

**BOARD OF TRUSTEES**  
**ANAHEIM UNION HIGH SCHOOL DISTRICT**  
501 N. Crescent Way, P.O. Box 3520  
Anaheim, California 92803-3520  
[www.auhsd.us](http://www.auhsd.us)

**NOTICE OF REGULAR MEETING**

Date: October 30, 2015

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 5<sup>th</sup> day of November 2015

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

**Closed Session—3:30 p.m.**

**Regular Meeting—6:00 p.m.**



Michael B. Matsuda  
Superintendent

# ANAHEIM UNION HIGH SCHOOL DISTRICT

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

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**BOARD OF TRUSTEES**  
**Agenda**  
**Thursday, November 5, 2015**  
**Closed Session—3:30 p.m.**  
**Regular Meeting—6:00 p.m.**

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Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These items may be inspected in the superintendent's office of the Anaheim Union High School District, at 501 N. Crescent Way in Anaheim, California. The office is open from 7:45 a.m. to 4:30 p.m., Monday through Friday, and is closed for most of the federal and local holidays. These materials are also posted with the meeting agenda on the District website, [www.auhsd.us](http://www.auhsd.us), at the same time that they are distributed to the Board of Trustees.

*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 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).
- 4.3 To consider matters pursuant to Government Code Section 54597: Public employee performance evaluation.
- 4.4 To consider matters pursuant to Government Code Section 54956.9 (d)(2): Conference with legal counsel, anticipated litigation regarding two matters.
- 4.5 To consider matters pursuant to Education Code Section 48918: Expulsion of students 15-08, 15-10, and 15-15.

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**

Student Representative to the Board of Trustees Sophia Soliman will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

5.3 **Closed Session Report**

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

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

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

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

7. **BOARD OF TRUSTEES' RECOGNITION** **INFORMATION ITEM**

7.1 **2015 Special Olympics**

The Board of Trustees will recognize Kennedy High School student Elizabeth Carey for winning the gold in the 4X50-meter freestyle relay, as well as the silver in the 100-meter individual medley at the 2015 Special Olympics.

7.2 **2015 Emerging Student Innovator**

The Board of Trustees will recognize Oxford Academy student Anna Lou for winning the 2015 Emerging Student Innovator of the Year in Science, Math, and Technology at the 22<sup>nd</sup> Annual High-Tech Innovation Awards.

7.3 **DELAC Board Recognition FPM Monitoring**

The Board of Trustees will recognize the District English Learner Advisory Committee (DELAC) board members for their representation of the District's English Learner (EL) parent community and for their commitment to improving services for EL students across the District. The 2015-16 DELAC board members are: Marco Rivas, president; Alejandra Barboza, vice-president; Natividad Vasquez, secretary; as well as Zully De Leon and Marcela Montes, co-parliamentarians.

7.4 **Perfect Attendance Awards**

The Anaheim Union High School District values and appreciates perfect attendance of employees. It has become the District's tradition to recognize and applaud, on an annual basis, staff members who have perfect attendance.

Consequently, a Red Apple Award will be presented to each employee of the District with perfect attendance for the 2014-15 year. A Gold Apple Award will be presented to each employee with three consecutive years of perfect attendance.

Congratulations to staff who have earned this coveted recognition as indicated on the exhibit. **[EXHIBIT A]**

7.5 **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 will honor the following individuals:

Robert Elias	Wrestling Coach	Hope School
Phyllis Fukumoto	Teacher-Science	Dale Junior High School
Richard Gordon	Band Director	Sycamore Junior High School
Cory Kretz	Substitute Counselor	Brookhurst Junior High School
Marie Ontiveros	Secretary-School Support	Western High School
Carrie Vaughn	Counselor	Cypress High School

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

8.1 **Principals' Report**

Dr. Kirsten Levitin, Walker Junior High School principal, and Russ Earnest, Kennedy High School principal, will present a report on the A-G completion plan.

8.2 **Student Representative's Report**

Sophia Soliman, student representative to the Board of Trustees, will report on student activities throughout the District.

8.3 **Reports of Associations**

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

8.4 **Parent Teacher Student Association (PTSA) Report**

Jon Hultman, Oxford Academy PTSA president, will report on PTSA activities.

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**

**DROPS Grant-Katella High School Site Improvement Project**

Background Information:

In the wake of California's current drought and the awareness for greater water management, the State Water Resources Control Board has repurposed unallocated Proposition 13 and Proposition 40 grant funds for the creation of the Drought Response Outreach Program for Schools (DROPS), which makes \$25.5 million available to Local Education Agencies (LEAs) for projects that reduce storm water pollution and promote water conservation by implementing low impact development projects at their sites.

In January of this year, the District applied for a \$2 million grant to pursue funding for much needed site improvements at Katella High School, while implementing water conservation measures at this site.

On May 28, 2015, the District was notified that it had been awarded the \$2 million DROPS grant, which will augment the Measure H funding slated for Katella High School.

Current Consideration:

District staff and a representative from Westgroup Designs, Inc., the architectural firm in responsible charge of the design, will discuss the project, its low impact development features, and its water conservation and storm water capture measures. This will serve as an opportunity for the Board of Trustees to view the District's first Measure H project prior to bid award.

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**

11.1 **Public Hearing, Vista Anaheim Charter Middle School Petition INFORMATION ITEM**

Background Information:

On October 22, 2015, the District received a charter school petition from Vista Charter Public Schools, a California nonprofit public benefit corporation located in Los Angeles. The petition is seeking to open Vista Anaheim Charter Middle School by July 1, 2016, to be located at or near 1500 West Ball Road, Anaheim, CA 92802, which is the address of Ball Junior High School. The petition is estimating initial enrollment of 300 students with a capacity of 420 students.

Current Consideration:

California Education Code Section 47605 requires that the Board hold a public hearing within 30 days of receipt of a charter school petition. The purpose of the public hearing on the provisions of the charter is for the Board to consider the level of support for the petition by teachers employed by the District, other employees of the District, and parents. Following

the public hearing and review of the petition, the Board must either grant or deny the petition within 60 days of receipt of the petition.

Budget Implication:

There is no known implication to the budget at this time.

Staff Recommendation:

Although this is an information item only, requiring no formal action by the Board of trustees, it is recommended that the Board of Trustees formally open the public hearing to provide the public an opportunity to address the petition so that the Board can consider the level of support for the petition by teachers employed by the District, other employees of the District, and parents. **[EXHIBIT B]**

**RESOLUTION**

- 11.2 **Resolution No. 2015/16-E-04, Day of the Special Educator** **ACTION ITEM**  
**(Roll Call Vote)**

Background Information:

Day of the Special Educator is a day observed throughout the nation to recognize the anniversary of the signing of the nation's first federal special education law by Gerald R. Ford on December 2, 1975. Special Education Day, the national holiday, began in 2005. That year marked the 30th anniversary of the Individuals with Disabilities Education Act (IDEA).

Current Consideration:

The District will acknowledge Day of the Special Educator, December 2, 2015, and will encourage all staff to celebrate the students, families, and educators who ensure that students with disabilities have equal access to a free and appropriate public education.

Budget Implication:

There is no impact on the budget.

Staff Recommendation:

It is recommended that the Board of Trustees adopt the resolution. **[EXHIBIT C]**

**BUSINESS SERVICES**

- 11.3 **Award of Agreement, Katella High School DROPS-Site** **ACTION ITEM**  
**Improvement Project**

Background Information:

At the Board of Trustees meeting of August 19, 2015, the Board approved the Lease-Leaseback delivery method of procuring construction for the Katella High School DROPS-Site Improvement Project. Education Code Section 17406 is the Lease-Leaseback provision, which allows Districts to lease real property for the purpose of constructing buildings and improvements for district use.

Current Consideration:

The District issued Request for Quotes (RFQ)/Request for Proposals (RFP) #2016-02 inviting contractors to prequalify to perform work identified below and requested proposals from prequalified contractors. Proposals were received from the contractors and staff is recommending that the Board award an agreement to Pinner Construction Co., Inc. Actual

start of construction will be done in two phases and the District will issue two separate notices to proceed.

Katella High School DROPS-Site Improvement Project  
Agreement Award Summary

Fee Proposal %	6.40% of GMP
Notice to Proceed 1 "NTP 1"	\$122,998
Phase 1 – Mobilization/Due Diligence	
Site Lease Rental Payment	\$1.00
Phase 2 – Guaranteed Maximum Price "GMP"	To Be Negotiated (NTP 2 to be issued once GMP is finalized)
District Contingency %	5% of GMP

Budget Implication:

The final Guaranteed Maximum Price "GMP" and contingencies will not exceed \$10,500,000. (Measure H Funds, DROPS Grant, and/or other funds as appropriate)

Staff Recommendation:

It is recommended that the Board approve the award of the Lease-Leaseback Agreement to Pinner Construction Co., Inc. and delegate authority to the assistant superintendent of Business Services to: (1) negotiate and enter into the Lease-Leaseback Agreement pursuant to the terms indicated in the forms of the Lease-Leaseback contract documents available in the Business Office, subject to minor revisions approved by staff and legal counsel; and (2) take all steps and perform all actions necessary to execute and implement the Lease-Leaseback contract and to take any actions deemed necessary to best protect the interest of the District, all subject to ratification by the Board.

11.4 **Second Amendment to the Purchase and Sale of Property Agreement and Escrow Instructions, Taormina Family Capital Fund, LLC**

**ACTION ITEM**

Background Information:

On September 23, 2014, the Board of Trustees approved entering into a Purchase and Sale Agreement with the Taormina Family Capital Fund, LLC for the District's acquisition of real property adjacent to Anaheim High School along Lincoln Avenue to be used for school purposes. On June 18, 2015, the Board of Trustees approved the First Amendment to the Purchase and Sale of Property Agreement and Escrow Instructions.

Current Consideration:

The parties have continued to work together and now propose entering into the attached Second Amendment to the Purchase and Sale of Property Agreement and Escrow Instructions, which will result in the District acquiring the property without the existing improvements. This will facilitate the District's ability to comply with Department of Toxic Substances Control (DTSC) requirements, as well as development of the property.

Budget Implication:

The District and Taormina have agreed that the purchase price for the Taormina Property is \$2,926,523. With the addition of the Pre-Demolition and Demolition Costs based upon the scope of work stated in Exhibit A of the Second Amendment, the revised purchase price will not exceed \$3,161,523, plus required title and escrow fees. The purchase price and closing cost shall be paid from capital facilities funds.

Staff Recommendation:

It is recommended that the Board of Trustees approve the Second Amendment of the Purchase and Sale Agreement and Escrow Instructions. **[EXHIBIT D]**

**EDUCATIONAL SERVICES**

11.5 **Elementary and Secondary Education Act (ESEA) Program Evaluation** **INFORMATION ITEM**

Background Information:

ESEA requires local educational agencies (LEAs) to annually evaluate the effectiveness of federal programs. Specifically, for Title I, Part A and Title III, Part A, the LEA must use academic criteria, including results from state assessments, to determine program effectiveness. The LEA must also publicize the results of the local annual review to parents, teachers, principals, schools, and the community.

Current Consideration:

To comply with federal program regulations, program evaluations for Title I, Part A and Title III, Part A are being shared with the Board of Trustees and publicized through this process.

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. **[EXHIBIT E]**

11.6 **Career Technical Education (CTE) Advisory Committee Listing** **INFORMATION ITEM**

Background Information:

As recipients of annual Carl D. Perkins federal funding, the District participates in annual CTE Industry Advisory meetings. Advisory meetings consist of industry experts from local businesses who update CTE teachers, counselors, and administrators on current employment trends, industry equipment and software standards, as well as business workforce needs. CTE teachers also have the opportunity to interact with industry experts regarding their specific site CTE programs.

Current Consideration:

To comply with federal program regulations, a list of the industry experts who participate in the annual CTE Industry Advisory Committee meetings is shared with the Board of Trustees.

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. [EXHIBIT F]

11.7 **Memorandum of Understanding (MOU), California State University, Fullerton (CSUF) Auxiliary Services Corporation**      **ACTION ITEM**

Background Information:

CSUF Auxiliary Services Corporation is a fiscal and administrative agent of CSUF. This organization works with CSUF and its partners, including Cypress College, to collaborate and coordinate to meet the goals and objectives of mutual projects, such as the newly acquired grant, The North Orange County Allied and other Health Careers Opportunity Program (NOCA HCOP). This project is a three-year program focused on increasing the pipeline of disadvantaged Latinos, Pacific Islanders, and Southeast Asians into the professions of communicative disorders, counseling, occupational therapy, public health, physical therapy, and social work. This multifaceted effort is specifically designed to increase retention and graduation of these diverse underserved students across the educational continuum, from high school and community college into four-year college and graduate allied, as well as other health profession programs.

Current Consideration:

NOCA HCOP requires the District to assist in the identification of eligible students enrolled in the Medical Careers Pathway; provide NOCA HCOP evaluators with access to information pertinent to the progress of selected NOCA HCOP students; and participate in discussions about how to sustain the NOCA HCOP after the three-year funding period ends. The grant amount is \$1,765,618. Services will be provided November 6, 2015, through August 31, 2018.

Budget Implication:

CSUF will be the fiscal agent for this project funded through a U.S. Department of Health and Human Services Health Careers Opportunity Program. There is no cost to the District.

Staff Recommendation:

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

11.8 **Agreement, Orange County Department of Education (OCDE), Vietnamese Translator/Interpreter**      **ACTION ITEM**

Background Information:

The Vietnamese-speaking community in the District is continuing to increase in numbers with the majority of District Vietnamese-speaking parents and students attending Oxford Academy. Twenty-two percent of the students at Oxford Academy indicated a home language of Vietnamese for the 2014-15 year. Pursuant to California Education Code Section 48985, when 15 percent or more of a language is represented at a school site, then district and site information, notifications, reports, and statements that are shared in English with all parents must be made available in English and the target language.

Current Consideration:

For the 2015-16 year, it is required that such notifications and information sent to all parents in the District be presented in both English and in the target languages of Vietnamese and Spanish to the sites that have 15 percent or more of these target languages. The District does not currently employ a Vietnamese translator/interpreter. The Orange County Department of Education has on staff, a Vietnamese translator/interpreter who will provide services to the District on an as-needed basis, at the hourly rate of sixty dollars per hour for written translations and ninety dollars per hour for interpretations. Services are being provided September 1, 2015, through June 30, 2016.

Budget Implication:

The total cost for services is not to exceed \$10,000. (LCFF Funds)

Staff Recommendation:

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

11.9 **Educational Consulting Agreement, Dr. Kenneth Woog** **ACTION ITEM**

Background Information:

Dr. Woog is an authority on computer/video game addiction. He has researched and treated online, internet, and computer/video game addiction since 2002 and dedicated his private practice to this field since 2005. He speaks publicly, has appeared on national television, and regularly trains other therapists on how best to treat this growing problem, which affects millions world-wide.

Current Consideration:

Dr. Woog will provide a one-evening workshop at Savanna High School on December 9, 2015, open to 100 parents throughout the District.

Budget Implication:

The total cost is not to exceed \$600. (LCFF Funds)

Staff Recommendation:

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

11.10 **School-Sponsored Student Organizations** **ACTION ITEM**

Background Information:

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

Current Consideration:

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

- 11.10.1 Bridges, Anaheim High School
- 11.10.2 Make a Wish Club, Anaheim High School
- 11.10.3 OC Varsity Arts, Anaheim High School
- 11.10.4 Save the Children, Anaheim High School
- 11.10.5 Katella Pep and Spirit Club, Katella High School
- 11.10.6 Dungeons and Dragons Club, Loara High School
- 11.10.7 Video Game and Theorist Club, Loara High School
- 11.10.8 Magic Club, Magnolia High School

- 11.10.9 Journalism Club, Western High School
- 11.10.10 The Pioneer Press Club, Western High School
- 11.10.11 Theatre Club, Western High School
- 11.10.12 Communicative, Collaborative, Critical Thinking, and Creative Spartan Investigators (C4SI), Brookhurst Junior High School
- 11.10.13 Extreme Ice, Lexington Junior High School

Budget Implication:

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

Staff Recommendation:

It is recommended that the Board of Trustees approve the school sponsored organization applications. **[EXHIBITS J, K, L, M, N, O, P, Q, R, S, T, U, and V]**

11.11 **New Board Policy 8900, Nondiscrimination/Harassment, Second Reading** ***ACTION ITEM***

Background Information:

The District has several policies that prohibit discrimination and harassment. This behavior is closely monitored and addressed for both students and employees. During the Federal Program Monitoring review process, it was determined that the District did not have a separate policy prohibiting discrimination/harassment against students.

Current Consideration:

The new policy aligns both with our current practice and with the California School Board Association's model policy related to nondiscrimination/harassment.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees review and approve revised Board Policy 8900. **[EXHIBIT W]**

11.12 **Revised Board Policy 8605, Married/Pregnant/Parenting Students, Second Reading** ***ACTION ITEM***

Background Information:

Board Policy 8605 was last updated in 2004. During the Federal Program Monitoring review process, it was determined that Board Policy 8605 did not contain all of the required elements.

Current Consideration:

The revised policy aligns with the California School Board Association's model policy related to married, pregnant, and parenting students and contains all of the necessary elements.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees review and approve revised Board Policy 8605. **[EXHIBIT X]**

11.13 **Revised Board Policy 8603.05, Extracurricular Clubs/  
Organizations/Activities, Second Reading** **ACTION ITEM**

Background Information:

Board Policy 8603.05 was last updated in 2012. During the Federal Program Monitoring review process, it was determined that Board Policy 8603.05 did not contain some recent legislative changes.

Current Consideration:

The revised policy aligns with current legal requirements regarding nondiscrimination in extracurricular clubs, organizations, and activities.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees review and approve revised Board Policy 8603.05. **[EXHIBIT Y]**

11.14 **Revised Board Policy 8701.01 Anti-Bullying, Second Reading** **ACTION ITEM**

Background Information:

Board Policy 8701.01 was last updated in 2012. During the Federal Program Monitoring review process, it was determined that Board Policy 8701.01 did not contain some recent legislative changes.

Current Consideration:

The revised policy aligns with current legal requirements regarding bullying related to protected classifications.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees review and approve revised Board Policy 8701.01. **[EXHIBIT Z]**

## **HUMAN RESOURCES**

11.15 **Initial Contract Proposal, APGA to AUHSD** **INFORMATION ITEM**

Background Information:

In accordance with Board Policy 6500.01, the Anaheim Personnel and Guidance Association's (APGA) initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. The APGA initial contract proposal to the District for the 2015-16 year is presented to the Board of Trustees.

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 proposal in order to proceed to the public hearing. **[EXHIBIT AA]**

11.16 **Public Hearing, Initial Contract Proposal, APGA to AUHSD** **INFORMATION ITEM**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the Anaheim Personnel and Guidance Association's (APGA) initial contract proposal to the District for the 2015-16 year.

Current Consideration:

The Board must hold a public hearing of APGA's initial contract proposal to the District for the 2015-16 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

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 a public hearing to provide the public an opportunity to speak on the proposal.

11.17 **Initial Contract Proposal, AUHSD to CSEA** **INFORMATION ITEM**

Background Information:

In accordance with Board Policy 6500.01, the District's initial contract proposal to the California School Employees Association (CSEA) must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. The District's initial contract proposal to CSEA for the 2015-16 year is presented to the Board of Trustees.

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 proposal in order to proceed to the public hearing. **[EXHIBIT BB]**

11.18 **Public Hearing, Initial Contract Proposal, AUHSD to CSEA** **INFORMATION ITEM**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the District's initial contract proposal to the California School Employees Association (CSEA).

