for support on a complete ban on short-term rentals.

9.7 Jeanine Robbins, community member, bid for support on a full ban of short-term rentals.

10. **ITEMS OF BUSINESS**

RESOLUTIONS

10.1 **Resolution No. 2015/16-BOT-07, Order of Biennial Trustee Election and Specifications of the Election Order**

Background Information:

A consolidated election is required in the District this year in accordance with Education Code Section 5340. A resolution and order of election are required to be completed and

provided to the Orange County Department of Education and Orange County Registrar of Voters.

Current Consideration:

The Board of Trustees was requested to adopt Resolution No. 2015/16-BOT-07, Order of Biennial Trustee Election and Specifications of the Election Order, as prescribed by Education Code Section 5000, calling for the biennial governing board member election to be held on Tuesday, November 8, 2016.

Budget Implication:

Election-related costs for the November 2014 election were \$163,000. Election-related costs for the November 2016 election for Trustee Areas 3 and 4 are unknown at this time, but the estimated cost is \$160,810-\$204,668.

Action:

On the motion of Trustee O'Neal and duly seconded, following discussion, the Board of Trustees adopted Resolution No. 2015/16-BOT-07. The roll call vote follows.

Ayes: Trustees O'Neal, Jabbar, Smith, Piercy, and Randle-Trejo

10.2 **Resolution No. 2015/16-BOT-08, Requesting that the City of Anaheim Take Action to Comprehensively Address and Ameliorate the Impacts of Short-Term Rentals on our Schools and Communities**

Background Information:

Anaheim, like many other desirable communities, has seen exponential growth in the number of single-family homes and apartments that have been converted into short-term rentals, which are rentals of residential property from three to 30 days. This growth is fueled by Anaheim's desirable location, proximity to a world renowned resort area, and online brokers such as Airbnb, Homeaway, VRBO, and others. In May 2014, the Anaheim City Council adopted an ordinance regulating short-term rentals. Since that time, City staff estimated that short-term rentals significantly increased to as many as 387 as of November 2015. On September 15, 2015, Anaheim's City Council adopted a moratorium on approving additional short-term rentals through May 3, 2016, while this issue was being studied. On April 12, 2016, the Anaheim's City Council extended the moratorium until May 3, 2017. City staff is currently working on two ordinances addressing short-term rentals that will be submitted to City Council for consideration.

Current Consideration:

Short-term rentals have proliferated in neighborhoods surrounding the Disneyland Resort area and the Anaheim Convention Center that are within the attendance boundaries of the Anaheim Union High School District and significantly impact Ball Junior High School and Loara High School. The conversion of single-family homes and apartments to short-term rentals reduces the number of school age children living within the District's attendance boundaries and, therefore, impacts the vitality of our schools. The saturation of neighborhoods with short-term rentals has created noise pollution, safety concerns, trash and traffic impacts, as well as other untenable negative effects upon the quality of life for students residing in these neighborhoods which, ultimately, impacts students' ability to fully engage in their education. Strong enforceable solutions through the city of Anaheim are needed to eliminate or minimize the negative impact short-term rentals have on our students and the community of Anaheim.

Budge Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Jabbar, duly seconded an unanimously carried, the Board of Trustees approved the amendment to replace resolution language "develop strong, enforceable solutions to the challenges posed by" with "ban current and future."

On the motion Trustee O'Neal and duly seconded, following a lengthy discussion, the Board of Trustees adopted Resolution No. 2015/16-BOT-08 as amended. The roll call vote follows.

Ayes: Trustees O'Neal, Jabbar, Smith, Piercy, and Randle-Trejo

10.3 **Resolution No. 2015/16-B-15, Temporary Interfund Transfer**

Background Information:

The Board of Trustees was requested to adopt Resolution No. 2015/16-B-15, Temporary Interfund Transfer. In the past as part of the state's solution to its own cash flow 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, the cash deferrals have been eliminated. While major cash flow needs are not anticipated for 2016-17, cash low points can occur during the year, which may need to be covered temporarily.