Current Consideration:

The Board must hold a public hearing of the District's initial contract proposal to CSEA for the 2015-16 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

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 a public hearing to provide the public an opportunity to speak on the proposal.

11.19 **Initial Contract Proposal, CSEA to AUHSD**

**INFORMATION ITEM**

Background Information:

In accordance with Board Policy 6500.01, the California School Employees Association (CSEA) initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. The CSEA initial contract proposal to the District for the 2015-16 year is presented to the Board of Trustees.

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 proposal in order to proceed to the public hearing. **[EXHIBIT CC]**

11.20 **Public Hearing, Initial Contract Proposal, CSEA to AUHSD**

**INFORMATION ITEM**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the California School Employees Association's (CSEA) initial contract proposal to the District for the 2015-16 year.

Current Consideration:

The Board must hold a public hearing of CSEA's initial contract proposal to the District for the 2015-16 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

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 a public hearing to provide the public an opportunity to speak on the proposal.

11.21 **Initial Contract Proposal, AUHSD to AFSCME**

**INFORMATION ITEM**

Background Information:

In accordance with Board Policy 6500.01, the District's initial contract proposal to the Association of Federal, State, County and Municipal Employees (AFSCME) must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. The District's initial contract proposal to AFSCME for the 2015-16 year is presented to the Board of Trustees.

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 proposal in order to proceed to the public hearing. **[EXHIBIT DD]**

11.22 **Public Hearing, Initial Contract Proposal, AUHSD to AFSCME**

**INFORMATION ITEM**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the District's initial contract proposal to AFSCME.

Current Consideration:

The Board must hold a public hearing of the District's initial contract proposal to AFSCME for the 2015-16 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

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 a public hearing to provide the public an opportunity to speak on the proposal.

11.23 **Initial Contract Proposal, AFSCME to AUHSD**

**INFORMATION ITEM**

Background Information:

In accordance with Board Policy 6500.01, AFSCME's initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees meeting. AFSCME's initial contract proposal to the District for the 2015-16 year is presented to the Board of Trustees.

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 proposal in order to proceed to the public hearing. **[EXHIBIT EE]**

11.24 **Public Hearing, Initial Contract Proposal, AFSCME to AUHSD INFORMATION ITEM**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the Association of Federal, State, County and Municipal Employees (AFSCME) initial contract proposal to the District for the 2015-16 year.

Current Consideration:

The Board must hold a public hearing of AFSCME's initial contract proposal to the District for the 2015-16 year. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

Although this is an information item only, requiring no formal action by the Board of Trustees, it is recommended the Board formally open a public hearing to provide the public an opportunity to speak on the proposal.

11.25 **Board of Trustees' Appointment of Personnel Commission Member ACTION ITEM**

Background Information:

The Personnel Commission of the Anaheim Union High School District is composed of three members that apply the rules and principles of the merit system pursuant to Education Code requirements. Each commissioner is appointed for a three-year term that expires on December 1 of the third year. The Commissioners' terms are staggered. According to the Education Code and Personnel Commission rules, the Board of Trustees appoints one of the three commission members. The term of the current Board of Trustees' appointed Personnel Commission Member, Espiridion (Speed) Castillo, expires on December 1, 2015. Therefore, the Board of Trustees must appoint, or re-appoint, for the new three year term. At the public Board meeting on October 22, 2015, the Board of Trustees announced its intention to appoint Paul Andresen to the new three-year term.

Current Consideration:

The Board of Trustees conducted a public hearing to provide members of the public the opportunity to express their views on the intended appointment of Paul Andresen for the term commencing December 1, 2015, and ending on December 1, 2018.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees appoint Paul Andresen to the Personnel Commission.

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

Background Information:

Actuarial evaluations for the District's self-funded medical and dental plans must be completed every three years in order to comply with Education Code Sections 17566 and 17567.

Current Consideration:

Total Compensation, Inc., has provided professional actuarial services for the District's self-funded medical and dental plans for many years. The last evaluation was completed in 2012.

Budget Implication:

The total cost is not to exceed \$4,600. (Health and Welfare Funds)

Staff Recommendation:

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

12.2 **Third Party Claims Administration Agreement**

Background Information:

The District has been associated with Claim Retention Services, Inc. (CRS), since 2007 when claim administration services were transferred from another third party administrator.

Current Consideration:

An agreement with CRS was previously approved by the Board of Trustees on January 15, 2015, to allow CRS to administer the District's property and liability claims program from February 1, 2015, through January 31, 2016. Claims administration services include both claims within the self-insured retention of \$25,000 for property claims, as well as \$50,000 for liability and to administer claims for the District's self-funded student accident insurance program.

The Board of Trustees approved an agreement with CRS for an annual fixed rate fee for property and liability claims administration services not to exceed \$21,000 and \$3,000 for the student accident insurance program. Additional investigative and mileage expenses were included in the agreement on an as needed basis.

Budget Implication:

Due to additional investigative services needed for recent claims, the Board of Trustees is requested to increase the fixed rate fee an additional \$10,000 to cover these costs for the remainder of the original agreement. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve amending the agreement to cover the additional costs.

12.3 **Bond Audit Agreement with Vavrinek, Trine, Day and Co., LLP (VTD)**

Background Information:

Proposition 39 was authorized in the November 2000 general election, and it allows school districts to incur bonded indebtedness based on a 55 percent vote, rather than the two-thirds vote previously required. Proposition 39 contains specific provisions that require: 1) the bond money only be used for construction, reconstruction, rehabilitation, or replacement of school facilities; 2) the specific projects that use bond funds must be identified; and 3) the district is required to have an annual independent performance and financial audit of the bond proceeds.

The District issued Measure H bonds in May 2015. This requires the District to have a bond audit under the Proposition 39 rules. VTD is the District's current general financial auditor. Since the District already uses VTD to perform the annual audit, it is recommended to use them for the bond audit. This increases efficiency in the audit and keeps the cost of the audit down. The audit report will be provided to the District.

Current Consideration:

The Board is requested to approve the agreement with VTD. This is a one-year agreement for the audit of the May 7, 2015, to June 30, 2015 fiscal year.

Budget Implication:

The total cost for 2014-15 is \$3,000. (General Funds)

Staff Recommendation:

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

12.4 **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, peripheral 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. MNWNKC-115 and MNVP-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 peripheral 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 \$1,500,000 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 computer equipment, software, peripheral and related services utilizing NASPO/WSCA Master Price Agreement No. MNWNKC-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.

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

Background Information:

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 in an existing contract of another public entity, which is commonly known as piggybacking.

Current Consideration:

At this time, staff has analyzed purchasing options for furniture and related items. It has been determined that the following bid can be utilized to acquire these products at their best value.

Hawthorne Unified School District Bid 13-14-1 Authorization to Award Contracts for the purchase of furniture and related items to Culver-Newlin through June 30, 2015, for up to four additional years upon extension by the contracting agency at a cost not to exceed \$250,000 annually.

Piggyback bids provide an opportunity to purchase materials from various funding sources. This is why no specific funding source is designated. The use of these piggybackable

contracts is not exclusive and the District can purchases similar products from other suppliers as needed.

Budget Implication:

There will be a cost savings upwards of 50 percent off of list price for office products and upwards of 54 percent off of list price for furniture. (Various Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the use of a piggybackable contract for the purchase of furniture and related items.

12.6 **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 HH]

12.7 **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 II]

12.8 **Donations**

Staff Recommendation:

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

12.9 **Purchase Order Detail Report**

Staff Recommendation:

It is recommended that the Board of Trustees ratify the report, October 13, 2015, through October 26, 2015. [EXHIBIT KK]

12.10 **Check Register/Warrants Report**

Staff Recommendation:

It is recommended that the Board of Trustees ratify the check register/warrants report October 13, 2015, through October 26, 2015. [EXHIBIT LL]

12.11 **Supplemental Information**

Cafeteria Report, August 2015 [EXHIBIT MM]

Enrollment, Month 2 [EXHIBIT NN]



## EDUCATIONAL SERVICES

### 12.12 **Public Works Service Agreement**

#### Background Information:

The District and Chapman University are currently collaborating on a three-year federally funded California Mathematics and Science Partnership (CaMSP) research grant. A major component of the grant is the local evaluation, which will assess the impact of the training on teacher subject matter competency, effectiveness in instructional pedagogy implementation, and student learning outcomes. Public Works is a Pasadena-based independent evaluator contracted by California Department of Education for the Cohort 10 CaMSP projects. Public Works will serve as the state and local evaluator for the Anaheim-Chapman Science Partnership (CASP) grant project.

#### Current Consideration:

The Public Works Service Agreement is for Cycle Two and Cycle Three of the three-year (CaMSP) research grant (2015-17). The service agreement covers the cost of the local evaluation conducted by Public Works for Cycle Two and Cycle three. The Cycle Two and Cycle Three service agreement term is October 1, 2015, through September 30, 2017.

#### Budget Implication:

The Public Works Service Agreement is for Public Works' expenses not to exceed \$37,020 for Cycle Two and Cycle Three of the grant to be paid in increments, detailed in the agreement over the next two years. (CaMSP, Cohort 10, Cycle Two, and Cycle Three Grant Funds)

#### Staff Recommendation:

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

### 12.13 **Memorandum of Understanding (MOU), Boys Town California, Inc. (BT CA)**

#### Background Information:

BT CA is a non-profit child-care agency that provides compassionate treatment for the behavioral, emotional, and physical problems of children and families. BT CA has provided their parent education courses entitled, Common Sense Parenting®, as well as other Boys Town resources at school sites in the District.

#### Current Consideration:

In an effort to maintain the relationship between the District and BT CA, District schools commit to provide referrals to BT CA, when appropriate, for parenting classes for students' parent(s)/caregiver(s). The goal of this MOU is to help parents learn to reduce children's problem behaviors, minimize problems that disrupt family life, and build strong, healthy relationships by providing Common Sense Parenting® classes and other Boys Town resources to the parent(s)/caregiver(s) of students in the District, at no cost. Services are being provided September 5, 2015, through September 4, 2016.

#### Budget Implication:

There is no impact to the budget.

#### Staff Recommendation:

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

12.14 **Memorandum of Understanding (MOU), Orange County United Way (OCUW)**

Background Information:

Destination Graduation is an education initiative sponsored by OCUW to ensure that all students graduate from high school, college and career ready. OCUW works with 20 schools in Orange County. Katella and Savanna high schools, as well as Brookhurst and South junior high schools participated in the program during the 2013-14 year. Anaheim High School was added to the program in the 2014-15 year. The purpose of the OCUW initiative is to support the academic enhancement efforts of the Advancement Via Individual Determination (AVID) program, provide AVID students with additional college and career exposure opportunities, support a college-going culture, and aid in development of critical 21<sup>st</sup> century skills.

Current Consideration:

This agreement provides funds from OCUW for the AVID program for instructional support services. Participation in the Destination Graduation initiative provides stipends, substitute costs, and reimbursement for travel-related expenses for teachers attending AVID training, as well as reimbursement for tutors and classroom materials for the AVID elective classes. The program also provides funding for transportation to and from the College and Career Fair for families, additional AVID materials, and on-site career exploration. Anaheim High School is receiving extra funding to support their dual enrollment program with Fullerton College. Services will be provided November 5, 2015, through May 25, 2016.

Budget Implication:

Each high school participating in this program will receive \$11,525, for a total amount not to exceed \$34,575. Each junior high school will receive \$9,025, for a total amount not to exceed \$18,050. Finally, \$4,000 will be donated to support transportation for families to attend the College and Career Fair.

Staff Recommendation:

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

12.15 **Agreement, North Orange County Community College District (NOCCCD)**

Background Information:

NOCCCD has offered concurrent enrollment in selected courses to high school students for over a decade. Students seeking enrichment opportunities in advanced scholastic or career technical education courses are enrolled as Special Admit Students through Fullerton College or Cypress College. All courses offered through the concurrent program are not offered by the high schools. Courses taken as a Special Admit Student are recorded on the college permanent record as collegiate credit in the same manner as regularly enrolled college students. Having college credit documented allows high school graduates to enroll with priority status when enrolling in Fullerton College or Cypress College. During the 2014-15 year, nine courses were offered at Anaheim, Katella, Loara, Gilbert, Magnolia, Savanna, Western, Kennedy, and Cypress high schools.

Current Consideration:

NOCCCD, through the Fullerton College counseling office, is offering ten Counseling 50 courses at Anaheim, Katella, Loara, Magnolia, Savanna, and Gilbert high schools. Through the Cypress College counseling office, three Counseling 140 courses will be offered at Cypress, Western, and Kennedy high schools. These one-unit, semester courses detail the college matriculation process. Students complete the paperwork for financial aid, complete the college application process, and participate in college orientation. Services will be provided January 1, 2016, through May 31, 2016.

Budget Implication:

The total cost for services is \$2,200, per class, for a total not to exceed \$28,600. (LCFF Funds)

Staff Recommendation:

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

12.16 **Membership, News-2-You**

Background Information:

News-2-You is a curriculum tool utilized in moderate to severe special education programs. It is a symbol-supported, simple-text electronic newspaper delivered weekly via the internet. Its focus is on current events. Each issue is wrapped around a newsworthy and subject appropriate event of interest to readers. For the past nine years, the District's special education teachers have been successfully using News-2-You tools, including online newspapers, differentiated worksheets and templates, structured practice online games, as well as the SymbolStix library of 12,000 picture symbols, which enable teachers to create materials specific to individual student needs.

Current Consideration:

The purpose for renewing the District's membership to News-2-You is to allow students with moderate to severe disabilities to have access to understandable reading activities that are standards-based and age appropriate. The membership will be in effect from December 1, 2015, through December 1, 2016.

Budget Implication:

The cost of the weekly online News-2-You newsletter for 25 teachers is not to exceed \$3,657. The amount paid for the 2014-15 year was \$3,427 for 25 teachers. (Special Education Funds)

Staff Recommendation:

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

12.17 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected books for science courses. The books have been made available for public view.

Staff Recommendation:

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

12.18 **Individual Service Contract**

Staff Recommendation:

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

12.19 **Field Trip Report**

Staff Recommendation:

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

## HUMAN RESOURCES

### 12.20 **2014-15 Williams Settlement Legislation Review Reports**

#### 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 12<sup>th</sup> grade.

#### Current Consideration:

According to Education Code Section 1240(2)(H), the findings of the review by OCDE must be publically shared with the Board of Trustees. The reports, as provided, indicate any deficiencies during 2014-15, which were reported to school administrators for remediation.

#### Budget Implication:

There is no impact to the budget.

#### Staff Recommendation:

It is recommended that the Board officially receive the reports.

**[EXHIBITS VV, WW, and XX]**

### 12.21 **Orange County Department of Education (OCDE), Institute for Leadership Development**

#### Background Information:

OCDE provides a program for educators with a preliminary education specialist credential to teach at Orange County school sites for the purpose of obtaining a clear education specialist credential. This credential authorizes individuals to teach in either mild/moderate, or moderate/severe special education classrooms. Among other requirements, educators must attend classes at OCDE to obtain the clear credential.

The District has traditionally entered into agreements with OCDE programs to provide opportunities for educators to gain valuable professional experiences. This agreement provides the opportunity for individuals with a preliminary education specialist credential who are seeking their clear education specialist credential to provide services to District students and staff as a paid employee of the District.

#### Current Consideration:

This agreement with the OCDE Institute for Leadership Development is effective July 1, 2015, through June 30, 2016. Due to the amount of time required to process the agreement, OCDE did not provide the agreement until recently.

Institute for Leadership Development students are employed at AUHSD schools to fulfill course requirements for their clear credential.

#### Budget Implication:

There is no impact to the budget.

Staff Recommendation:

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

12.22 **Agreements, Brandman University**

Background Information:

The District strives to promote the continued education and professional growth of both classified and certificated staff. To that end, professional development opportunities are provided by the District, and partnerships with local organizations who offer discounted rates are encouraged.

Current Consideration:

The agreements with Brandman University offer educational programs at a discounted rate for District employees, both classified and certificated, who are pursuing undergraduate, graduate, and professional degrees. The Premier Partners Scholarship program provides reduced fees for students enrolled in graduate or undergraduate degree programs. The School of Education Dean's Scholarship program provides reduced fees for students enrolled in graduate or undergraduate degree programs within the School of Education. The agreements include scholarships for employees who attend classes on campus, or online, and will be effective immediately following Board approval, through June 30, 2016.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreements.  
**[EXHIBITS ZZ and AAA]**

12.23 **Certificated Personnel Report**

Staff Recommendation:

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

12.24 **Classified Personnel Report**

Staff Recommendation:

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

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

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

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

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

15.1 **Future Meeting Dates**

The last meeting for 2015 will be held Thursday, December 10, 2015, which is also the annual organizational meeting.

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, November 2, 2015.*

**2014-2015 PERFECT ATTENDANCE AWARDS**

<b>NAME</b>	<b>LOCATION</b>
<b>GOLD APPLES</b>	
Susan Baltazar	Magnolia High School
Pamela Bookout	Brookhurst Junior High School
Joanne Brandel	Kennedy High School
Lourdes Casarubias	Food Service
Marlene Castillo	Western High School
Jimmy Chan	Information Systems
Joan Chase	Food Service
Geraldine Chinarian	Business Office
Lisa Cruz	Savanna High School
Erica De Lira	Food Service
Dean Delgado	Cypress High School
Onita Draghinas	Loara High School
Willie Dumas III	Information Systems
Rafael Figueroa	Maintenance
Jaron Fried	Education Services
Breysi Garcia	Anaheim High School
Steve Gonzales	Magnolia High School
Ron Hoshi	Oxford Academy
Gayle Hosler	Food Service
Sanjuana Lara-De-Gorkin	Loara High School
Trung Le	Information Systems
Debra Lopez	Walker Junior High School
David Luebben-Morrill	Walker Junior High School
Jane Maerki	Food Service
John Mc Donough	Garage
Glenda Mc Hale	GASELPA
Lynn Nakayama	Facilities
Linda Owen	South Junior High School
Reuben Patino	Education Services
Jerry Pearce	Western High School
Jim Perez	Savanna High School
Maselino Pese	Katella High School
Dianne Poore	Business Office
Lynne Quach	Dale Junior High School
Randall Reyes	Anaheim High School
Charito Reyes	Orangeview Junior High School
Anna Marie Ruiz	Kennedy High School
Nabil Slim	Savanna High School
Jerri Strimback	Loara High School

## 2014-2015 PERFECT ATTENDANCE AWARDS

NAME	LOCATION
<b>GOLD APPLES (continued)</b>	
Maria Tovar	Brookhurst Junior High School
Kimberly Vallée	Human Resources
Thomas Walls	Sycamore Junior High School
Bradley Watrous	Savanna High School
Sharon Yager	Magnolia High School
<b>RED APPLES</b>	
Zuhey Altman	Orangeview Junior High School
Jessica Alvarado	Anaheim High School
Isaac Araya	Katella High School
Agnes Asoedi-Kumui	South Junior High School
Catarina Banales	Kennedy High School
Sharon Barnard	Information Systems
Jose Bermudez	Dale Junior High School
Robyne Betzsold	Anaheim High School
Sarah Binford	Cypress High School
Jennifer Brown	Kennedy High School
Autumn Browne Buss	Brookhurst Junior High School
Leonida Bullard	Dale Junior High School
Willy Bustillos	Ball Junior High School
Maritza Calles	Savanna High School
Carey Carbajal	Food Service
Benjamin Carpenter, Jr.	Katella High School
Jaime Carranza	Warehouse
Nora Castro	Food Service
Melissa Cervantes	Food Service
Li Chang	Food Service
Alan Chen	Walker Junior High School
Kaitlin Childers	Loara High School
Armando Cortez	Maintenance
Daniel Cullinane	Oxford Academy
Connie Currier	Food Service
Jenny Dai-Jones	Kennedy High School
John Dechene	Gilbert High School
Tuoi Dinh	Oxford Academy
Carl Dowell	Lexington Junior High School
Mary Jo Durkin	Ball Junior High School
Jeanine Elliott	Cypress High School
Lucia Esquivel	Dale Junior High School
Roger Evers	Food Service

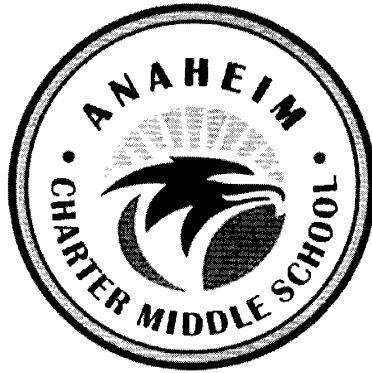


## 2014-2015 PERFECT ATTENDANCE AWARDS

NAME	LOCATION
<b>RED APPLES (continued)</b>	
Daniel Falt	Cypress High School
Lisa Falt	Cypress High School
Suzanne Fender	Food Service
Leticia Fernandez	Gilbert High School
Yolanda Flores-Smith	Ball Junior High School
Sarah Galasso	Magnolia High School
Mercedes Galvez	Special Youth Services
Kenneth Gompert	Katella High School
Maria Gonzalez	Walker Junior High School
Matthew Griffin	Western High School
Craig Grothe	Maintenance
Ramon Guerrero	Operations
Edison Guillermo	Katella High School
Stephanie Henry	Research & Evaluation
Dorthea Higgins	Katella High School
Jeffrey Howe	Orangeview Junior High School
Jeff Jackman	Maintenance
Diane Johnson	Cypress High School
Veralyn Kaniye	Cypress High School
Sohrab Khosraviani	Transportation
Ana Kneeskern	South Junior High School
Alison Konrad	Student Support Services
Carmen Lara-Beltran	Food Service
Caylin Ledterman	Kennedy High School
Pei Lee	Kennedy High School
Enrique Leos	Transportation
Gregory Linden	Magnolia High School
Maria Loftis	Orangeview Junior High School
Yamilet Lopez	Food Service
Joseph Macdonald	Cypress High School
Martha Macias	Hope Shool
Robert Mar	Gilbert High School
Rubicelia Martinez	Food Service
Maria Mc Donnell	Orangeview Junior High School
Timothy Mc Menamin	Katella High School
Richard Michel	Brookhurst Junior High School
Patricia Neely	Facilities
Ronald Nelson	Orangeview Junior High School
Dennis Nelson	Savanna High School

## 2014-2015 PERFECT ATTENDANCE AWARDS

NAME	LOCATION
<b>RED APPLES (continued)</b>	
Khanh Nguyen	Cypress High School
Harumi Noda	Oxford Academy
Teresa Perez De Hernandez	Brookhurst Junior High School
Carol Philip	Ball Junior High School
Luther Pointer	Anaheim High School
Michele Ramstetter	Gilbert High School
Ann Rice	Brookhurst Junior High School
Laura Rosales	Magnolia High School
Sheri Rothwell	Magnolia High School
Israel Rubio	Dale Junior High School
Roberto Saldivar, Jr.	Orangeview Junior High School
Bruce Saltz	Payroll/Accounting
Robert Sanchez	Katella High School
Maria Sanchez	Loara High School
Irene Santos	Food Service
Michael Seltzer	Western High School
Zakeya Sobhana	Food Service
John Squires	Cypress High School
Irma Tapia-Catalan	Kennedy High School
Nancy Tarnosky	Food Service
Julie Thrum	Food Service
Eugenia Traudt	Loara High School
Stephen Tucker, Jr.	Maintenance
Efrain Ventura-Rivera	Food Service
Sonja Wagner	Katella High School
Peggy Wakeman	Dale Junior High School
Lori Young	Special Youth Services
Zhihong Zhang	Ball Junior High School
Jeffrey Ziegler	Garage
Anna Zuluaga	Cypress High School
John Wray, Jr.	Magnolia High School
Erik Zambrano	Anaheim High School



Charter Petition for  
**Vista Anaheim**  
**Charter Middle School**

**Lead Petitioners:**

Vahe Markarian  
Eduardo Rodriguez

**Board Members:**

President: Dr. Albert Hasty Arnold  
Vice President: Don Wilson  
Secretary: Jose Rubio  
Board Member: Jody Molodow  
Board Member: Dr. Todd Clark  
Board Member: Paul Vieyra  
Board Member: Dr. Jack Bagwell

**Submit to:**

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

Charter Petition

**2**

Bylaws

~~**3**~~

~~Articles of Incorporation~~

**4**

Conflict of Interest Code

**5**

Governance Board Resumes

**6**

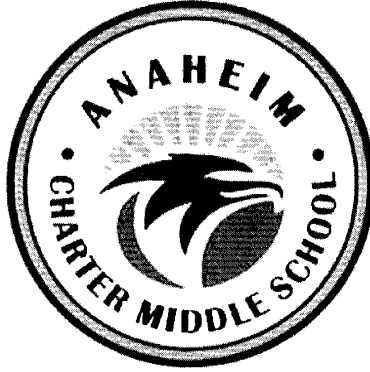
Budget

**7**

School Calendar/  
Bell Schedules

**8**

Teacher Signature Page



Charter Petition for  
**Vista Anaheim**  
**Charter Middle School**

**Lead Petitioners:**

Vahe Markarian  
Eduardo Rodriguez

**Board Members:**

President: Dr. Albert Hasty Arnold  
Vice President: Don Wilson  
Secretary: Jose Rubio  
Board Member: Jody Molodow  
Board Member: Dr. Todd Clark  
Board Member: Paul Vieyra  
Board Member: Dr. Jack Bagwell

**Submit to:**

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

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# **VISTA CHARTER PUBLIC SCHOOLS**

## **EXECUTIVE SUMMARY**

Vista Charter Public Schools (VCPS), a non-profit charter management organization, aims to transform public education in California so that all children receive the education they need to be successful in college, leadership and beyond. Ultimately, VCPS's success will help ensure that children in California receive the education they deserve to prepare themselves for college, leadership and beyond.

Vista Charter Public Schools operates 2 successful charter school.

- Vista Charter Middle School in Los Angeles, CA
- Vista Heritage Charter Middle School in Santa Ana, CA

Both campuses serve students, in one of the highest-need areas in Los Angeles County and Orange County.

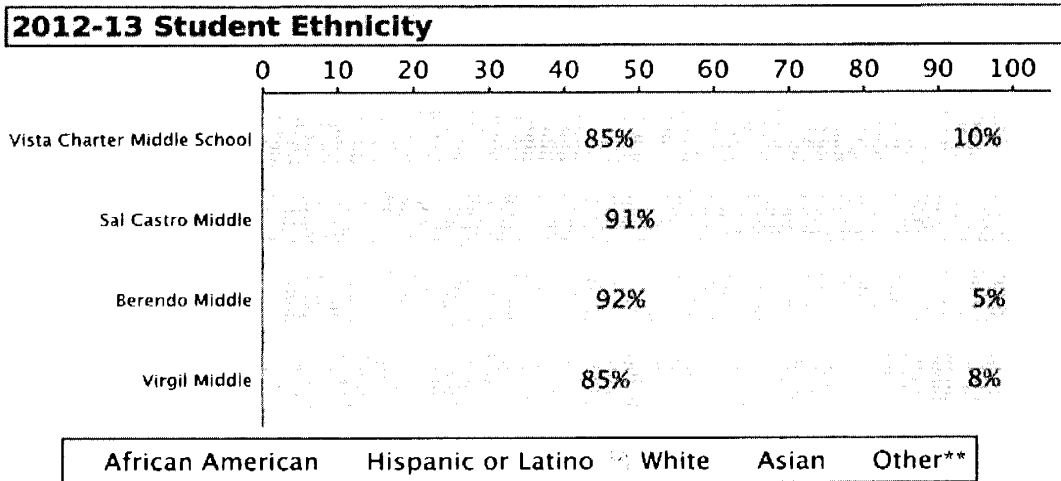
To ensure great results, our schools are operated using VCPS's proven school model:

- Small Schools: Schools of 420 students at full implementation
- Quality Teaching and Instruction: Consistent use of core instructional strategies with our administrators focused on instructional leadership.
- Master Scheduling that Meets the Needs of Students.
- Data-driven Decision Making: Results and accountability are demanded from all schools and employees and frequent assessments of students to measure growth.
- Substantial Family Involvement: Parents and guardians are integrated into the management of schools and must participate actively in their children's education.

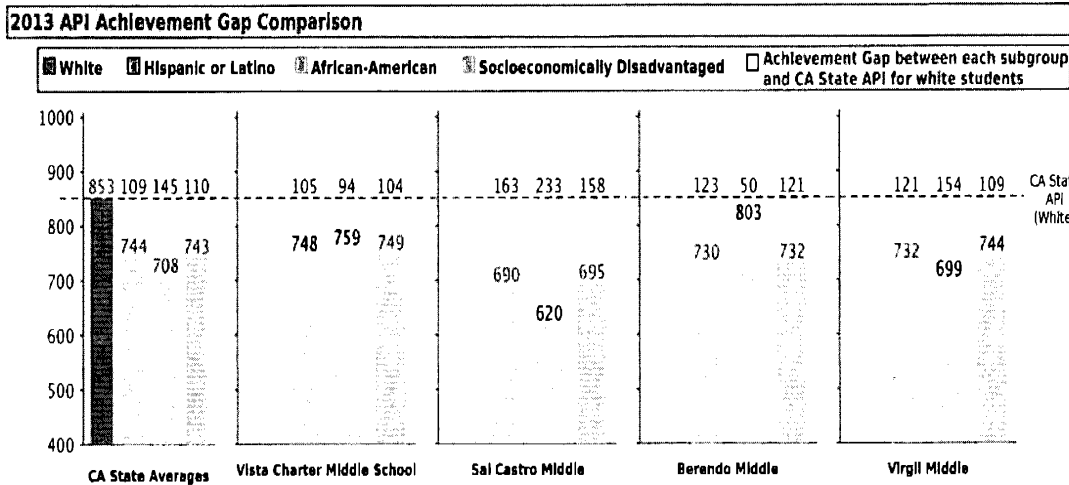
There are two main components to Vista Anaheim Charter Middle School (VACMS)—our core values and school model. Our core values are an unwavering belief in the potential of all students, a passion for excellence, a culture of respect for each other, for our school community, and for the community at large and active involvement from all stakeholders (parents, students, teachers and administrators). Our school model has 3 elements for a successful school: 1) quality teaching and instruction, 2) master scheduling focusing on student needs, 3) data-driven decision making.

Results of our existing school: Vista Charter Middle School (VCMS)

Vista Charter Middle School (VCMS) opened in 2010 in the Los Angeles area of Rampart. VCMS has successfully served the highest-need students in this area. VCMS is addressing the needs of students who have traditionally struggled in the public school system, and they are achieving far greater results than schools on standardized test scores, especially in Language Arts with Title I students, EL students and the Hispanic/Latino population.



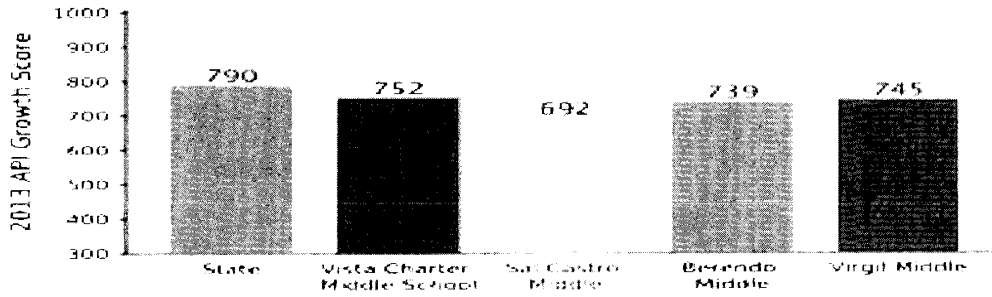
Ethnicity Data, Source: California Department of Education. \*\*Other includes indian, Pacific Islander, Filipino and Multi-Racial groups and nonresponses.



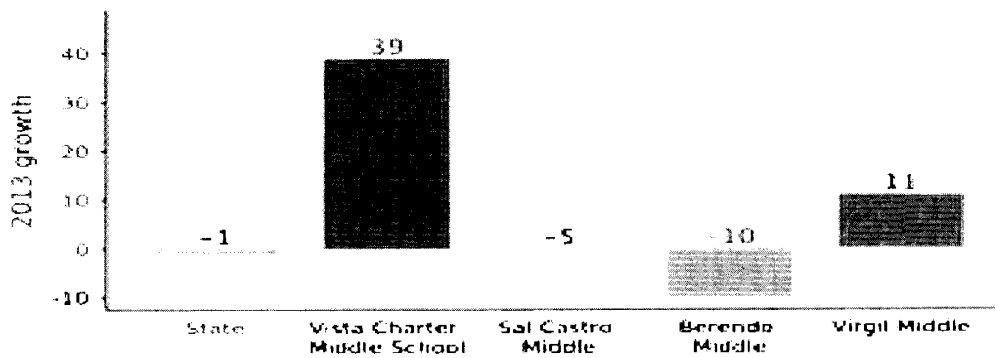
\* Schools that do not have enough students to comprise a numerically significant subgroup will show a blank bar for that subgroup. Source for API data: 2013 API Growth Scores (most recently published 2012 API Growth file), schools participating in the Alternative Schools Accountability Model (ASAM) are excluded.



**2013 API Growth Score**

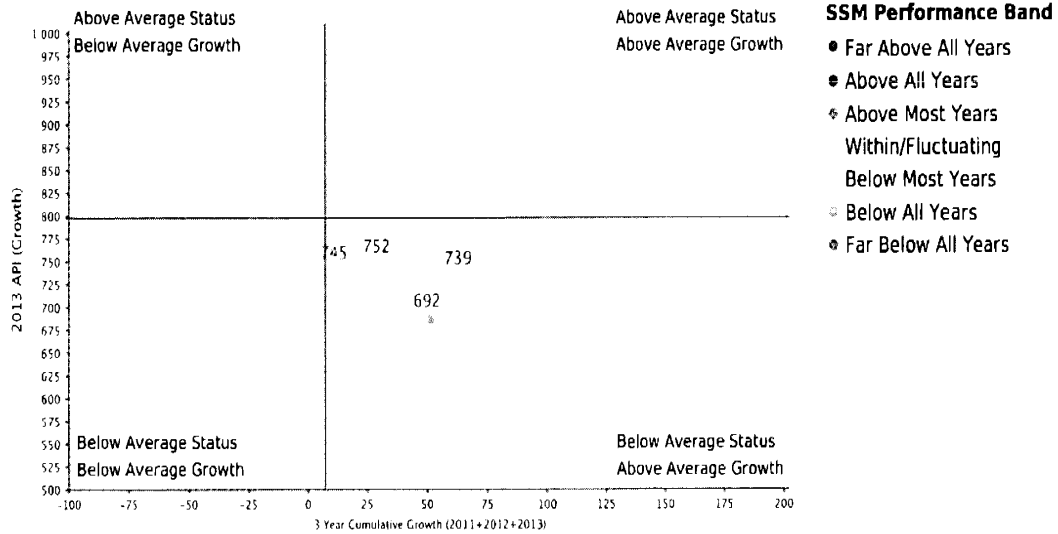


**2012-13 API growth (API Growth - API Base)**



**2012-13 Performance Scatterplot: Vista Charter Middle School vs. Manually Selected Schools**

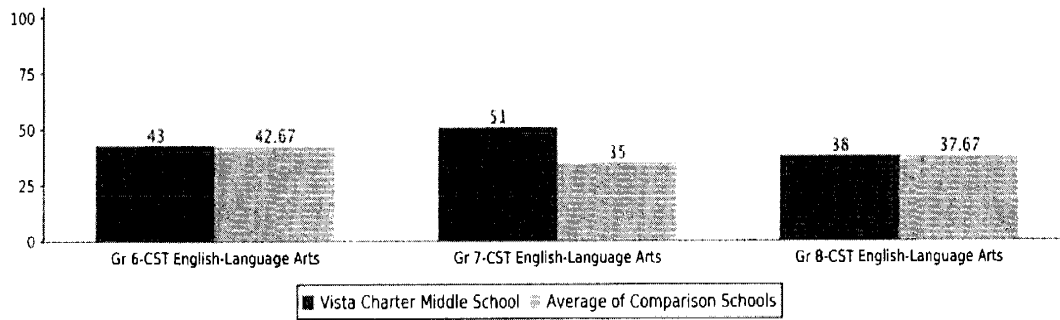
CCSA Accountability Framework: API Status, Growth, and Similar Schools Measure (SSM) results only apply to schools four years and older. The SSM uses three years of Percent Predicted API data to classify schools into performance bands.



**2012-13 , Grade Level CST ELA Proficiency**

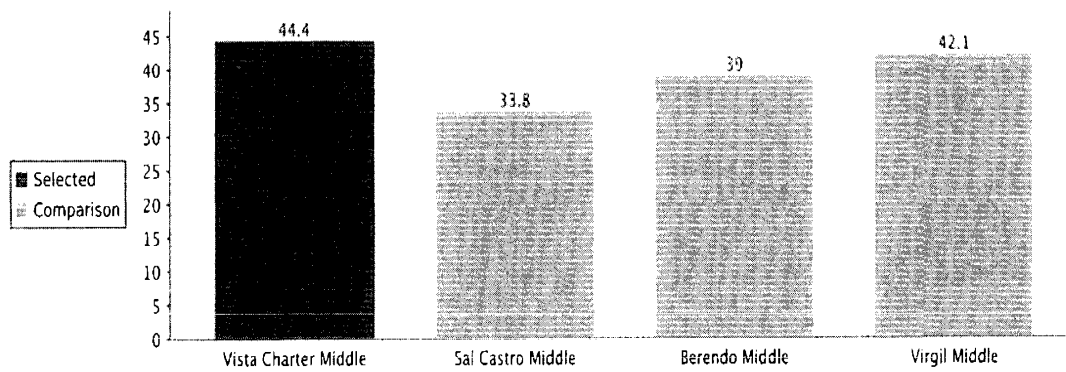
For each grade level, the left bar is the selected charter school and the right bar is an average score of the three comparison schools. Depending on comparison schools chosen, data may not be available at every grade level.