Current Consideration:

This resolution will provide as much flexibility as possible for 2016-17, within the District's cash resources. This resolution will allow for temporary Interfund cash transfers from the Capital Outlay 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 O'Neal and duly seconded, the Board of Trustees adopted Resolution No. 2015/16-B-15. The roll call vote follows.

Ayes: Trustees O'Neal, Jabbar, Smith, Piercy, and Randle-Trejo

10.4 **Resolution No. 2015/16-HR-05, Classified School Employee Week, May 15-21, 2016**

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 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. 2015/16-HR-05 declares May 15, 2016, through May 21, 2016, 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 Piercy and duly seconded, the Board of Trustees adopted Resolution No. 2015/16-HR-05. The roll call vote follows.

Ayes: Trustees O'Neal, Jabbar, Smith, Piercy, and Randle-Trejo

EDUCATIONAL SERVICES

10.5 **Revised Graduation Requirements Policy 71105, Second Reading**

Background Information:

Through a Board of Trustees resolution, civic and service learning was recognized as an important educational experience for all students. The resolution stated that schools are a critical place for students to develop the civic knowledge, skills, and values needed to effectively contribute to, and participate in, our democratic way of life. The Board of Trustees recognized that there has never been a better, or more crucial, time to revitalize civic and service learning in our schools. The Board of Trustees enlisted the Educational Services Department to research and develop a new civic and service learning graduation requirement.

Current Consideration:

The District requested to revise Board Policy 71105 to update the policy language. Remove the current Policy 3.5 language referencing California High School Exit Exam (CAHSEE) and replace Policy 3.5 with the new graduation requirement: The student must complete 40 hours of civic and service learning activities. This change will take effect with the graduating class of 2020.

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 revised Board Policy 71105, Graduation Requirements.

10.6 **New Policy 7702.05, Policies and Procedures WorkAbility I Program, Second Reading**

Background Information:

Project WorkAbility (WAI) within the state of California has been providing funding for students with special education needs at the junior high school and high school level for over 30 years as per Education Code Section 56470. The grant mandates an array of services that provide students with academic activities and on-the-job training, as well as employment skills within the community that reflect the student's post-secondary/transitional goals within their Individualized Education Plan (IEP)/Individualized Transition Plan (ITP). The WorkAbility I Program within the District has evolved over the

past 15 years and is now aligned with the current state, federal, and U.S. Labor Laws as outlined by the California Department of Education (CDE). The District's WorkAbility I Program is also aligned to the District's vision of college and career readiness. CDE mandated that a board approved WAI Policy and Procedure document must be in place and sent to CDE with this year's End-of-Year Renewal Application. The board approved WAI Policy and Procedure document is also listed as part of the criteria in the scoring rubric of the Education Code Requirements section of the renewal application.

Current Consideration:

The adoption of the Policy and Procedure document outlines the District's WorkAbility I Program, as per requirements that have been mandated by CDE this year. The Policy and Procedure document outlines the grant parameters, as well as the key components within the design of the WorkAbility I Program within the District. Specifically, this document illustrates the delivery model for each of the elements listed in the Education Code Section 56471 (d).

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved new Board Policy 7702.05, Policies and Procedures, WorkAbility I Program.

10.7 **Agreement, Winning Culture, 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 one Winning Culture session to District schools. Services will be provided on September 23, 2016, for up to 250 staff members.

Budget Implication:

The total cost is not to exceed \$5,500. (LCFF Funds)

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved the agreement.

10.8 **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 six Capturing Kids' Hearts sessions to District schools, with the first session to take place June 7-9, 2016. Services will be provided for up to 50 staff members in each session. The remaining five sessions will be scheduled throughout the 2016-17 school year.

Budget Implication:

The total cost is not to exceed \$163,300. (LCFF Funds)

Action:

On the motion of Trustee Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the agreement.