**CST ELA % Proficient and Above**



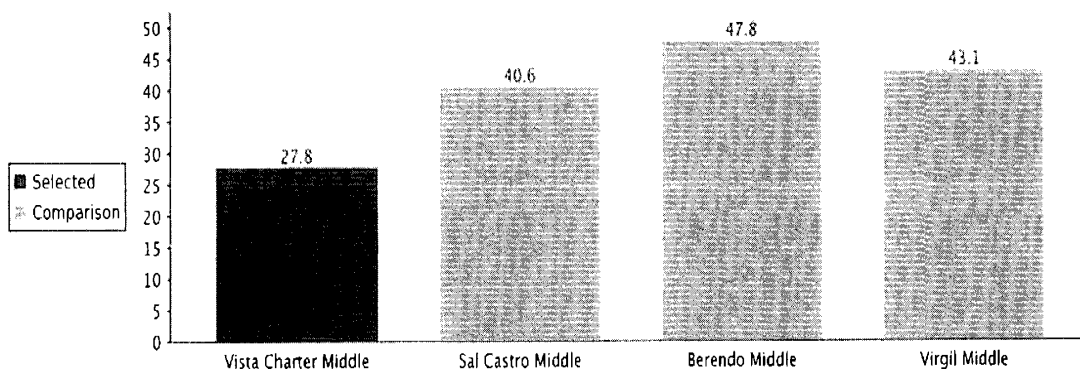
**2012-13 , CST Proficiency Comparison: Vista Charter Middle School vs. Manually Selected Schools**

**CST ELA % Proficient and Above**

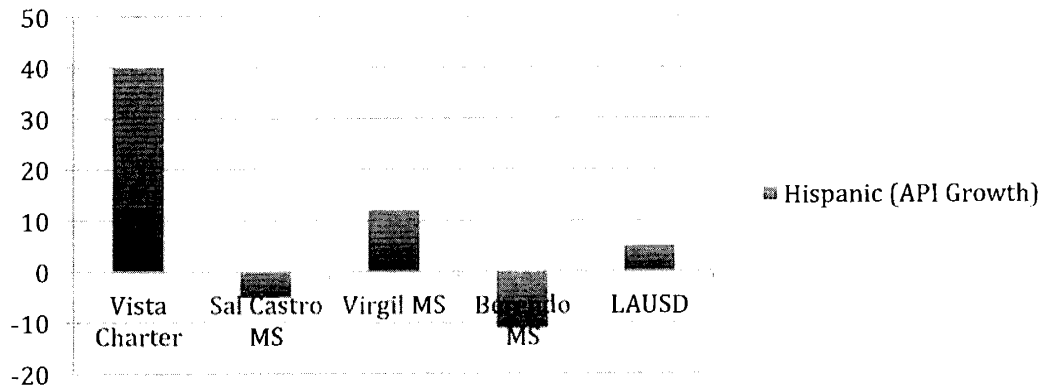


**2012-13 , CST Proficiency Comparison: Vista Charter Middle School vs. Manually Selected Schools**

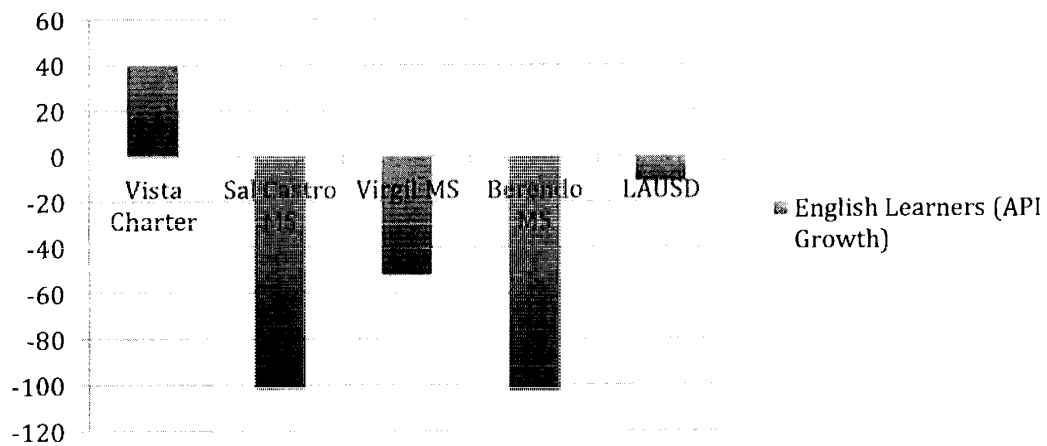
**CST Math % Proficient and Above**



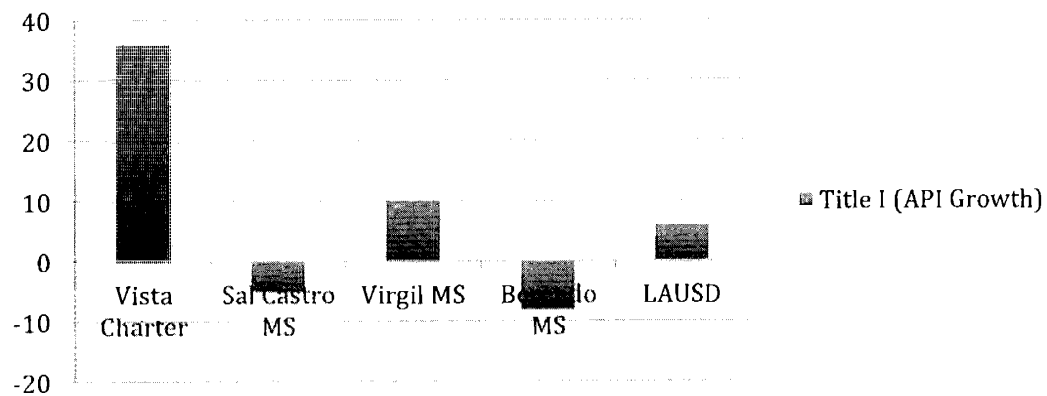
### Hispanic (API Growth)



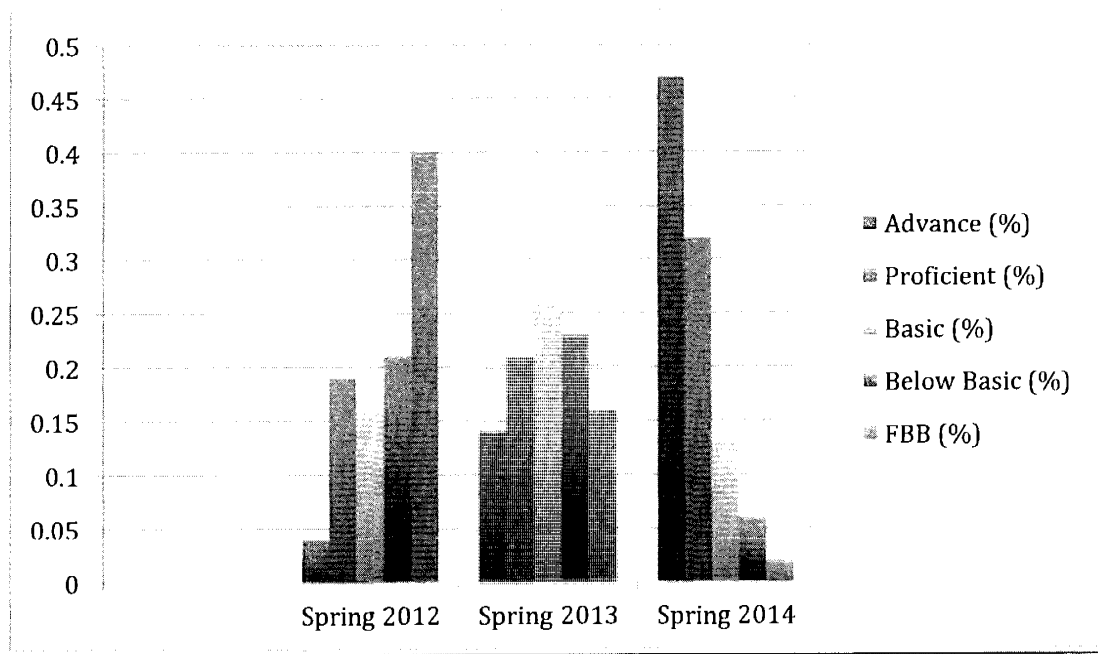
### English Learners (API Growth)



### Title I (API Growth)



## CST –Science Scores



Science CST						
	A%	P%	B%	BB%	FBB%	
Spring 2012	4%	19%	16%	21%	40%	100%
Spring 2013	14%	21%	26%	23%	16%	100%
Spring 2014	47%	32%	13%	6%	2%	100%

## **Assurances and Affirmations**

Vista Anaheim Charter Middle School (VACMS) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not charge tuition. Ed. Code § 47605(d)(1).
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).
- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).
- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).
- Except for existing students of the charter school beginning year 2, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Anaheim Union High School District. Ed. Code § 47605(d)(2)(B).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1)

- Any material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. Ed. Code 74607(a)(1)
- The authority that granted the charter may inspect or observe any part of the charter school at any time. Ed. Code 47607 (a)(1)
- The charter school will maintain written contemporaneous records that document all pupil attendance and make these records available for audit inspection. Ed. Code 47612.5(a)(2)
- The petitioners certify that its pupils will participate in state testing programs in the same manner as other pupils attending public schools. Ed. Code 47612.5 (a)(3)

<b><u>GENERAL INFORMATION</u></b>	
• Contact person for Charter School:	Vahe Markarian
• The contact address:	2900 West Temple Street, Los Angeles, CA 90026
• Contact phone number:	(213) 201-4000
• Proposed address or target community of Charter School:	Proposition 39 location within Anaheim Union High School District (approx. 1500 West Ball Road, Anaheim, CA 92802)
• Grade configuration of Charter School:	6 <sup>th</sup> -8 <sup>th</sup>
• Number of students in the first year:	280 students
• Grade level(s) of the students in the first year:	6 <sup>th</sup> -7 <sup>th</sup>
• Scheduled opening date of Charter School:	July 1, 2016
• Enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	420 students
• Type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• Bell schedule for Charter School:	8am -3:00pm
• Term of this charter:	July 1, 2016 to June 30, 2021

## **Element 1-THE EDUCATIONAL PROGRAM**

*"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Ed. Code § 47605(b)(5)(A)(i).*

### **Vision:**

Vista Anaheim Charter Middle School students have power in the establishment of their identities. They create the vision of who they are, the path that they choose in life, and the reason they have chosen it. They are critical constructors of knowledge in an ever changing and interconnected society. Their learning and development is constructed and fostered in an environment that focuses upon individual strengths, need, and desires through a differentiated approach.

### **Mission:**

The mission of Vista Anaheim Charter Middle School (VACMS) is to create a learning environment that allows students to have power in developing their identity within personal, interpersonal and educational realms. We provide a quality education for all students by creating a learning community that involves students in their development of the knowledge, skills, attitude, behaviors, aspirations, and beliefs needed to be successful academically and possess life long learning skills.

### **Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)**

Vista Anaheim Charter Middle School (VACMS) acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that VACMS shall annually update the Local Control and Accountability Plan (LCAP) or LCAP and submit a copy to the Orange County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, VACMS shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. VACMS shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that VACMS "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." Ed. Code § 47606.5(e).

### **WASC Accreditation**

VACMS shall obtain Western Association of Schools and Colleges (WASC) accreditation within its charter term.

### **English Learners**

VACMS will identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners will be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

- How English Learners' needs will be identified
  - What services will be offered
  - How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

VACMS shall administer the CELDT/ELPAC annually and shall reclassify English Learners in accordance with federal and state requirements. VACMS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

### **Special Education Program**

Vista Anaheim Charter Middle School shall adhere to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), its amendments, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act ("ADA"). All students are given equal access to the school, regardless of disabilities, and the school does not discriminate against any student based on his disabilities. We do not require the modification of an IEP or 504 plan as a condition of acceptance at the Charter School.

VACMS recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To that end, VACMS pledges to ensure that enrolled students are served in accordance with applicable federal and state law.

Our program is based on the "Learning Center" model of service delivery, which is an integrated approach to meeting the needs of students with learning, behavioral, and social-emotional challenges. In the Learning Center model students receive "push-in" or "pull-out" support from our resource specialists, speech and language pathologist, occupational therapist, counselor, school psychologist, and trained aides, working together to address the unique needs of their students.

### **IDEA**

Vista Anaheim Charter Middle School and the District shall develop and execute an agreement regarding special education which specifies in detail the responsibilities for provision of special education services by the Charter School and the manner in which special education funding will flow through the District to the students of the Charter School.

The details of this arrangement, or a reasonable alternative to this arrangement, will be discussed and codified in a memorandum of understanding between the District and the Charter School. Nothing in this Section, however, shall be deemed to prevent the Charter School from seeking LEA status pursuant to Education Code Section 47641(a) or from contracting with a third-party to provide special education services.

The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the



Special Education Local Plan Area (“SELPA”). The Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium, and the charter school plans to provide its own staffing and run its own special education program under the guidance and supervision of the District.

The Charter School will follow District policies and procedures, and shall utilize District forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District and the local school site in providing special education instruction and related services to identified pupils.

### **Staffing**

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. It is the Charter School’s understanding that the Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired by the Charter School are qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### **Notification and Coordination**

The Charter School shall follow District policies as they apply to all schools for notifying school personnel regarding the discipline of special education students. The Charter School shall assist in the coordination of any communications and immediately act according to District policies and education code relating to disciplining special education students.

### **Identification and Referral**

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District policies and procedures and federal law to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent’s consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### **Assessments**

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with general practice and procedure and applicable law. The Charter School shall work to obtain parent/guardian consent to assess Charter School students.

### **IEP Meetings**

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

### **IEP Development**

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the County and State and Federal law.

### **IEP Implementation**

The Charter School shall be responsible for all school site implementation of the IEP. The Charter School holds ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the parents with timely reports on the student’s progress as provided in the student’s IEP. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### **Interim and Initial Placements of New Charter School Students**

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the

District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operating programs under the same special education local plan area of the Charter School within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

### **Non-discrimination**

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### **Parent/Guardian Concerns and Complaints**

The Charter School shall follow County, State, and Federal policies as they apply to all schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the Charter School.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

### **Due Process Hearings**

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

The Charter School shall have sole discretion to settle any matter in mediation or due process. The Charter School shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

**SELPA Representation**

It is the Charter School’s understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

**Funding**

The charter school is its own LEA but operates as the school of the district for the purpose of special education, the charter school shall receive special education funding through the sponsoring district.

**Section 504/ADA**

Vista Anaheim Charter Middle School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the school are accessible for all students with disabilities in accordance with the ADA.

Vista Anaheim Charter Middle School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability which substantially limits a major life activity such as learning, is eligible for accommodation by the Charter School and shall be accommodated.

<b>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</b>										
<b>CST</b>										
Anaheim High School District	# of Students tested	API Score	API Rank State/Similar Schools	Hispanic/Latino API	Socioeconomically Disadvantaged API	EL API	Special Ed. API	API Growth	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?
Ball Intermediate	1061	745	3 State 6 Similar	722	732	666	602	18	Yes	No
Vista Charter Middle School	403	752	3 State 5 Similar	748	749	706	541	5	Yes	Yes
The Vista Difference	--	+7 API Points	--	+26 API points	+17 API points	+40 API points	-61 API points	--	--	--

**Safe School Environment:**

A safe school environment goes beyond physical safety. It encompasses psychological and social safety as well. VACMS students develop in a healthy, positive school climate, which promotes the emotional well-being and growth of every student. A safe school environment

fosters resilience by emphasizing prevention, positive alternatives, development of psychosocial skills, and recognition of socially competent behavior. In a safe school environment, structures are created so that students cannot remain anonymous.

Each teacher must know his/her students well, and in order to develop students' self-esteem, students must be given opportunities to take risks in learning and learn from both their successes and failures. A culture is created in which misconceptions are embraced as opportunities to clarify understandings and cooperation is emphasized over competition.

### **Student Centered Culture:**

In order to provide a learning environment that is student centered, faculty understands the characteristics of adolescents and their social, emotional, intellectual and physical development needs. VACMS staff understands that students have a strong need to belong to a group, are searching for their identities, seek independence, challenge authority, and are developing rapidly physically.

With this understanding, VACMS faculty keep in the forefront of their behaviors, decisions and planning, the idea that students play a major part in their own development. In order to maintain a student centered culture, faculty employs facilitation, flexibility and good connection of resources to create learning and decision points for students to be actively engaged.

VACMS's educational program is a standards-based education, delivered through a student-centered culture that is characterized by the following:

- Curricular content is presented in multiple modalities with an emphasis on "hands-on" applications so that students can internalize learning in a personal way;
- Direct instruction and discovery instruction are complementary strategies used to enhance learning and balanced to the needs demonstrated by the students;
- State standards/learning targets are made explicit to students, and students understand targets so that they can own their learning and metacognitively process their development;
- Teachers utilize differentiated and flexible groupings and assign work to individuals, small groups, and the whole class in order to best meet student learning needs;
- Formative assessment is frequently used to group and regroup students to ensure that the appropriate learning targets are set for each student;
- Student progress is reported in ways that parents, students, and teachers fully understand and that are consistent with the state standards. There will be a focus on students leading academic progress discussions through their Personal Learning Plans;
- Re-teaching, tutoring, and additional learning time will be provided for students who are not making adequate progress. They are identified by frequent formal and informal assessments; and
- Teachers facilitate moving all students as far forward as possible.

### **Innovative features of the educational program:**

As a school, we make structural changes that are going to yield positive results in many areas. With our 1:1 student to computer ratio; we will ensure that we close the digital divide by

providing students access to a digital curriculum that is rigorous. We align our curriculum to the State Standards and Next Generation Science Standards, with the “end in mind”, we will assess throughout and include essential questions by having every core subject (Language Arts, Math, Science and Social Science) create their Course at a Glance and Curricular Maps (See Course at a Glance & Curriculum Maps Binder submitted with charter petition). These tools are essential in knowing exactly where every department is heading to best prepare for the SBAC. It also is helpful as students are continually assessed in cycles of three weeks and a Quarterly Assessment at the end of every 9 weeks of instruction. In addition to our Course at a Glance and Curricular Maps, teachers will utilize student passport that identify students with IEPs and 504 Plans that support teachers in the classroom—passports state IEP goals, modifications, current levels of performance (reading, writing, math & ELD), and classroom as well as testing accommodations. Another unique approach to ensure that our English Learners are reclassifying is to ensure that all ELD classes have the same common curriculum so that cross grade level collaboration may occur.

In addition, a PowerPoint is created that explicitly teaches the students why they are English Learners, the criteria they must meet in order to reclassify, understanding the importance (and the content) of the CELDT/ELPAC test, and a student goal sheet. Our teachers will cross-collaborate and will attend trainings together so that they may also support each other throughout the year. The cohesiveness of the ELD Department also looks at the importance of preparing students for the CELDT/ELPAC, thus, our ELD students will receive support in the areas of listening, speaking, reading and writing school-wide. In regards to our mathematics curriculum, Vista Anaheim Charter Middle School will use the Pearson’s *Digits* curriculum which combines a comprehensive math curriculum, powerful best practices in teaching, and easy-to-use technology that deliver personalized instruction effectively. *Digits* streamlines instruction through point-of-need resources that are intuitive for teachers, optimize effective time on task, and allows teachers to address the individual needs of every student – in and out of class. In addition, VACMS will use math interventions both through *Digits*, as well as through proven online interventions, such as ALEKS program to enhance their math skills (McGraw Hill: web-based /educational software --<https://www.aleks.com>); Accelerated Reader (AR) is also a web-based reading program in which students will read and take comprehensive tests on the books they read. Students receive points, Percentile Rank Scores and Grade Equivalent scores. This helps students understand their current reading level, where they rank and also what achievable goals they can reach based on their reading. In technology, the Vista News (where all students get the same message across) will be shared weekly with the entire student body through the Advisory period. Also, Advisory consists of school culture lessons, Grade Checks (where teachers are having individual meetings with students to review their grades), as well as Anti-Bullying material. One of Vista Charter Public Schools’ cornerstone is the Personal Learning Plans—

The Personal Learning Plans (PLPs) are reflective tools that help students to reflect their efforts, their learning and set new goals. The PLPs are digitally created and monitored by parents, students, teachers and administrators. Furthermore, Personalized Learning Plans focus on the student as a whole; how they did during the Quarter; did they achieve their goals; what helped them reach these goals/or not, did they provide help to others, review their study habits for the past cycle, and what do they have to do to do better on the next cycle. Lastly, PLPs also focus on a key aspect of students during this

developmental stage in their lives; their self image. Students will be asked to write 3 characteristics they love about themselves and 3 areas they would like to develop or improve about themselves. Teachers then monitor students' responses and intervene when needed.