10.9 **Agreement, The Foundation for California Community Colleges/The California College Guidance Initiative (CCGI)**

Background Information:

Housed at the Foundation for California Community Colleges, CCGI works to ensure that all 6th through 12th grade students in California have access to a systematic baseline of guidance and support as they plan, prepare, and pay for college. CCGI partners with K-12 school districts to support students, counselors, parents, and community-based organizations with technological tools that help guide the college planning and preparation process. CCGI additionally supports data sharing amongst educational segments to help smooth student's school transition from K-12 to higher education.

Current Consideration:

CCGI will provide all services described as, "Partner district" 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. Per student fees of \$2 per year for high school students and \$1.50 per year for junior high school students will be charged for the 2016-17 year.

Budget Implication:

The total cost is not to exceed \$57,831.50. (LCFF Funds)

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the agreement.

10.10 **Grant Agreement, Orange County United Way (OCUW)**

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 new P21 Mentoring: Paid Summer Internship program.

Budget Implication:

There is no impact to the budget. (United Way Grant Funds)

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, following discussion, the Board of Trustees ratified the grant agreement with OCUW.

10.11 **Memorandum of Understanding (MOU), Orange County Department of Education (OCDE)**

Background Information:

Orange County Child Health Disability Prevention (CHDP) Program, with the support of Dr. Cordes and Kathy Strobel, provided services to uninsured, low-income, and Medi-Cal eligible patients throughout the District. Dr. Cordes and Kathy Strobel retired at the completion of the 2014-15 year as providers to the AUHSD Clinic. Del Grace, PNP, was hired to replace Kathy Strobel. For the support of the AUHSD Clinic, CHDP providers are needed along with the support of physical therapy and occupational therapy services within the District. Marc Lerner, M.D., medical officer from OCDE and Del Grace, PNP, were approved by CHDP as CHDP providers.

Current Consideration:

Dr. Lerner of OCDE will be authorized to provide CHDP Health Assessment screenings for children at the AUHSD Clinic. Dr. Lerner will be a collaborative provider for the AUHSD Clinic through the Health Services Department.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved the MOU.

10.12 **School-Sponsored Student Organizations**

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 submitted school-sponsored student organization applications.

- 10.12.1 Dale JHS Art Club, Dale Junior High School
- 10.12.2 Count on Me, Katella High School
- 10.12.3 Books Beyond Boundaries, Loara High School
- 10.12.4 Adult Transition at Magnolia, Magnolia High School

10.12.5 Magnolia History Society, Magnolia High School

Budget Implication:

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

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees approved the applications.

The student representative to the Board of Trustees cast a preferential vote for the school-sponsored student organizations.

HUMAN RESOURCES

10.13 **Agreement, SelfHelpWorks, Inc.**

Background Information:

SelfHelpWorks, Inc. provides online health and wellness coaching that utilizes Structured Cognitive Behavioral Training (SCBT) to eliminate unhealthy habits or emotionally-driven dependencies without the use of willpower. By using SCBT, an evidence-based training approach, users are coached through a series of interactive videos and online lessons to help them address issues with stress, tobacco addiction, diabetes management, unhealthy nutrition habits, and weight loss. SCBT is designed to remove the root cause of the unhealthy behavior, thereby eliminating it without the use of willpower and building sustainable behavior changes.

Current Consideration:

The agreement with SelfHelpWorks, Inc. is for a pilot program, and services are being provided April 1, 2016, through March 31, 2017. The pilot program will include all available programs offered by SelfHelpWorks, Inc. No fees shall be paid during the pilot period except in the unlikely event the District requests incremental technical service above and beyond the initially agreed terms of service. If the District chooses to continue services after the initial pilot period, costs will be negotiated according to the available funds within the Wellness Program budget.

The SelfHelpWorks, Inc. tool is one component of the Well Done! Wellness Program and supports employees who desire to address hard-to-change behaviors. The program is optional and is offered to the District, at no cost, for one year. In exchange, the District will allow SelfHelpWorks, Inc. to conduct anonymous pilot-related surveys of users at least once every three months in order to gather feedback. This feedback may be used by SelfHelpWorks, Inc. for promotional purposes, referring to the District in promotions using general terms only, such as "a large public high school system" for example.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Trustee O'Neal, duly seconded and unanimously carried, following a lengthy discussion, the Board of Trustees ratified the agreement with SelfHelpWorks, Inc.

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

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:

Due to the salary increase reached with the bargaining and non-bargaining employee associations of the District, the salary increase for the executive director of GASELPA shall increase by three percent using pass-through funds. This increase was approved by the GASELPA Board of Trustees on April 20, 2016.

Budget Implication:

There will be no direct impact to the District's budget. The executive director of GASELPA salary increase is estimated to be \$5,497, for a total annual salary of \$188,744, effective July 1, 2015. This additional expense will be paid using GASELPA funds.

Action:

On the motion of Trustee Piercy, duly seconded and unanimously carried, the Board of Trustees approved the 2015-16 salary increase.

SUPERINTENDENT'S OFFICE

10.15 **Governance Handbook**

Background Information:

On March 24, 2016, the Board of Trustees participated in a governance workshop, facilitated by California School Boards Association Consultant Luan Burman Rivera.

Current Consideration:

The governance workshop covered board and superintendent roles and responsibilities, as well as governance practices, including norms, protocols, and unity of purpose. During this workshop the Board of Trustees developed a governance handbook.

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 the governance handbook.

11. CONSENT CALENDAR

On the motion of Trustee O'Neal, duly seconded and unanimously carried, following discussion, the Board of Trustees approved all consent calendar items, with the exception of items 11.8 and 11.9 pulled by Trustee O'Neal.

BUSINESS SERVICES

11.1 Piggyback of a Contract to Purchase Carpet and Installation

Background Information:

The District is receiving new furniture in approximately 217 classrooms in the summer of 2016. The Maintenance and Operations Department has made an assessment of the current floor conditions in these classrooms and has identified carpet flooring material that is beyond the end of its current life cycle and needs to be replaced.

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 material, including various removal and installation services. The material and services will be purchased utilizing DGS CMAS contracts 4-14-72-0057A. 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 cost is not to exceed \$200,000. (Maintenance Funds)

Action:

The Board of Trustees approved the purchase of carpet, vinyl base, and related material including removal and installation services utilizing DGS’s CMAS contract 4-14-72-0057A to KYA Services, LLC.

11.2 Award of Bids

The Board of Trustees was requested to award the bids.

<u>Bid #</u>	<u>Service</u>	<u>Award</u>	<u>Amount</u>
2016-13	Paving Improvements District Wide	JB Bostick Company, Inc.*	\$622,646
	*Permit the low bidder, Mission Paving and Sealing, Inc., to withdrawal under provisions of Public Contract Code Section 5103 and award to the second low bidder (Routine Restricted Maintenance Funds)		
2016-14	Exterior Painting Walker Junior High School	Reject All Bids	\$0
	(Routine Restricted Maintenance Funds)		
2016-15	Exterior Painting Ball Junior High School	Paramount Painting, Inc.	\$118,000
	(Routine Restricted Maintenance Funds)		
2016-16	Exterior Painting South Junior High School	Case & Sons Construction, Inc.	\$223,700
	(Routine Restricted Maintenance Funds)		

2016-21	Roof Replacement Oxford Academy (Routine Restricted Maintenance Funds)	Chapman Coast Roof Co., Inc.	\$875,846
2016-22	HVAC Repair of 4 Relocatable Classrooms Western High School (Routine Restricted Maintenance Funds)	AireMasters Air Conditioning	\$99,133

Action:

The Board of Trustees awarded the bids as listed.