VACMS will offer different support systems for students who need additional support. For example, students in RSP will receive their support through the Education Specialist (RSP). However, the Education Specialist (RSP) does the *Specialized Academic Instruction (SAI)* or "push in" model, supporting students in the classroom during the most critical time of their learning. The Education Specialist (RSP) also communicates often with the general education teacher to meet the IEP goals and at the same time, support the teacher and student in the regular classroom setting. Additionally, English Learners receive support in smaller class sizes. Students will be also grouped based on CELDT/ELPAC results in order to receive instruction aligned with the ELD standards. With the small number of students per class, teachers are able to provide them with more assistance. Also, ELD students are aware of the Reclassification criteria and will make individual "student goal" sheets that specifically target their areas of improvement in order to reclassify.

Also, all teachers at VACMS are only an email, phone call or a conversation away in order to receive support from administration. Lastly, our target is to have more than half of the entire student body to be enrolled in our After School program. Here, students receive academic support with tutoring, are given a snack and participate in enrichment (robotics, dance, cheerleading, cooking, music, etc.) programs as well as learn about nutrition programs and health.

Teachers and administrators work to identify a yearly plan that will include the state standards, essential questions, curriculum to be used, alignment to the Common Core, assessment dates and specific dates for teaching these state standards. School wide, every department and grade level will have a Course at Glance which describes the overall learning that is to take place throughout the year, including specific dates for assessments. Additionally, every department and grade level will create a Curriculum Map which specifically states which state standards are to be covered, assessments and essential questions that students must learn. Both the Grade Level Facilitators and the administration will work together in order to determine how students are learning. Students will be assessed once every 3 weeks and a Quarterly test (after 9 weeks of instruction) will also be given. Teacher and administration will help create the assessments every three weeks and administration will be in charge of the creation of the Quarterly Assessments. Results will be analyzed to determine action steps to follow. Electives are also now aligned to a core subject. All electives also include a Course at a Glance as well as a Curriculum Map.

In the technology arena, VACMS will close the Achievement Gap by ensuring that all students have access to technology via a personalized ChromeBook in their classrooms. Teachers will regularly utilize ChromeBooks to enhance the curriculum. Students will continuously access technology in the classroom so they are engaged in their learning, as a tool to research, or to access websites, videos of in the future, e-books that coincide with lessons learned. ChromeBooks will be utilized daily. Teachers will constantly embed technology in the classroom with teacher-friendly websites such as Google Classroom, ClassDojo, Socrative,

Noteflight Composition, Spotify music player, Google docs, Active Instruction, Knowmia, Explore Learning, YouTube, Doceri, Classcards, PollEv, etc. In the 6<sup>th</sup> and 7<sup>th</sup> grade, we offer computer literacy courses that support online assessments, typing skills, and knowledge of computer programs. Additionally, VACMS students will be preparing for the SBAC (Smarter Balance Assessment Consortium) through computer literacy via their daily use.

In the area of science, we will be addressing the Next Generation Science Standards (NGSS). Our curriculum maps in science will also include a correlation to the NGSS. Our teachers will incorporate the standards progressively into their lessons. The Next Generation Science Standards are inquiry-based and thus teachers will provide opportunities for students to do Performance Tasks. Students will have Performance Tests through Online Assessment Reporting System (OARS)—OARS facilitates the collection, reporting and analysis of periodic assessments.

The Online Assessment Reporting System (OARS) is the data management system utilized by Vista Charter Public Schools. It is a web-based software tool that facilitates the collection, reporting, and analysis of state and local assessments. The reports available in OARS help teachers identify successes and challenges, by helping teachers make meaning from complex assessment data. The reports make it easy for teachers to modify instructional based on assessment results and to plan interventions for students who need them. The school-level and district-level reports assist school and district administrators in planning appropriate professional development and support.

Our highly skilled teachers also support students in preparing them for the SBAC by giving them opportunities to work in groups to complete common tasks.

*“The NGSS provide a powerful set of policies to guide the improvement of science education. As important and challenging as the development of the NGSS is, the standards represent only one step in the progress of standards-based improvement of science education.” (Bybee, Rodger, Translating the NGSS for classroom instruction, p 4).*

Our math department utilizes a web-based program called *Digits*. Students are able to interact with the program and receive additional support via videos, or explanations, whenever they need further support. Online lessons for homework, supplemental support and classroom lessons permit students to interact with teaching and learning.

VACMS will incorporate data-driven instruction practices to increase accountability and to address the culture, assessment, analysis and action of our school.

VACMS will adopt the Dr. Charlotte Danielson Evaluation Instrument as a way to measure and support teacher effectiveness. Teachers and administrators will use the Danielson framework as it is a structured program that allows teachers to self-analyze and to work towards being at the distinguished level. Danielson’s framework gives teachers the ability to distinguish, in any area, whether they are proficient, below, or if they can work towards achieving new heights. It is also very scripted and shows examples so teaches are easily able to differentiate between any levels of performance. The framework covers four major domains: Planning & Preparation; Classroom Environment, Instruction & Professional Responsibilities.



Within those domains are the different components listed below:

Domain 1: Planning & Preparation

- 1a Demonstrating Knowledge of Content Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instructions
- 1f Designing Student Assessments

Domain 2: The Classroom Environment

- 2a Creating Environment of Respect and Rapport
- 2b Establishing Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflect on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

-Enhancing Professional Practice  
Charlotte Danielson

Our Professional Development will cover these standards and review them in-depth. Teachers will participate in valuable discussions that allows them to self-reflect and to determine next steps of action so that they may progress to the next level within the components. Administration leads these Professional Development days.

All teachers participate in summer Professional Development to kick off the school year. At such training, teachers learn the overview of four domains of the framework; Planning & Preparation; The Classroom Environment; Instruction & Professional Responsibilities. Teachers are also going to be evaluated utilizing the Danielson Framework. Throughout the year, Professional Development will include the Danielson Framework training to ensure that PD is consistent and focused throughout the year.

Our consultant and math coach from the Center for Teaching and Learning from California State

University, Northridge, will support math teachers throughout the year by providing (4) 2 ½ hour coaching sessions and visit VACMS teachers during one week each quarter. In order to best support students for the Performance Task on the SBAC, as a school, we will be focusing on student engagement; through the lens of Domain 2 – Environment, from the Danielson’s Framework. We will also incorporate the Common Core Standards and Depth of Knowledge as we delve into the issue of student engagement and differentiation. During this support, the consultant will focus on planning, observing, and debriefing with teachers in regards to the engagement strategies they implement in their classrooms. During the visit weeks, the focus on the first day will be a planning sessions with each individual teacher. The second visit that week will be for observation in the classroom and the last visit will be for debriefing.

Along with all the training and support, the administrators support teachers via coaching. Teachers are able to get a second set of eyes in the classroom to help them enhance their craft of teaching. Through coaching, teachers are not only able to reflect but are able to receive support so that they can improve on different areas of their teaching.

VACMS will establish, grow and nurture community partnerships that support our parents and students. VACMS understands the importance of these partnerships as possible resources for any needs that our students may have. Additionally, being resourceful with these partnerships will also result in parents receiving support they may need at home.

#### **Student Population To Be Served:**

Student success in the middle grades is critical to success in high school, college, and future careers. In general, many characteristics of our current system of middle school education are an ill fit to the academic, psychological and social needs of adolescent students. Many of our middle schools, being overcrowded and impersonal, are not conducive to the development of the whole child during this critical phase of identity development. VACMS is a small family style oriented school that develops relationships with students and families to meet the needs of this community. Depending on what happens during the middle grades, students may become discouraged and give up, or they may be inspired to become adaptable and confident lifelong learners. With the latter being our goal, we believe that in order to produce such individuals, we must rouse students to view them as having the power to influence their own growth and achieve their desired futures. Nurturing students’ ability to influence their own development requires an environment that, not only provides academic rigor, but also specifically promotes personal and social skills, such as, effective communication, conflict resolution, metacognition, decision-making, and reflection. By providing a learning environment that focuses on developing deeper understandings through problem solving, real life applications and prompt interventions, we believe that pre-adolescents have the power to control their learning and surmount challenges due to poverty and second language learning. VACMS students will practice, reflect and learn by setting short-term and long-term personal learning goals, building metacognition of their own development, and making decisions as to what steps they need to take in order to achieve those goals.

VACMS encourages students to also expand on a personal level by offering a range of programs; from music, to dance, technology and the like. Our English Learners will receive support in the ELD class while English Only and ELD students alike receive support in the regular English Language arts class. As a school we identify who the R-FEP students are that have reclassified

within the last two-year and will hold meetings with parents to remind them that their children must maintain a “C” or better in Language Arts in order to progress as a Reclassified student. Also, the majority of our students will most probably be Latino, thus, we will host parent meetings that are in both English and Spanish to attract parents to participate in their children’s school activities.

VACMS focuses on the entire student as a whole and provides ample opportunities for support in different areas. We focus on ensuring that our students’ needs are being met as we focus on ensuring that their needs are met in a timely manner. VACMS focuses on: providing a rigorous curriculum that challenges students daily; providing intervention for struggling students or for students who may simply struggle within a specific area; enrichment to support our GATE and GATE-like students; orchestra and music programs will be offered to enhance the education of our fine-arts students; an after school program that offers: academic support (tutoring), enrichment and focuses on health and nutrition.

### **The 21<sup>st</sup> Century Educated Person:**

As we begin the 21<sup>st</sup> century, we find that the world is constantly changing and more interconnected than ever before. In order to be an educated and productive member in such an environment, a person needs to possess characteristics that promote life-long learning such as, perseverance, creativity, flexibility, resilience, reflection, collaboration and determination. To be an educated person in the 21<sup>st</sup> Century means to educate student to be critical thinkers, creative, collaborators and global connectors and are commonly referred to as critical skills or attributes required to be successful in the 21<sup>st</sup> century economy. Alongside, students must also be literate in technology in order to be in sync with current technological advances that are going to help them be competitive in the global market. Organizations like the Partnership for 21<sup>st</sup> Century Skills and many others are working to infuse 21<sup>st</sup> century skills into education. When defining what it means to be educated in the 21<sup>st</sup> century, it is important to understand that success in such a rapidly changing world requires a commitment to learning. Every child in America needs 21<sup>st</sup> century knowledge and skills to succeed as effective citizens, workers and leaders in the 21<sup>st</sup> century. There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21<sup>st</sup> century communities and workplaces.

To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21<sup>st</sup> century skills into their teaching and learning.

### **College & Career Readiness:**

At VACMS one of our foci is to ensure that students, from 6<sup>th</sup> grade and on, have a clear understanding to the path they must embark on to succeed academically in a Institution of Higher Education.

### **6<sup>th</sup> Grade**

Our sixth grade students, and their parents, will visit a local high school so that students are well-informed of the expectations, A-G requirements and have an understanding of: credits, GPA, ranking, college-prep courses, etc. This field trip will help 6<sup>th</sup> graders understand the

importance of doing well in middle school in order to be ready to enroll in Honors Classes or Advanced Placement Courses at the High School level.

### **7<sup>th</sup> Grade**

Seventh grade students will also enjoy an educational field trip to a local junior college. Again, parents will also be invited to attend the field trip so that both parents and students can learn about: entrance requirements, junior college credits, on-line courses, and also how college credits cover the “general education” courses needed for a four-year college degree. Students will also learn about receiving their AA or AS degree. Sports programs, clubs and course offerings will also be taught to 7<sup>th</sup> graders so they can have an idea of the curriculum at the Junior College level.

### **8<sup>th</sup> Grade**

Our eight grade students, along with their parents, will be able to visit the Universities. Once Students will visit the campus, they will learn about: campus life, majors, understanding the importance of grades and scholarships, understand the motto of “you take care of your grades, your grades will take care of you”. They will also learn about the UC, CSU, private universities and trade schools. It will also be important for students to begin to understand that different universities may have different areas that they focus on.

Previously, education addressed the needs of the Industrial Age, which was characterized by the teaching and learning prescribed sets of facts, and of gathering the necessary information to be productive in adulthood. Currently, in the Information Age, facts, figures, and information of all types are readily available via the world wide web. Today’s educated person needs to utilize higher order thinking skills to discern what information is needed for a given situation, determine where to get it, and know what to do with it.

Furthermore, as a member of a multicultural society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing English Language Learners, a differentiated learning environment which allows for a spectrum of practices ranging from remedial to accelerated learning opportunities.

### **Use of Technology:**

All VACMS teachers will be skilled at utilizing technology as supplementary support to their primary instruction since Vista Anaheim Charter Middle School will have a 1:1 student-computer ratio due to its digital curriculum. Teachers utilize a plethora of websites to support their classroom management, delivery of the lesson, additional support to a lesson, or a technology-based lesson to teach a particular standard. Teachers use: Activate Instruction, YouTube, Socrative, Noteflight Composition, Class Dojo and Spotify Music Player, Google Docs (to name a few). These tools allow teachers to deliver content in a friendly and conducive manner to the students. Teachers also utilize such websites to extend the lesson or simply so that the students are more engaged throughout the lesson.

In math class, students are engaged with technology as they use our web-based instructional support program Digits. All students will also be participating in the ALEKS math web-based

program. ALEKS is part of the Advisory period and all students are expected to participate to enhance their knowledge of math. For easy access, students are able to utilize their ChromeBooks, at any time, so that they can participate in a web-based lesson. Additionally, all students will be taking assessments online this year to prepare for the SBAC via Common Core State Standards instruction. Teachers will be utilizing Google docs, Google classroom and Digits assessments. Also, our Master Schedule will be modified to support student needs. In the 6<sup>th</sup> and 7<sup>th</sup> grade, we provide computer literacy courses that support online assessments, typing skills, and knowledge of computer programs. Additionally, VACMS students will be preparing for the SBAC (Smarter Balance Assessment Consortium) through computer literacy via their daily use. We will also utilize NWEAs MAP test which is an online nationally standardized assessment aligned to the Common Core State Standards.

### **Data based instructional decision-making:**

At the classroom level, teachers collect and analyze data every day through the use of checks for understanding, classroom exit tickets, homework, culminating tasks and assessments. Teachers use Online Assessment Reporting System (OARS) to facilitate data analysis both as professionals and with their students and families. We also will use progress report grades, semester grades and observations to triangulate our information and develop strategies to enhance student performance. As a school, we will administer quarterly benchmarks to track student progress across the school. Benchmark data is reviewed during school wide professional development days. Teachers also use these reports and the assessments to analyze data with their students and plot next steps as a class.

### **Using data to ensure every child is successful:**

After each round of benchmark analysis, teachers create intervention class rosters and scope and sequences. Using the acronym ITPI (Identify, Target, Plan, Implement) teachers create interventions to support the needs of the students. Common practices at VACMS are interventions based on a specific standard or bundle of standards and after-school tutoring intervention that previews future lessons. As a school, we will use TeenBiz as an online intervention tool.

### **High expectations for all students:**

VACMS will work hard to instill the attributes of a scholar in each and every one of our students. Teachers introduce these ideas first and foremost during the support week from the Center for Teaching and Learning. The teachers also reinforce these concepts through, a homeroom conversation protocol in which students share their thoughts around a teacher created, though provoking question. Teachers also use and review these attributes in daily instruction. Walking the halls of VACMS you would hear teachers referring to students as scholars, asking them to think critically like scholars, or inviting outstanding scholars to take leadership in front of the room. As part of our school culture, we hold awards ceremonies where teachers recognize many of our students that exemplify the attributes of a scholar and citizen in each cohort. These awards are given out in a school wide awards ceremony that parents of award winners also attend.

### **VACMS will prepare all students to be:**

- Critical Thinkers
- Communicators and Collaborators
- Self-Directed Learners

### **Critical Thinkers:**

- Identify, locate, acquire, organize, comprehend and use information or data.
- Apply, analyze, synthesize, and evaluate information.
- Apply acquired skills to solve complex problems.
- Use methods, concepts and theories in new situations.
- Generalize from given facts, predict outcomes, and draw conclusions.
- Compare and discriminate between ideas and make choices based on a reasoned argument.
- Demonstrate an appreciation of originality and aesthetics

Previously, education addressed the needs of the “Industrial Age” which was characterized by teaching and learning prescribed sets of facts, and of gathering the necessary information to be productive in adulthood. Currently, in the “Information Age,” facts, figures, and information of all types are readily available. Today’s educated person needs to discern what information is needed for a given situation, critically analyze the information and determine how to use it. VACMS students will be challenged to work higher order thinking skills through projects, hands-on tasks, and real-life problem situations.

### **Communicators and Collaborators:**

- Demonstrate proficiency in reading, listening, speaking, writing and presenting
- Use technology to research, problem solve, create, communicate, and present information
- Demonstrate integrity, personal accountability and support for others as a member of the school, in school groups and larger communities.
- Experience various cultures and groups in order to understand, appreciate, and respect differences.
- Make authentic connections between school curriculum and the wider world, which are practiced through community service opportunities.
- As a member of a multicultural society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing environments and forces.

### **Self-Directed Learners:**

- Identify objectives, create a plan and self-monitor progress toward desired goal
- Demonstrate regularly the skills of reflection and self-evaluation.
- Access information from a variety of sources at school and within the community
- Utilize effective study skills
- Have the power to establish one’s identity in purpose involves having the ability to direct, reflect and evaluate one’s own progress towards desired goals.

VACMS is focused on academics, personal growth and in fostering students to continuously be challenged to reach new heights. Parts of VACMS's goals are to ensure that students become self-motivated, competent and lifelong learners as they progress through their educational journey.

**Self-motivated:** Offering a small-learning setting enables different VACMS staff to get to know students on a personal level. This goes a long way since students are able to receive support from different angles. VACMS staff prides itself in being a strong close-knit community where student conversations are normal. As a staff, we continue to motivate students to progress not only in the areas that they shine in, but also to progress via support in their struggling areas. Students will experience so much support which enables them to gain self-confidence as they are able to tackle different concepts and find success throughout their years at VACMS. Students are also encouraged to speak out, support their opinions and are constantly encouraged to engage in their learning via small group or partner share. These practices allow students to gain the confidence they need to continue succeeding in high school and in college.

**Competent:** In order to prepare students to be competent, teachers must carefully align their instruction to challenge students. Teachers have created Course at a Glance and Curriculum Maps that detail lessons to be instructed during the instructional year. Essential questions are part of daily lessons in every classroom throughout VACMS. These essential questions target student learning and focus on ensuring that students understand the content they are learning. Additionally, teachers continually challenge students by asking them prompting questions to not only engage them, but also to ensure that they continue to be critical thinkers. Assessments every three weeks give the teachers the opportunity to tailor their teaching, as they are skillfully able to make data-driven decisions that propel VACMS students to be competent. For those students who are struggling, ample of support will be given (either in Advisory, after school Homework Club, or after school tutoring, etc.) so that students can understand and demonstrate competency in any area.

**Life-long learners:** Academically, at VACMS, we support our students to be life-long learners. Teachers at VACMS want to ensure that students are receiving a rigorous education. In order to ensure that there is continuity for students throughout the three grades, VACMS teachers have common boards that show the standards, objectives for the day, essential questions, homework and the agenda for the day. This helps students understand the importance of these elements as they progress through their grade levels while at VACMS.

Curriculum Maps are also a daily practice that challenge students to be life-long learners. A school-wide AR (Accelerated Reader) program is also in place. This allows students to check out books at school. After reading their books, students take assessments and gain points based on how well they do on the assessments. Students have AR goals that encourage them to read daily. At VACMS, we also make education relevant to the child by allowing them to use their ChromeBooks for learning. All students have a ChromeBook that they are able to use for any lessons. As a primary example, our math department utilizes the program *Digits* which has web-based math embedded lessons. These techniques make learning fun and relevant to students.

At the emotional level, we offer student council as a common practice during the Advisory

period. In student council, students are encouraged to speak out about how they feel about a topic, to share insight, and to also share some of their thoughts, feelings and opinions. This practice allows students to get to know each other on a personal level and make strong connections with each other. Additionally, all Advisory courses are planned and delivered equally throughout the school. School-wide, we also have the 8 Character of Excellence. These traits are an atmosphere throughout the school that set expectations of student behavior. During Advisory period our teachers also reference and review lessons that are tied to the 8 Character of Excellence. By keeping our students engaged, having high expectations and continuously challenging them, we are preparing students to be life-long learners.

<b>TEACHER ASSIGNMENTS AND CREDENTIALING</b> <b>State Priority #1: Basic Services</b>						
<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measurable Outcomes:</b> 100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.				
		<b>Method for Measuring:</b> Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned as required by law and the charter.	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; VACMS administration will annually review credential status.	100%	100%	100%	100%	100%



**ACCESS TO INSTRUCTIONAL MATERIALS**  
**State Priority #1: Basic Services**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measureable Outcomes:</b> 100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.  <b>Method for Measuring:</b> Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and VACMS supplemental materials.				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Students will have access to state standards-aligned materials and additional instructional materials as outlined in our charter petition.	All instructional materials purchased will be aligned to State Standards and aligned with our charter petition and this will be appropriately included in the school budget.	100%	100%	100%	100%	100%

**FACILITIES MAINTENANCE**  
**State Priority #1: Basic Services**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> Annually, 90% of all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related correction it will be corrected immediately.  <b>Method for Measuring:</b> Monthly site inspection documents prepared by Plant Manager and site administrator; Annual Facility Inspection Reports.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Maintain a clean and safe school facility	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed and on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed; cleanliness spot checks will also be performed.	90% / 90% / 100%	90% / 90% / 100%	90% / 90% / 100%	90% / 90% / 100%	90% / 90% / 100%

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**  
**State Priority #2**

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS.  <b>Method for Measuring:</b> Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teachers will participate in annual and ongoing professional development on the implementation of State Standards.	Identify and participate in intensive professional development and trainings on teaching and learning the State Standards	100%	100%	100%	100%	100%

**PARENT INVOLVMENT**  
**State Priority #3**

Annual Goals	Specific Annual Actions	<p><b>Measureable Outcomes:</b> Annually, the School Site Council will have, at minimum, two parent members attending monthly meetings. A minimum of six family events, two of which are Student-Led Conferences.</p> <p><b>Method for Measuring:</b> School Site Council meeting agendas minutes and sign ins. Calendar; family events agenda's, sign-in sheets.</p>				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<p>Maintain parent representation on the School Site Council (SSC). Parents are encouraged to do a minimum of twenty parent participation hours per year July - June; to include at minimum two Student Led Conferences (SLC's). These hours can be accomplished in a variety of ways— attendance of parent conferences, coffee with the principal, back to school night, etc. In addition, these hours can be gained by</p>	<p>Each spring, the School Site Council (SSC) nominates and elects parents to serve as new members; hold monthly SSC meetings. Administrators will develop a calendar to include parent participation; collaboratively design objectives and agendas for family events.</p>	<p>2 parent members / Monthly Meetings</p>	<p>2 parent members / Monthly Meetings</p>	<p>2 parent members / Monthly Meetings</p>	<p>2 parent members / Monthly Meetings</p>	<p>2 parent members / Monthly Meetings</p>

taking a student to the library and taking the receipt of the books checked out to the office.						
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**STATEWIDE ASSESSMENTS**  
**State Priority #4: Student Achievement**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> Annually, 100% of teachers will participate in Professional Development and trainings in State Standards. 100% of students will gain academic content knowledge through the implementation of the State Standards as measured by internal benchmarks and state testing.  <b>Method for Measuring:</b> Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities. Teacher lesson plans; daily class schedule; class roster; intervention rosters.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teachers will participate in annual and ongoing professional development on the implementation of State Standards. All students will gain academic content knowledge through the implementation of the State Standards.	All students will gain academic content knowledge through the implementation of the State Standards. EL students participate in English Language Arts/Literacy instruction with appropriate instructional support and intervention as needed.	100%	100%	100%	100%	100%

**ACADEMIC PERFORMANCE INDEX (API)  
State Priority #4: Student Achievement**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measureable Outcomes:</b> School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.  <b>Method for Measuring:</b> CAASPP Score reports; CA Data Quest summary and API Reports or equivalent as determined by the CA Department of Education				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education	Classroom instruction will incorporate testing strategies in preparation for the CAASPP	Met or exceeded minimum state growth targets	Met or exceeded minimum state growth targets	Met or exceeded minimum state growth targets	Met or exceeded minimum state growth targets	Met or exceeded minimum state growth targets

**ENGLISH LEARNER ADEQUATE PROGRESS RATE**  
**State Priority #4: Student Achievement**

Annual Goals	Specific Annual Actions	Measureable Outcomes: 90% of students will meet their performance level growth goal in their ILP				
		Method for Measuring: ILP reports				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
EL students will advance at least one performance level per the CELDT/ELPAC each academic year.	EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic.	Will meet or exceeded minimum state growth targets	Will meet or exceeded minimum state growth targets	Will meet or exceeded minimum state growth targets	Will meet or exceeded minimum state growth targets	Will meet or exceeded minimum state growth targets



**ENGLISH LEARNER RECLASSIFICATION RATE**  
**State Priority #4: Student Achievement**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> 6 <sup>th</sup> -8 <sup>th</sup> grade cohorts will achieve a $\geq 30\%$ reclassification rate  <b>Method for Measuring:</b> CELDT/ELPAC results, Reclassification documents, Internal Data (PowerSchool data and Tableau Reports)				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
EL students will be reclassified as Fluent English Proficient annually	School will use ILP and cohort tracking system to develop and review 3-year goal for all incoming 6 <sup>th</sup> graders to achieve a cohort reclassification rate of 90% by the end of 8 <sup>th</sup> grade. EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies and extended day instruction as needed. Student data will be tracked and reviewed	Will meet or exceeded minimum growth targets	Will meet or exceeded minimum growth targets	Will meet or exceeded minimum growth targets	Will meet or exceeded minimum growth targets	Will meet or exceeded minimum growth targets

	by Administrators and grade level teams. ILP's will be developed for each EL student.					
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**SCHOOL ATTENDANCE RATE**  
**State Priority #5: Student Engagement**

Annual Goals	Specific Annual Actions	Measureable Outcomes: ADA will be at least 94%. Method for Measuring: Monthly, Quarterly, and Annual ADA reports.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will maintain a high Average Daily Attendance (ADA) rate	School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.	94%	95%	95.5%	96%	96.5%

**CHRONIC ABSENTEEISM RATE**  
**State Priority #5: Student Engagement**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measurable Outcomes:</b> ≥70% of students will achieve an attendance rate of 96%				
		<b>Method for Measuring:</b> Annual and Monthly absence reports from our student information system.				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Students will have a minimum number of absences in any school year	Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees	Meeting High Attendance of 94%	Meeting High Attendance of 95%	Meeting High Attendance of 95.5%:	Meeting High Attendance of 96%:	Meeting High Attendance of 96.5%:

**DROPOUT RATE [MIDDLE and HIGH Schools Only]**  
**State Priority #5: Student Engagement**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measureable Outcomes:</b> 90% of the 7 <sup>th</sup> and 8 <sup>th</sup> grade classes will be comprised of students who were enrolled at school the prior academic year.  <b>Method for Measuring:</b> Student re-enrollment documentation as verified by our student information system and CALPADS. PowerSchool Reports.				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
School will retain and promote 6 <sup>th</sup> – 8 <sup>th</sup> grade students.	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.	VACMS will retain 95% of 6 <sup>th</sup> and 7 <sup>th</sup> graders.	VACMS will retain 95% of 6 <sup>th</sup> and 7 <sup>th</sup> graders.	VACMS will retain 95% of 6 <sup>th</sup> and 7 <sup>th</sup> graders.	VACMS will retain 95% of 6 <sup>th</sup> and 7 <sup>th</sup> graders.	VACMS will retain 95% of 6 <sup>th</sup> and 7 <sup>th</sup> graders.

**STUDENT SUSPENSION RATE**  
**State Priority #6: School Climate**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measureable Outcomes:</b> Annually, ≤ 1% of all enrolled students will be suspended.  <b>Method for Measuring:</b> Annual School Accountability Report Card, CALPADS Report.				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
School will maintain a low annual suspension rate.	Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Alternatives to suspension will be considered prior to administering consequences; Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns; school will utilize SST process.	Annually, ≤ .1% of all enrolled students will be suspended	Annually, ≤ .1% of all enrolled students will be suspended.	Annually, ≤ .1% of all enrolled students will be suspended.	Annually, ≤ .1% of all enrolled students will be suspended.	Annually, ≤ .1% of all enrolled students will be suspended.

**STUDENT EXPULSION RATE**  
**State Priority #6: School Climate**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> Annually ≤ 1% of enrolled students will be expelled.  <b>Method for Measuring:</b> Annual School Accountability Report Card, CALPADS Report				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
VACMS will maintain a low annual expulsion rate.	Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns; Alternatives to suspension will be considered prior to administering consequences school will utilize Family Support Team process that mirrors the School Support Team model.	.5%	.5%	.5%	.5%	.5%

**[OTHER LOCAL MEASURE (S) OF SCHOOL CLIMATE]**  
**State Priority #6: School Climate**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> Annually, an average approval rating of a $\geq$ Level 3 (translated level from a 4 point scale) on student, family, and teacher surveys with a minimum response rate of 27%.  <b>Method for Measuring:</b> Survey reports				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students, parents and teachers will feel a sense of community and connectedness.	Students actively participate in Council throughout the school year in their classroom. Meetings, Council, and Professional Development opportunities for teachers. A variety of fun and engaging Family Events will further enhance family's sense of belonging and community. VACMS will devise and administer satisfaction surveys to parents, students, and teachers annually.	$\leq$ 70 % of parents, students and teachers will take the school survey.	$\leq$ 70 % of parents, students and teachers will take the school survey.	$\leq$ 70 % of parents, students and teachers will take the school survey.	$\leq$ 70 % of parents, students and teachers will take the school survey.	$\leq$ 70 % of parents, students and teachers will take the school survey.



**BROAD COURSE OF STUDY  
State Priority #7**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measureable Outcomes:</b> Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.  <b>Method for Measuring:</b> Student, teacher, course, and grade level schedules.				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's charter.	All academic content areas will be available to all students, including student subgroups, at all grade levels.	100%	100%	100%	100%	100%

**[OTHER STUDENT OUTCOMES]**  
**State Priority #8**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> Growth and achievement on internal benchmark assessments. 80% of students will meet growth expectations.  <b>Method for Measuring:</b> VACMS Assessment Reports, wherein student growth and achievement are categorized or scored based on performance standards.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students demonstrate expected growth from Q1, Q2, Q3, Q4	Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.	ESTABLISH BASELINE	ESTABLISH BASELINE	ESTABLISH BASELINE	ESTABLISH BASELINE	ESTABLISH BASELINE

VACMS's goals for students are: students have readily access to technology in the classroom by providing every student with a ChromeBook (1:1 ratio of computer to student ratio) during instruction, prepare students for the SBAC via assessments on line (AR, ALEKS, Digits), give stakeholders surveys online, students have access to PowerGrade, and students learn technology curriculum on a daily basis.

PowerGrade is VACMS's online platform where parents and students can view in real-time student's grades, attendance, etc.

In regards to discipline interventions, VACMS focuses on re-directing student behavior via counseling, mentoring, parent engagement, student contracts, when deemed necessary a 504 plan or an SST. VACMS will place emphasis on a zero suspensions plan. This will include a series of targeted behavior (either mentioned above or as needed by individual students) to ensure that our students remain in the classroom learning necessary material to succeed.

With a curricular focus, VACMS teachers will create their Course at a Glance and Curriculum Maps. These documents are comprehensive and are aligned with the State Standards, the Next Generation Science Standards, and English Language Development Standards. In order to verify that students are learning new concepts, VACMS will focus on assessing students every three weeks and give a Quarterly Assessment at the end of each 9-week period. Results of these assessments will be reviewed by faculty and administration in order to determine what the next steps may be or if there are significant students struggling to determine what other types of support can be given to the students so that they may learn the new material. Students will be graded based on standards-based grading. All students will be assessed every three weeks in every period and will also be assessed at the end of every three-week cycle as well as a Quarterly Assessment, which will be given after 9 weeks of instruction.

### **Instructional Design:**

VACMS's instructional program is characterized by the following elements, which together form a program that encapsulates a VACMS student's experience and how his/her success will be fostered and sustained. Implementation of these elements must be simultaneous in order to provide an educational program that is fully encompassing the cognitive, socio-emotional, linguistic, and physical development of the student. It is also important to state that all of these disciplines are inter-connected to continue to support our students. Our Special Education students will have a "passport" which helps teachers see and better understand their students' accommodations, interventions, etc. Our Education Specialist (RSP) also supports all students during the *Specialized Academic Instruction (SAI)* or "push in" time (visiting the regular classroom setting to support those in need). The training that we offer via our Professional Development is also aligned with our school's vision. Teachers receive support and training utilizing the Danielson Framework. Also, our Grade Level Facilitators meet bi-monthly to review school data, monitor growth, review school-wide data and support the implementation of enrichment planning during the Advisory period (i.e., computer literacy, student council, school culture and data talks).

### **Personalized Learning:**

Not only will VACMS provide students with a small school environment of less than 420 students, it will also be a small learning community in which cohorts of students will be supported by the same faculty as they progress from year to year. Much of the support students will receive will take place during Advisory periods, which are structured times during the school day. Within Advisory, students are able to seek help in, reflect on, and decide about their Personal Learning Plans and/or social issues (Sample Personal Learning Plan can be found in the curriculum map/course at a glance binder). Personalized Learning Plans will guide teachers in understanding which areas the students will need to focus on and improve on. Also, the Personalized Learning Plans will bring a sense of accountability to the students as they will have to be responsible to review their progress/lack of, with teachers once teachers meet with them during Advisory. These structured advisory periods facilitate teachers' and students' ability to build stronger relationships. In turn, these relationships will assist students in achieving in their academic, personal and career goals.

This structure allows for a more personalized school environment, an environment that builds connections between developmental needs, talents and aspirations with flexible options for engaged learning (Clarke, 2003).

### **Differentiated Instruction:**

VACMS staff will utilize their knowledge of the whole child in order to effectively implement differentiation of instruction. Evidence suggests that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (Vygotsky, 1986).

In order to effectively implement differentiation students have multiple routes to demonstrate their understandings; use a variety of materials that address learning at their level of instruction and with their learning modality; work in small, flexible learning groups for instruction that are based on a variety of learning needs; work within a flexible pacing structure which allows for learner variance; engage in lessons that are knowledge-centered and structured around essential learning; and have work that considers their learner traits so that students can learn successfully.

In order for differentiation to be effective, it must respond to student readiness, interest, and his/her learning profile (Tomlinson 1995, 1999). Individualized work will be at an appropriate level of challenge, tasks and questions will link to students' interests, and address the students' learning profiles (e.g. learning modality, culture, language). Hence, by giving students choices, regarding topics of study, ways of learning, and presenting information, students are able to determine the best access points for their own learning and build upon areas strength. In a VACMS classroom, differentiation provides students emotional safety due to the fact that similarities and differences, strengths and weaknesses, cooperation and respect are all given value.

### **Data-Driven instruction:**

Although the instructional path is being paved via our Course at a Glance and our Curriculum Maps, the results of these assessments will drive follow up instruction, support, or intervention. All students will be assessed every three weeks. Teachers will review their students scores, meet with administration to review the results and together will determine what the next steps of action may be. Similarly, quarterly assessments will also be reviewed in order to determine what the next steps may be. However, the Quarterly Assessment will have more weigh since they will cover nine weeks of instruction. Possible outcomes may include: placement in a new classroom for the quarter, a need for an SST, of any other types of interventions that would help the student. OARS will be the tool utilized to assess students and to create the assessments. Also, during Advisory period teachers will have "data chats" with students so that students are aware of their scores and what they need to do to improve.

OARS will be the online assessment program utilized by teachers to create assessments and also for administration to support in writing of quarterly assessments. OARS also allows teachers and administration the opportunity to gather data that will guide next steps.

### **Personal Learning Plans:**

Because adolescents desire autonomy and independence, but at the same time continue to rely on guidance from parents and other adults, VACMS students will develop Personal Learning Plans upon enrollment. They will have opportunities make appropriate choices and receive assistance with their learning plan in their pursuit of academic, personal and career goals.

Guidance from adults occurs on a frequent basis from VACMS staff as they meet with students during Advisory periods.

Students will develop clarity of purpose by creating a Personal Learning Plan that considers their current level of progress and long-term goals. VACMS faculty and parents will assist students as they map out their learning needs. Advisory periods will provide a structured time during the day in which students will be able to monitor their own progress, review academic decisions, present problems or conflict, revise goals as they learn and achieve.

The Personal Learning Plan is a key tool for helping students' development of metacognition. This is built by giving students ownership over their learning and allowing them to think about how they learn. As students reflect on their plan, progress, achievements and continued areas of work, they can then take that understanding and apply it to learning in the classroom. Personalized Learning Plans will also review assessments results in order to best prepare students for the Smarter Balance Assessment Consortium (SBAC).

Another area that supports Personal Learning Plans and student metacognition are Student led conferences. As parents, faculty and students meet regarding a student's academic, personal and career goals, the student presents his/her understandings about their development, challenges, strengths, and joys. As discoveries are made, steps on how to support further develop are made and supported by everyone involved in the student's plan (Clarke, 2003).

#### **After School Tutoring:**

VACMS students identified as performing below grade level will have access to an extended day, in the form of before and/or after school tutoring by individual teachers or by the school-wide After School program. Students who are identified as below grade level in English Language Arts and/or Mathematics will be provided with support through differentiated instruction in their classes, and offered intervention time through an extended day. Intervention will take place in a small group setting, with students grouped by areas of need. In addition, intervention work will be directly related to coursework in the core classrooms.

Teachers will identify struggling students based on schoolwide assessments and/or teacher assessments. Students' assessment results will determine the type of support provided (before school or after school tutoring). Since many students will participate in the after school program, they receive additional support in their homework. Teachers are also able to suggest students who may benefit from a continuous enrollment in the after school program; either because students need tutoring, need help with their classwork or homework.

For students who are identified as risk based on their Assessment results, either the three week or the Quarterly Assessments, Homework Club will be offered or the After School program will be offered. On a school-wide scope, if results yield a need for different Professional Development, a shift will be made in order to ensure that the content, delivery of lesson and student progress are all aligned. If particular sub-groups are struggling, say English Learners, we will offer additional support to the students so that they may be up to par with their classmates. If students continue to struggle, teachers will recommend students to an SST, or administration may adjust their Professional Development and focus on what is needed further to support students academically.

Students will take ALEKS assessments every three weeks. The results of ALEKS and school-wide assessments will determine how the Advisory period will look. For example, if we notice a high number of students that are not performing at the level where they need to be, the Advisory period will become more of an intervention period for any content area. Progress and attendance will be reported on an on-going basis to students and parents and included in the students' Personal Learning Plans. Exiting intervention/extended day will be based upon students' passing of school wide benchmark assessments. Teachers will offer differentiated instruction to struggling students. This will support students to meet their individual needs. Tutoring services will also be provided by the after school program which will directly be tied to students' needs. Tutoring support will follow curriculum maps and course at a glance.