11.3 **Student Accident and Health Insurance Program, Myers-Stevens 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 and athletes 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., and cover school-time accident insurance, full-time accident insurance, and interscholastic tackle football coverage. Dental and illness insurance programs are also available. The 2016-17 insurance program costs are paid by parents or guardians who elect to obtain this voluntary coverage. The 2016-17 rates are as follows.

		<u>Low Option</u>	<u>Mid Option</u>	<u>High Option</u>
School Time Accident	Gr. 7-12	\$39	\$63	\$77
Full Time Accident	Gr. 7-12	\$165	\$219	\$317
Interscholastic Tackle Football Coverage	Gr. 9-12	\$180	\$235	\$338
Full Time Dental (with another plan)	Gr. 7-12	\$12	\$12	\$12
(purchased separately)		\$16	\$16	\$16
Full Time Health Care*	Gr. 7-12			
Initial Payment		\$208		
Subsequent Payments (billed every 2 months)				\$338

*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 programs.

11.4 **Inter-Agency Meal Agreement**

Background Information:

Anaheim Union High School District has had an agreement to provide meals to Anaheim Elementary School District since the state meal mandate passed in 1975. The meal mandate requires all school districts to provide nutritious meals for all enrolled students who are determined to be eligible. Anaheim Elementary School District does not have adequate kitchen facilities to provide meal service to their students at most of their school sites. The inter-agency meal agreement is a five-year agreement, which requires school board approval each year. Approval of the inter-agency agreement was requested in order to continue providing nutritious meals to the Anaheim Elementary School District. The price for the elementary school lunch is \$2.75. The cost per meal for these agreements generate income from the meals served to cover program cost.

Current Consideration:

The cost of the paid lunch is \$2.75. The cost per meal for Preschool will remain at \$1.25 for breakfast, \$2.25 for lunch, and \$.50 for snacks. These agreements generate income from the meals served. The agreements provide a service to the community. Services will be provided July 1, 2016, through June 30, 2017.

Budget Implication:

This agreement generates income. (Cafeteria Funds)

Action:

The Board of Trustees approved the meal agreements to provide meals to Anaheim Elementary School District and Anaheim Elementary School District Preschool Program for the 2016-17 school year.

11.5 **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.

11.6 **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.

11.7 **Donations**

Action:

The Board of Trustees accepted the donations as submitted.

On the motion of Trustee O'Neal and duly seconded, following discussion, the Board of Trustees ratified items 11.8 and 11.9 with the following vote.

Ayes: Trustees Jabbar, Smith, Piercy, and Randle-Trejo
Abstain: Trustee O'Neal

11.8 **Purchase Order Detail Report**

Action:

The Board of Trustees ratified the report, April 5, 2016, through May 2, 2016.

11.9 **Check Register/Warrants Report**

Action:

The Board of Trustees ratified the report April 5, 2016, through May 2, 2016.

11.10 **SUPPLEMENTAL INFORMATION**

11.10.1 ASB Fund, March 2016

11.10.2 Cafeteria Fund, February 2016

11.10.3 Enrollment, Month 8

EDUCATIONAL SERVICES

11.11 **Agreement Amendment #2, Orange County Career Pathways Partnership (OCCPP) Program**

Background Information:

On September 28, 2014, the District entered into an agreement with the Orange County Career Pathways Partnership (OCCPP) Program. This program is a regional consortium connecting 14 school districts, two charter schools, nine community colleges, four Regional Occupational Programs (ROP), two state universities, three Workforce Investment Boards (WIB), Orange County Business Council (OCBC), a regional intermediary known as Vital Link, a regional non-profit collaborative known as OC STEM, and more than 100 business partners across three priority sectors. Over the term of the five-year grant, the District will receive \$145,400 to support CTE programs.

Current Consideration:

The OCCPP Program submitted a second amendment modifying Section 4.0 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.

Budget Implication:

The OCCPP grant award agreement remains \$145,400 for the full term of the grant. (California Career Pathways Trust)

Action:

The Board of Trustees approved the agreement amendment #2.