### **Professional Learning Communities:**

VACMS faculty will work as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, deprivatization of practice, data driven decisions, and reflective dialogue. (DuFour, 1998). Not unlike the students, the faculty at VACMS will meta-cognitively process their instruction. The focus questions will rely not upon what was taught, rather upon what was learned. The staff and structures of the school must be responsive to student needs, whether it is through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need, etc.

- On a monthly basis, faculty will analyze student data from assessments and adapt their instructional plans to meet deficit areas by collaborating twice a month in both content and grade level teams. Faculty will receive Professional Development support during minimum days (Mondays). This support will enhance the Professional Learning Community.
- Teacher Effectiveness
  - Adoption of the Dr. Charlotte Danielson Evaluation Instrument
  - Deep Dives of Domains (1. Planning; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities)
- Evaluation system
- Linking Assessments, Standards and Instruction
  - Data-Driven Instruction
  - SBAC aligned assessments
  - Curriculum Development and revisions (course at a glance and curriculum maps)
- Common Core State Standards
- Next Generation Science Standards
- OARS
  - Rigorous assessments
  - Performance Tasks
- Technology in the classroom
  - Tools and resources on how to close the achievement gap through technology in the classroom
    - Google Classroom
    - Class Dojo

- ChromeBook in every classroom
  - OARS assessments
- Teach Like a Champion Techniques
  - Examples include: No Opt out, Stretch It, Everybody Writes, etc.
- Data Talks
  - Assessments, student performance etc.
- Read like a detective
- Text Dependent questions
- Special Education Professional Development
  - Differentiation in the classroom
  - Students with an IEP –Passports
    - Student modifications and accommodations are listed
    - Understanding of how to support RSP students and students with disabilities

### **Parent Relationships:**

Family involvement in the middle school years is a crucial element student success. VACMS will support students and families by providing guidance and fostering development in three main areas:

- Home – School Relationships – VACMS will foster youth’s developmental needs, parents’ attitudes and practices, and schools’ expectations and support of family involvement by maintaining a strong relationship between the home and school.
- Responsibility for Learning – VACMS parents will be involved in their child’s learning plan. Their responsibility in the plan is to support their child’s goals.
- Parenting – VACMS will assist, when necessary, parents in developing the attitudes, values, and practices of parents in raising adolescent youth.

These three areas will strengthen VACMS students’ abilities to develop in their academic, personal and career goals, through the creation of a “full circle” of expectations and communication among the student, family and school. In order to ensure success in maintaining the “full circle”, parents who need additional assistance are provided with or directed to additional resources within the school and community in order to fulfill areas of need (e.g. ESL classes, parenting classes, counseling services, job centers, etc.). The Personal Learning Plans will enhance parent involvement, as they will have components in which the parents will be a part of their child’s development of college awareness, personal aspirations and planning for the future.

### **Technology as a Tool:**

VACMS views technology use as a tool to enhance learning and support the educational process. To be an educated person of the 21<sup>st</sup> Century, VACMS believes that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society. *A Nation at Risk* (National Commission on Excellence in Education, 1983) argued that knowledge of the New Basics is the foundation of success for the after-school years. The most critical consideration is the Digital Divide, in which being technology literate is an especially important element in our students’



futures because of their socio-economic status and access to information. Our students must be able to work with technology fluidly, not as a separate subject.

Technology integration is based upon the International Society for Technology (ISTE), 2015.

### 1. Creativity and innovation

Students demonstrate creative thinking, conceptual knowledge, and development of innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, problem, or processes
- b. Create original works and innovative problem-solving solutions
- c. Use models and simulations to explore complex systems and projects
- d. Identify trends and forecast possibilities

### 2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with diverse cultures and perspectives
- d. Contribute to projects teams to produce original works of user-generated content

### 3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to gather information
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

### 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan, analyze, and solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic, challenging, and significant problems for investigation
- b. Plan and manage investigations to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and make informed decisions
- d. Use multiple perspectives and diverse responses to explore alternative solutions

Students will utilize a variety of technology tools to access, manipulate, exchange, create information, and to demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, media editors, etc. will be integrated into curriculum. Students will be required to utilize technology as an outcome in their coursework. They will be able to determine in their Personal Learning Plan, what tools they are interested in learning and incorporating into their class projects.

### English Language Learners:

We believe that in order for English Learners to succeed, they need to have a solid foundation in literacy. The thread that runs through our curriculum is English Language Development (ELD). The foundation of our program is the California English Language Development Standards for English Language Learners, which serve as a transitional bridge to the state's English Language Arts Standards through listening, speaking, reading and writing.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition, however they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS). By using the ELD standards, we are able to ensure that our instruction supports our students' development of rich academic language and access to the content standards.

Research, professional collaboration, data collection, and sharing of best practices guide us toward finding the best way to help our students gain access. Our ELD instruction is integrated throughout the curriculum. Our classrooms have the following characteristics:

- Subject matter in the core content areas (reading, writing, math, and science) is taught in English with scaffolding to ensure comprehension



- Teachers of these classes will have received training in methods to instruct English language learners (CLAD, LDS), and may be bilingual
- When teachers have students' primary language skills, they may support the children's understanding of concepts by using the primary language
- Materials are specifically selected to increase English language proficiency

To foster home support and parent involvement, homework assignments may be given or explained in student's the primary language. Although the instruction in these classes is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Strategies for effective instruction include:

- Use of realia and other visuals
- Use of body language and gestures
- Slower speech rate
- Clear enunciation
- Controlled vocabulary
- Checking for comprehension
- Incorporating songs and plays into lessons
- Reducing negative feedback and increasing positive feedback to lower student anxiety

Structures that further support Limited English Proficient students in structured English immersion classes are:

- Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Providing abundant opportunities to participate in oral language activities
- Flexible grouping of students
- Instructing in small groups
- Providing classes that build upon activities and lessons from the regular classroom
- Providing in-class support from other credentialed teachers or specialists

Our expectation is for students to progress through the levels of proficiency and re-designate as Fully English Proficient (R-FEP). R-FEP students will also be monitored in their English Language Arts classes to ensure that they are meeting the mandated two-year monitoring guidelines set forth by the federal government.

To accomplish this, we measure students' mastery of the ELD standards through informal (observations, anecdotal) and formal assessments (CELDT/ELPAC). The ELD standards provide targeted outcomes in the four domains. These outcomes provide the basis for differentiation of instruction, authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD instruction. Student-centered communicative approaches, meaningful interaction between adults and students, a focus on language to acquire new knowledge, and learning focused on understanding language functions and use are essential to student success. Student ELD data are tied directly to instruction through grade level planning and targeted lesson development.

Teachers, upon analysis of quarterly assessments, will make differentiation modifications to their instruction to better meet the needs of ELL students.

## **Curriculum and Instruction:**

### **English/Language Arts (Core)**

#### **English**

The English curriculum is a well-balanced rigorous program based on the ELA Common Core State Standards. Courses in English require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially of papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully designed prompts should aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments is essential to the success of honors level courses.

#### **English 6**

This course focuses on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 6th grade students will determine the central idea of each text and learn how to write a summary of the text that is distinct from personal opinions and judgments. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literacy or informational texts to support analysis, reflection and research.

#### **English 7**

This course focuses on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 7th grade students will determine two or more central ideas in texts, analyze their

development over the course of the text and write objective summaries. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literacy or informational texts to support analysis, reflection and research.

## **English 8**

The main objective of this course is to prepare students for success in high school and build student readiness for college. This course focuses on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 8th grade students will analyze a theme or central idea in a texts and its development over the course of the text, including its relationship to supporting ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literacy or informational texts to support analysis, reflection and research.

### **Innovative curricular components:**

Some of the innovative features of our English Language Arts Programs (core) include: Personal Learning Plans, student passports (special education students), differentiated instruction, use of ChromeBooks for student learning and intervention support to meet students' needs.

### **Curricular & Instructional Materials:**

Materials for English Language Arts includes:

6<sup>th</sup> grade utilizes California Treasures Course 1 (2010)

7<sup>th</sup> grade utilizes California Treasures Course 2 (2010)

8<sup>th</sup> grade utilizes *California Treasures Course 3* (2010)

Curricular materials to read include:

Edgar Allan Poe short stories:

*Of Mice and Men* by John Steinbeck,

*Night* by Elie Wiesel,

*Number the Stars* by Lois Lowry,

*The Giver* by Lois Lowry,

*Island of the Blue Dolphin* by Scott O'Dell,

*Hatchet* By Gary Paulsen,

*The Black Ships Before Troy* by Rosemary Sutcliff,  
*The Wanderings of Odysseus* by Rosemary Sutcliff,  
*Uglies* by Scott Westerfeld,  
*The Outsiders* by S.E. Hinton,  
*Seven Habits of a Highly Effective Teen* by Sean Covey.

**Computer-based resources:**

English 6 include:

Activate Instruction,	Socrative,
PowerPoint,	Prezi,
Quizlet,	Testmoz,
Accelerated Reader and Google Drive,	

7<sup>th</sup> grade includes:

Google Drive,	Accelerated Reader,
EDMODO	Socrative
Prezi	

8<sup>th</sup> grade utilizes:

Activate Instruction,	Google Drive,
Socrative,	Haiku Dec,
PowerPoint,	Prezi,
Quizlet,	Testmoz,
Accelerated Reader,	EDMODO,
OARS online assessments,	Poll Everywhere.

**Intervention Program:**

Part of our intervention program is to provide further academic support to students either through: Homework Club (teachers tutoring their own students after school), the After School Program itself (one hour of academic support is built into it). Our electives are also focused on Common Core and are aligned with a core subject.

**English Language Development (NON-CORE)**

This course of English is based upon the main skills of language development: speaking, listening, reading and writing. The program is flexible and reflects the student's individual language needs. The ELD class introduces to student different learning styles and strategies, and gives encouragement to become an independent learner and user of the English language.

With small numbers per class, teachers have the capability to interact with students and keep them engaged in the learning process. Teachers will be able to guide students through rigorous and challenging material, allowing students the opportunity to expand on their knowledge of the English Language. Students will be expected to produce different outcomes such as: essays that reflect their learning, presentations, and utilize precise rich academic vocabulary that will enhance their knowledge of the English language.

At the end of the course, students will be able to speak, read, write, and comprehend English at higher level than when they started. Initial levels range from Beginner to Advanced. This class will provide students an opportunity to interact with and practice English in the following critical areas:

- Speaking- oral reading, pronunciation, simple conversation, and presentations.
- Reading- word recognition, context clues, sequence of events, and story elements.
- Writing- spelling, simple sentences structure, punctuation, paragraph, and essay.
- Listening- following directions, dictations, listening and comprehension.

#### Innovative Curricular Components:

All grade levels have curriculum that is aligned to the students' state standards as well as the use of Student Portfolios in every class and Vocabulary Toolkits.

#### Technology-based resources utilized in English Language Development include:

Web-based resources,

OARS online assessments,

Chromebooks for research & to complete the online assessments.

### **Mathematics (CORE)**

**Math 6** students will become mathematicians as they develop their problem solving and critical thinking skills. Throughout the course of the year, students will learn the content needed to develop a foundation for more challenging middle school math courses. Math 6 is divided into the following four critical areas:

- Connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- Writing, interpreting, and using expressions and equations
- Developing understanding of statistical thinking.

**Math 7** continues building upon concepts presented in Math 6. Instruction will focus on four critical areas:

- Developing understanding of and applying proportional relationships
- Developing understanding of operations with rational numbers and working with expressions and linear equations
- Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume
- Drawing inferences about populations based on samples.

**Math 8** continues building upon concepts presented in Math 7, including three critical areas:

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations
- Grasping the concept of a function and using functions to describe quantitative relationships
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

**Curricular components:**

Digits is a web-based program that is going to support students in two areas; mathematics and in practicing using technology to prepare them for the SBAC. Additionally, the math department is receiving additional coaching support from California State University, Northridge.

**Curriculum utilized in Math 6 includes:**

Pearson Digits Grade 6,  
Pearson Digits Grade 7,  
Pearson Digits Grade 8.

**Technology-based resources utilized:**

**Math 6** include Khan Academy,  
Virtual Nerd,  
Socrative,  
PowerPoint,  
Google Drive

ALEKS,  
Activate Instruction,  
OARS online assessments,  
Prezi

**Grade 7** includes:

Khan Academy,  
Virtual Nerd,  
Socrative,  
PowerPoint,

ALEKS,  
Activate Instruction,  
OARS online assessments,  
Prezi

**8<sup>th</sup> grade** *Technology-based resources* utilized:

Khan Academy,  
Virtual Nerd,  
Socrative,  
PowerPoint,

ALEKS,  
Activate Instruction,  
OARS online assessments,  
Prezi

**Intervention/Enrichment:** Teachers are going to be able to provide intervention to students based on their assessment results. Interventions may include: lunch-time tutoring, Homework Club (with core teacher), After School program support. 7<sup>th</sup> grade also offers an intensive supplemental mathematics skills course for students who are struggling the most.

## **Science (CORE)**

### **Science**

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. A significant feature of middle school science is the focus on earth sciences in the sixth grade, life sciences in the seventh grade, and physical sciences in the eighth grade. While the majority each course focuses on one discipline, the other two are incorporated to show the interplay of multiple branches of scientific knowledge.

The science curriculum offers a balanced and academically rigorous program based on the California Science content standards while integrating the Next Generation Science Standards and the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

### **Earth Science 6**

Sixth grade earth science begins with a study of Earth's structure and the theory of plate tectonics. Students then learn about the forces shaping Earth's surface and the natural resources that come from our planet. The course then shifts to physical science topics such as heat and thermal energy, and how these affect weather patterns. Sixth grade science ends with a unit on ecosystems, preparing students for seventh grade life science. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

### **Life Science 7**

Seventh grade life science begins with a review of Earth and Life History from their sixth grade Earth Science course. Students then proceed through the course to learn about life at the microscopic, cellular level with a study of cell structure and function and genetics. The course then shifts to a macroscopic focus on the topic of evolution. Students then learn about the structure and function of living things, both human and plant life. Seventh grade science ends with a unit on physical principles in living systems in preparation for eighth grade physical science. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

### **Physical Science 8**

Eighth grade physical science begins with a study of atomic structure and the periodic table. Students then learn about chemical reactions and molecules that are essential for life on Earth. The course shifts from biochemistry to physical science, covering the basics of kinematics, motion, forces, and density. Eighth grade science ends with a unit on celestial bodies and the structure of our solar system. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

Students will experience hands on activities, will conduct lab investigations, will design and carry out their own experiments for science fair, will read and analyze science texts, will write lab reports, and will conduct science related research. These learning opportunities will help students think and act like scientists, and will support their progress towards acquiring skills necessary to succeed in high school and higher education, and potentially to embark on a career in science.

Innovative curricular components: Students will experience a very structured environment where they will thrive in the area of science. Hands-on activities, Science Fair projects as well as lessons that embed technology are some of the areas unique to our science program.

**Curriculum utilized in Earth Science include:**

CPO Science: Focus on Earth Science for 6<sup>th</sup> grade,

CPO Science: Focus on Life Science for 7<sup>th</sup> grade,

CPO Focus on Physical Science/ Delta Education LLC. For 8<sup>th</sup> grade

**Technology-based resources utilized in Earth Science include:**

**6<sup>th</sup> Grade:**

Web Quests, Socrative,  
OARS online assessments, PowerPoint, Prezi,  
Google Drive

**7<sup>th</sup> & 8<sup>th</sup> Grade:**

Socrative, OARS online assessments,  
PowerPoint, Prezi,  
Google Drive

**History/Social Science (CORE)**

In all Social Science coursework, there will be an emphasis on developing intellectual reasoning, reflection and research skills.

**Grade 6: World History/Geography: Ancient Civilizations**

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

**Grade 7: World History and Geography: The Medieval World and Beyond**

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

Students examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting



growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

### **Grade 8: United States History and Geography: Growth & Conflict**

Students in grade eight United States History study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Innovative curricular components: Social studies’ lessons are hands-on which students are able to be engaged and learn. Teachers also utilize ample web-based pages that enhance the learning currently used in the classroom.

#### **Curriculum utilized:**

**Grade 6** World History includes:

- History Alive!
- The Ancient World
- Other supplemental reading sources

**7<sup>th</sup> grade** World History includes:

- History Alive!
- The Medieval World and Beyond

**Grade 8** for United States History includes:

- History Alive
- The United States through Industrialism
- A Young People’s History of the United States

#### **Technology-based resources utilized:**

**Grade 6** Ancient Civilizations include:

- |                        |                         |
|------------------------|-------------------------|
| Web-based applications | Socrative               |
| Activate Instruction   | OARS online assessments |
| PowerPoint             | Prezi                   |
| Google Drive           |                         |

**Grade 7** World History include:

- |                        |                         |
|------------------------|-------------------------|
| Web-based applications | Socrative               |
| Activate Instruction   | OARS online assessments |

PowerPoint  
Google Drive

Prezi

**Grade 8** United States History include:

Web Quests  
EDMODO  
PowerPoint  
Google Drive

Socrative  
OARS online assessments  
Prezi

### **Physical Education (NON-CORE)**

Physical Education in grades 6-8 is performed through non-traditional physical activities, teambuilding activities, and journaling of progress following the State Standards for Physical Education. Students will learn the skills and mechanics necessary to participate in physical activity for the rest of their lives, while independently tracking their progress, and developing positive lifelong healthy habits. There are 5 critical areas Physical Education addresses:

- Demonstrate motor skills and movement patterns needed to perform a variety of activities
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities
- Assess and maintain a level of physical fitness to improve health and performance
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

Students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade will also learn and understand concepts of health, nutrition and the importance of staying healthy through a variety of academic course settings.

#### **Innovative curricular components:**

Students in all grade levels will be exposed in an academic setting during physical education class. A classroom is set up for Physical Education where students will be expected to work on projects, research and learning about health, nutrition, and health-related concepts.

#### **Intervention/Enrichment:**

Students will be able to receive support during physical education time. Students will have time to analyze their projects and reports and will be able to receive support to ensure that they reach an academic level that is at grade level.

#### **Instructional materials:**

Multi-purpose balls, football flags, cones, soccer and basketballs, yoga mats and yoga blocks, dumbbell weights, medicine balls, and fitness DVD's.

#### **Technology-based resource:**

Physical Education includes OARS online assessments and chromebooks.

### **Advisory (Non-Core)**

6<sup>th</sup> – 8<sup>th</sup> grade students at VACMS will participate in an advisory period four times a week.

There are three main goals of the advisory program:

- **Social Emotional:** Students will be in an environment that fosters bonding within an advisory group so that they feel accepted and valued by their teacher and peers.
- **College Ready Skills:** Students will build non-cognitive skills that include a range of behaviors that reflect greater student self-awareness, self-monitoring, self-control, study skills, work habits, time management, help-seeking behavior, and social problem solving skills. They will begin to develop the behaviors, problem solving, and coping skills that allow students to successfully manage new environments and the new academic and social demands of high school and college.
- **College Knowledge:** Students will begin to gather the information and skills that will allow them to successfully navigate the complex college admissions and financial aid processes, as well as begins to develop an understanding of college norms & culture.

It is in Advisory that class Council, from the Council in Schools program created by the Ojai Foundation, will regularly be held. Council is a practice that cultivates heartfelt and meaningful communication skills, encourages mutual understanding and respect, and enhances community cohesion. Inspired and informed by the commonalities inherent in worldwide cultural and organizational dialogue practices, Council elements include the use of circular seating, defined intentions, focusing tools (such as a “talking piece”), clear beginnings and endings, and “witnessing,” a process of summarizing and acting upon what is shared in the session. Participation in Council engenders receptivity, authentic expression, and creative spontaneity as it builds positive relationships in classrooms and the VACMS community.