11.12 **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/monitoring of programs; access to AVID resources at the password protected AVID website; and access to AVID College Readiness System workshops and 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, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$46,680. (Title I and Title II Site Funds)

Action:

The Board of Trustees approved the agreement.

11.13 **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 piloted for the past two years at the following schools: 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, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$19,225.01. (Title III Funds)

Action:

The Board of Trustees approved the agreement.

11.14 **Educational Consulting Agreement, California State University, Fullerton-Auxiliary Services Corporation**

Background Information:

In December 2015, the District received an Orange County Arts Education Collaborative Fund Grant to support Visual and Performing Arts (VAPA) professional development. The Special Programs Office worked with VAPA department chairpersons to determine the types of professional development opportunities that could benefit VAPA programs. One of the professional development activities specifically addressed in the grant is a conducting symposium for band directors. The conducting symposium will provide all of the District's band directors with the opportunity to ramp-up their conducting skills, and to refine the vision for the District's instrumental music program. Additionally, this is a great opportunity for vertical articulation, since junior high school and high school band directors will work with university partners on curriculum alignment and instructional strategies.

Current Consideration:

The District has partnered with the California State University, Fullerton (CSUF) Music Department to facilitate a conducting symposium to work on rehearsal techniques, movement training, creativity, and musicality. The three-day workshop, for 17 band directors, will be held June 2, 2016, through June 4, 2016.

Budget Implication:

The total cost is not to exceed \$4,000. (OC Arts Grant)

Action:

The Board of Trustees approved the educational consulting agreement with California State University, Fullerton-Auxiliary Services Corporation.

11.15 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee recommended the selected books for world languages courses. The books have been made available for public view.

Action:

The Board of Trustees adopted the selected materials.

11.16 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee recommended the selected materials for courses in 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 10, 2016, through June 9, 2016.

Action:

The Board of Trustees approved the selected materials.

11.17 **Individual Service Contracts**

Action:

The Board of Trustees approved/ratified the contracts as submitted.
(Special Education Funds)

11.18 **Institutional Membership, College Board**

Action:

The Board of Trustees ratified the membership with College Board for 2015-16 year, at an amount not to exceed \$325. (General Funds)

11.19 **Field Trip Report**

Action:

The Board of Trustees approved/ratified the report as submitted.

HUMAN RESOURCES

11.20 **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 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.

11.21 **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, and 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, 2016, through June 30, 2017, on an as-needed basis.

Budget Implication:

The cost of this agreement is not to exceed \$350,000. The cost of the 2015-16 agreement was \$350,000. (General Funds)

Action:

The Board of Trustees approved the agreement.

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

Background Information:

The District Human Resources Department 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, and other specialized functions. The District has had an agreement in place with Monjaras and Wismeyer Group, Inc. since 2011.

Current Consideration:

Services will be provided July 1, 2016, through June 30, 2017. 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. The cost of the 2015-16 agreement was \$10,000. (General Funds)

Action:

The Board of Trustees approved the agreement.

11.23 **Agreement, Nicole Miller & Associates, Inc.**

Background Information:

The District is required to investigate formal complaints filed by employees, parents, or students. In certain circumstances, an investigation firm is needed to provide an impartial third party to conduct the investigation. The District has had an agreement in place with Nicole Miller & Associates, Inc. since 2010.

Current Consideration:

Investigations may include, but are not limited to, discrimination and harassment claims, policy and procedure violations, unprofessional conduct complaints, charges of theft, and other serious allegations. Services will be provided July 1, 2016, through June 30, 2017.

Budget Implication:

The total cost is not to exceed \$62,400. The cost of the 2015-16 agreement was \$62,400. (General Funds)

Action:

The Board of Trustees approved the agreement.

11.24 **Certificated Personnel Report**

Action:

The Board of Trustees approved/ratified the report as submitted.

11.25 **Classified Personnel Report**

Action:

The Board of Trustees approved/ratified the report as submitted.

12. **SUPERINTENDENT AND STAFF REPORT**

Superintendent Matsuda stated that the Orange County Department of Education named Raquel Solorzano-Dueñas, Western High School teacher, and Matthew Bidwell, South Junior High School teacher, as finalists for Orange County Teacher of the Year and shared a short video regarding the announcement to these teachers.

13. **BOARD OF TRUSTEES' REPORT**

Trustee O'Neal said he attended the California State University, Fullerton (CSUF) Honor an Educator Luncheon and Ceremony, Color and Light, ROP Celebration of Success, Budget Committee meeting, Wellness Health Expo at Walker Junior High School, and Kennedy High School Scholarship Foundation Dinner. He also thanked Dianne Poore for her service to the District, as well as Sophia Soliman for her service as student representative to the Board of Trustees and wished her future success.

Trustee Jabbar shared he attended the Budget Committee meeting, Sycamore Junior High School Dance Show, CABE Regional Conference, and Anaheim Secondary Council PTA 2016 Honorary Service Awards Dinner. He also thanked the Anaheim Municipal Employee Association for donating a podium to Sycamore Junior High School. Additionally, he thanked Dianne Poore for her service to the District, as well as Sophia Soliman for her service as student representative to the Board of Trustees. Trustee Jabbar requested that the meeting be adjourned in honor of Kenneth Shimogawa.

Trustee Smith reported her attendance at the CSUF Honor an Educator Luncheon and Ceremony, P21 Group Delta event, Insurance Committee meeting, City of Stanton/AUHSD Liaison meeting, AUHSD Foundation meeting, as well as Color and Light. She also thanked Sophia Soliman for her service as student representative to the Board of Trustees, as well as Dianne Poore for her service to the District.

Trustee Piercy stated she attended the CSUF Honor and Educator Luncheon and Ceremony, Color and Light, ROP Celebration of Success, Sister City Commission meeting, OCSBA Annual Dinner Meeting, Dale Junior High School's Open House, Anaheim High School Skills USA Banquet, City of Stanton/AUHSD Liaison meeting, Insurance Committee meeting, One Billion Acts of Kindness, and Kennedy High School Scholarship Foundation Dinner. In addition, she thanked Sophia Soliman for her work as student representative to the Board of Trustees.

Trustee Randle-Trejo indicated she attended the 3rd Annual Sustainability Showcase, Katella High School Musical, Cypress High School Dance Show, Loara High School Band Concert, Savanna High School Band Concert, Savanna High School Capstone Project Interviews, OCSBA Annual Dinner Meeting, The Tempest at Loara High School, AUHSD Foundation meeting, Arsenic and Lace at Cypress High School, Anaheim City Council meeting where they honored Superintendent Matsuda, Oxford Academy Choir Show, Reclaiming Our City: A Youth Conference About Ending Racism, CSUF Honor an Educator Luncheon and Ceremony, Color and Light, Anaheim Secondary Council PTA 2016 Honorary Service Awards Dinner, Grater Anaheim SELPA Board meeting, Sycamore Junior High School Dance Show, STEM Inc. Celebration Night, One Billion Acts of Kindness, and School Employee Appreciation Night at Angels Stadium.

14. **ADVANCE PLANNING**

14.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, June 9, 2016, at 6:00 p.m.

Thursday, June 16
Thursday, July 14
Thursday, August 11
Thursday, September 8

Thursday, October 13
Thursday, November 10
Thursday, December 8

14.2 **Suggested Agenda Items**

There were no suggested agenda items.

CLOSED SESSION

As noted on item 5.3, the Board of Trustees returned to closed session at 8:53 p.m., reconvened into open session at 9:43 p.m., and reported out at that time.

15. **ADJOURNMENT**

On the motion of Trustee O'Neal, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 9:45 p.m. in honor of Kenneth Shimogawa.

Approved _____
Clerk, Board of Trustees