#### **Innovative curricular components:**

Students will be exposed to ALEKS (an online math program) that will continue to refine and enhance math skills at the individual’s skills level. Students will be exposed to different levels of a rigorous math curriculum via technology that is personalized to align to their proficiency level, and also tied to grade level specific curriculum. During Advisory, students will also be exposed to different areas of instructional support; school-wide character program, review and reinforcement on how to use the ALEKS system, be exposed to Student Council, as well as different areas of support for students. Through Advisory, students’ developmental, psychological, emotional, intellectual and social needs will be addressed so that students can gain the confidence and skills to not only be engaged but also skills that will enhance their educational experience beyond VACMS. Data Talks will also be completed on a regular basis to ensure that students are meeting the standards. Support and interventions will also be provided for students deemed to be in need of such support.

#### **Intervention/Enrichment:**

The benefit of Advisory time is that students will receive structured intervention support to enhance their math skills. Additionally, students will also receive time to get to know their

advisor as well as their peers in a structured environment. Research shows that this time is critical since it enhances the academic experience of the students.

**Instructional Materials:**

Different instructional materials will be utilized according to that week's lesson. Teachers will be given the support material weekly. Via GoogleDocs, teachers will be able to view their Advisory lessons one week before.

**Technology-based resource:**

An Advisory 2016-2017 Google Doc will be shared amongst all teachers where they will be able to click in a folder for their instruction for the week. All relevant materials for their instruction will be included in the weekly folder. For students, Chromebooks will be utilized as well as any other technology-related materials as needed.

Assessment and Learning in Knowledge Spaces (ALEKS) is an internet math program. At the beginning of the year, students will take a pre-assessment in ALEKS to determine their current knowledge of various math topics. These questions are chosen by ALEKS based on how each individual student answers the previous question. This ensures that each student's assessment is unique and personal. ALEKS then displays each student's current mastery on the ALEKS pie chart. Throughout the year, ALEKS will give each student progress assessments to ensure that previously learned topics are retained and mastered. Students gain or lose pie topics depending on whether they answer their progress assessment questions correctly.

Students continuously work to improve mastery of math topics at their given course level in learning mode. In learning mode, each student is offered topics that he/she is ready to learn based on the student's prerequisite knowledge (demonstrated through assessments). ALEKS offers practice problems for the student to demonstrate mastery of the chosen topic. Students can choose "explain" if they need help with a given topic and ALEKS will provide a detailed visual example of how to appropriately answer the problem.

Most problems may be viewed in English or Spanish (by choice) and students can also get assistance from instructor and elbow partners. Students are encouraged to tutor one another and gain a better understanding of math topics by teaching classmates. All students are required to take notes on math topics in a composition notebook. This notebook can be used on teacher-initiated quizzes, progress assessments, and in learning mode.

For students who need extra help with the four basic operations (multiplication, division, addition, and subtraction) there are quicktable math facts modules and games. Students practice quicktables to strengthen their foundation in the basic operations throughout the course.

When students master over 90% of their current ALEKS course, the instructor moves the student to the next leveled ALEKS course (as designated in the ALEKS course product list).

### **Council Leadership (NON-CORE)- During Advisory**

Students will use their own stories to gain courage, self-control, justice, heroism, leadership and individual responsibility. Students will become council leaders to gain knowledge and show others how humans interact respectfully with one another, follow rules and respect the rights of others. Students will become leaders and develop their skills as positive role models in society.

Curriculum utilized in Council Leadership includes *Everyday Leadership* by Mariam G. Macgregor and Taswell Macgregor.

### **Instrumental Music- Band and String Orchestra (NON-CORE)**

Instrumental music programs (grade 6-8) are sequential instrument method courses for beginner, intermediate, and advanced instrumental music students.

Students learn beginning to advanced music theory (rhythms, note names, expressions), music history, performance techniques, and cultural diversity through music. Students develop a basic structure to learn required music performing skills needed to rehearse and perform concert sheet music. Sheet music is chosen based on its difficulty level relative to the performance level of the student musicians.

Students learn, rehearse, and perform 2-4 repertoire pieces each semester of various levels of difficulty. Concert music is meant to push students' performing abilities while providing constant opportunities to master previously learned skills.

Music students also learn to engage with music through other disciplines, completing various projects and/or listening journal entries according to provided rubrics. Listening journal entries allow students to write about music relative to themselves, within an academic framework. Projects include history research essays and/or presentations which require students to write and present about various music topics.

Music students learn to compose original music using the Noteflight online notation software. Students learn to use the multiple toolbars to input notes, expressions, and rhythms to create their own scores.

#### **Innovative curricular components:**

The use of technology in the course objectives; original compositions, composing on-line essays (on Google docs), and using either Prezi or Google PowerPoint to create visuals to enhance their written essays. Parents are very involved in the process of ensuring that their children are practicing.

#### **Intervention/Enrichment:**

Students attend after school for extra help, sessions with teacher or to help each other. Students often take advantage of this opportunity. A yearly music field trip is offered to all students.

**Instructional materials utilized:**

*Essential Elements for Band 2000* Book 1 and 2 by Lautzenheiser, Higgins, Menghini, Lavender, Rhodes, and Bierschenk,  
*Essential Elements for Strings 2000* Books 1, 2, and 3 by Allen, Gillespie, and Hayes

**Technology-based resources utilized:**

Muscore notation software                      Activate Instruction  
Prezi    PowerPoint

**Spanish (NON-CORE)**

Spanish 1 is a first-year class designed to teach students the fundamental vocabulary and grammar necessary to begin communicating and understanding in the Spanish language. Students will develop the basic communication skills of listening, speaking, reading, and writing Spanish.

Students who take Spanish 1 will be able to speak, read, write, and comprehend Spanish on a basic level at the culmination of the course. These skills will be developed through active class participation. Students in Spanish 1 will interact with five standards for world language:

- Communication                                      Comparison
- Culture    Connections
- Communities

Spanish 2 is a second-year class designed to teach students the fundamental of verb conjugations, phonetics, and syntax. Students will also develop the basic communication skills of listening, speaking, reading, and writing Spanish. Students will also take a closer look at various Hispanics/Latino cultural aspects.

Students taking Spanish 2 will have a better understanding of Spanish by practicing speaking, reading, and writing. These skills will be developed through active class participation, pair group, group presentation, and individual activities. Students in Spanish 2 will interact with five standards for world language:

- Communication                                      Comparison
- Culture    Connections
- Communities

*Instructional materials* utilized in Spanish 1 includes Prentice Hall’s Paso a Paso 1, or Prentice Hall’s Paso a Paso 2 for Spanish 2 courses.

*Technology-based resources* utilized in Spanish 1 and 2 include web-based resources and Google Drive.

VACMS Proposed Course Sequence						
Subject	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
English Language Arts	English 6	English 6	English 7	English 7	English 8	English 8
English Language Development	ELD 6	ELD 6	ELD 7	ELD 7	ELD 8	ELD 8
Social Studies	Ancient History	Ancient History	Medieval History	Medieval History	U. S. History	U.S. History
Mathematics	Math 6	Math 6	Math 7	Math 7	Math 8	Math 8
Science	Earth Science	Earth Science	Life Science	Life Science	Physical Science	Physical Science
Electives	Instrumental Band	Instrumental Band	Spanish 2	Spanish 2	Spanish 2	Spanish 2
	Spanish 1	Spanish 1	Band & Orchestra	Band & Orchestra	Council/Leadership	Council/Leadership
	Computer Literacy	Computer Literacy	Computer Literacy	Computer Literacy	Band & Orchestra	Band & Orchestra
Physical Education	P.E. 6	P.E. 6	P.E. 7	P.E. 7	P.E. 8	P.E. 8
Advisory	Advisory 6 & ALEKS	Advisory 6 & ALEKS	Advisory 7 & ALEKS	Advisory 7 & ALEKS	Advisory 8 & ALEKS	Advisory 8 & ALEKS

**Instructional methods and strategies:**

VACMS's skilled teachers will use a rich repertoire of instructional methods. Teachers consider the goals and objectives of the lesson and the unit, the students' prior learning, and strategies for maximizing cognitive engagement. Based on Dr. Howard Gardner's theory of Multiple Intelligences and Norman L. Webb's Depth of Knowledge (DOK), our teachers address the different types of learners in their classrooms and the degree of understanding students need to be successful.

Following is a brief description of the general instructional methods VACMS teachers will employ to engage students with the content.

**Methodologies**

**Constructivist learning:** VACMS teachers facilitate learning by recognizing the knowledge that students bring to the classroom. Students' learning is supported through an inquiry process as students construct new understanding and meaning.

**Problem Based and Inquiry Learning:** VACMS teachers give students a problem which the student must then solve by gathering data, organizing data, and attempting an explanation, "whereby students become increasingly accomplished problem-solvers given structure and guidance from mentors who scaffold students through coaching, task structuring, and hints, without explicitly giving students the final answers. An important feature of scaffolding is that it supports students' learning of both how to do the task as well as why.

**Gradual Release Model:** The gradual release of responsibility model of instruction requires that the teacher shift from assuming “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility. ”(Pearson and Gallagher) The model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. First, the teacher models his/her thinking and understanding of the content for students. Then, during guided practice, the teacher prompts, questions, and facilitates as students engage in tasks that increase their understanding. To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as stations, ensure that students practice and apply their learning while interacting with their peers.

**Project-Based Learning:** Project-based learning (PBL) is a model that organizes learning around projects. In PBL, students are given complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

### **Strategies**

**Heterogeneous grouping:** VACMS provides all students with the same rigorous content and scaffold support. Heterogeneous grouping has been shown to improve overall learning although some have called grouping at the middle level “the most important unresolved issue in education” (George). In a review of research on ability grouping over a sixty-year period, Slavin (1987) concluded that “almost without exception, reviews from the 1920s to the present have come to the same general conclusion: that between-class ability grouping has few if any benefits for student achievement.” (<http://rer.sagepub.com/content/57/3/293.abstract>). At VACMS, all students, including students identified for special education and English Learners, will be active members of the classroom.

**Pre-teaching, or front loading:** Prior to lessons (when needed), VACMS teachers introduce students to the concepts that are to be presented in an upcoming lesson. VACMS applies pre-teaching as a way to build bridges between prior knowledge and new concepts, content, or skills. Visual aids and graphic organizers may be used. Students’ self-confidence levels increase through the practice of pre-teaching.

**Targeted re-teaching:** When VACMS’s assessments reveal that students are struggling with a particular skill or concept, students will receive targeted instruction that re-teaches a particular skill or concept. VACMS teachers will build on previous activities with an approach that is different from the one they initially used. Focus will be given to particular errors or omissions. Teachers will be able to assess student’s understanding of concepts either within the lesson, or within the assessment window; which occurs at minimum every three weeks.

**Teacher Lecture:** Teacher lecture is a familiar and effective method for teaching and at VACMS it will be used thoughtfully and properly. Synthesized research on learning processes presented in *How People Learn* (1999) confirms, “experts’ abilities to think and solve problems depend strongly on a rich body of knowledge about subject matter” (<http://www.centerforpubliceducation.org/Learn-About/21st-Century/Putting-it-all-together.html>). Facts acquired through lecture, text or empirical research are an essential



component of constructing knowledge.

**Cooperative Learning:** Small groups of VACMS students work together to solve a problem or complete a task. Cooperative learning brings students of varied ability together in small groups to increase student participation and involvement in the learning process. Students take responsibility not only for their own learning, but also share the responsibility for helping other members of the group achieve instructional goals (Slavin). VACMS believes that the middle classroom is an especially appropriate place to use cooperative learning strategies. Students working with others toward a common goal draw upon their interest in the peer group that gives meaning to the relationship. A number of studies have indicated that cooperative learning enhances academic learning, fosters intergroup relations, heightens self-esteem, improves mutual concern and trust, and increases the likelihood of positive social behavior (*Educational Leadership*).

All 6<sup>th</sup>-8<sup>th</sup> grade students at VACMS receive instruction that is designed to facilitate their attainment of the State learning standards. Specific content in all subject areas will be drawn from the adopted State Standards. The curriculum supports different sub-groups (English Learners, students with disabilities) and addresses different learning styles. While VACMS will adopt content area curriculum, teachers will not utilize the texts as their sole curriculum method, rather use it to supplement their grade-level or department designed curriculum. VACMS believes that curriculum design is a tool that can be used to empower teachers. Research has found that “Teachers are not likely to make changes to practice unless they judge them to be necessary or desirable, or if they are have opportunities to discuss change and to learn from others.” (Appleton & Asoko; Arora, Kean, & Anthony; Franke, Carpenter, Fennema, Ansell).

Content area teams, Administration, and the Center for Teaching and Learning will collaborate and learn from one another as milestone documents are developed. VACMS underscores the value of its teachers as intellectual architects in this task. VACMS also values the incorporation of a student’s intellectual, social, emotional and political learning into curriculum design and therefore, hires culturally responsive teachers who “realize not only the importance of academic achievement, but also the maintaining of cultural identity and heritage” (<http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm>).

The adoption of the State Standards demands significant shifts in the way teachers think about, design and deliver instruction to students. The content and structure of the State Standards strongly align with VACMS’s approach to teaching and learning.

VACMS places a high value on structuring time during the year for both grade level and content teachers within and across the school to convene and collaborate. Teachers meet in content and grade level teams twice monthly. This cultural value of shared collaboration provides a strong foundation as we focus these conversations on content shifts within grade levels and vertical articulation across grade levels required by the California Common Core State Standards. The following table outlines the instructional shifts that will be required by the State Standards and VACMS practices aligned to those shifts:

CA CCSS Shifts in English Language Arts/Literacy	
Shifts	Description
Balancing Informational and Literacy Text	There is a shift toward reading more rich, non-fiction texts in all grade levels across all disciplines. The balance between fiction and non-fiction ranges from 50%/50% in elementary to 30%/70% in High School.
Knowledge in the Disciplines	Students build knowledge about the world through TEXT rather than the teacher or activities.
Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Writing from Sources	Writing emphasizes use of evidence from sources to inform or make and argument.
Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done by spiraling like-content in increasingly complex tasks.

**Current Practices Aligned to ELA/Literacy Shifts:**

- VACMS will partner with an English Learner Instruction Consultant from the Center for Teaching and Learning to provide professional development in the implementation of State Standards. The professional development series provided training in the following content areas:
  - Developing a deeper understanding of “college and career ready” students as described by the State Standards
  - Clear understanding of the architecture of the State Standards for ELA and Literacy
  - Connection of State Standards for ELA and Literacy to the Teaching and Learning Framework
  - Design a coaching plan for successfully coaching all students, including English Language Learners, standard English Learners, and students with disabilities, in adopting essential State Standards learning skills.
  - Creation of the State Standards road map
- VACMS will maintain focus on reading across the content areas, increasing the amount of non-fiction text that student read throughout the day. Grade level and content teams utilize common reading strategies (i.e. thinking maps, text annotation, etc.) to increase student access to content.
- Our ELA Unit Framework, which is focused on core literature, includes a summative

writing task that requires students to use textual evidence to support their answers. Additionally, the unit framework integrates non-fiction texts that augment and support students' understanding of the key concepts in the literature.

- Content walls are utilized across the disciplines to provide a deep focus on meaningful language of the discipline. These walls include more than a list of words – they build a web of content information grounded in the language of the discipline. Students and teachers utilize these walls to make sense of text and integrate vocabulary into both their writing and academic discourse.
- Teachers hold students accountable to use complete sentences, appropriate discourse structure and academic vocabulary in both whole and small group instruction. Moreover, students develop the habit of supporting their assertions with evidence, which is more often than not textual evidence. In the spirit of healthy debate, students are encouraged to push their peers to substantiate counter arguments with evidence.

CA CCSS Shifts in Mathematics	
Shifts	Description
Depth of Focus	Teachers significantly narrow and deepen the scope of how much time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts prioritized by the standards.
Coherence	Teachers carefully connect learning within and across the grades so that students can build new understanding onto foundations built on previous years.
Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework for students to memorize, through repetition.
Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math <u>is this where it was supposed to finish?</u>
Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Dual Intensity	Students are practicing and understanding. There is more of a balance between these two activities in the classroom – both are occurring with intensity.

## **Current Practices Aligned to Mathematical Shifts**

- VACMS will partner with the Center for Teaching and Learning, receiving professional development and coaching in the implementation of State Standards. Meeting a maximum of six times annually, the CSUN mentorship partnership includes:
  - Professional development around the State Standards
  - Coaching in planning and delivery of instruction
  - Lesson observations and post lesson debrief/reflection
  - Data analysis
  - Vertical content articulation
  - Follow-up coaching as needed
- VACMS teachers will provide mental math practice to develop procedural fluency, the efficient use of estimation, and strategies for calculating quickly.
- Mathematical Tools: VACMS teachers will give students practice with different representations and tools, such as algebra tiles, number lines, and graphs, to help students make sound decisions about when each of the tools might be helpful.
- To help students develop the modeling and representational skills required by the Standards for Mathematical Practice, VACMS teachers provide students with rich, non-routine problems. Students must utilize all of the problem solving strategies in their toolkits (making charts, drawing pictures, creating formulas, guessing and checking, etc.) to solve the problems. They will have the opportunity to solve problems collaboratively, which gives them the opportunity to develop the ability to analyze problem solving approaches.
- Error Analysis: VACMS math teachers engage students in analyzing student errors. This practice helps students to uncover and correct misconceptions, use the language of the discipline to explain a problem solving process, and utilize procedural skill to solve problems accurately.
- Content walls are utilized across the disciplines to provide a deep focus on meaningful language of the discipline. These walls include more than a list of words – they build a web of content information grounded in the language of the discipline. Students and teachers utilize these walls to make sense of text and integrate vocabulary into both their writing and academic discourse.

## **Instructional program and student use of technology:**

Evidence indicates that technology use can help students improve their performance on tests of basic skills. However, researcher investigating the use of technology in education shows that technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking (Culp, Hawkins, & Honey; Sandholtz, Ringstaff, & Dwyer; Means). To use technology effectively, teachers must understand how its use fits into the larger curricular and instructional framework. Courseware (computer software designed to be used in an educational program) should reflect curricular standards, and should take into account research on how students learn. Using technology in the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz; “Critical Issue,”).

The intent of the use of technology at VACMS is to enhance the instruction and education of its students through the integrated use of technology in the support of a standards-based curriculum. Technology facilitates the creation, location, organization, manipulation, and presentation of information by teachers, students, and administration. Technology also enhances communication and information exchange between teachers, parents, students, and administration. VACMS students will be well versed in the use of computer hardware and software, including email, the Internet, educational software, and reference material. Students will use these technologies to locate, organize, manipulate, create, and present information, as they become information navigators with the help of their teachers and parents.

As a result, technology use at VACMS shall be guided by the following principles:

- The use of technology at VACMS will not be viewed as a separate curricular area but as a tool used daily to support the existing curriculum;
- It is essential to keep children's needs at the center of technology implementation;
- Ongoing staff development will be crucial to the successful implementation of the Technology Plan and effective technology integration;
- Ongoing parent education about the applications and use of technology at VACMS will be a critical component to student success;
- Equitable hands-on experience with instructional technologies will be provided for all students at all grade levels;
- Computers are a dynamic learning tool, used for information processing, skill development, artistic expression, writing and composition, research, and numerous other applications for daily life and learning;
- The writing and editing process is enhanced by the use of computer applications. Students will access an infinite source of visual information from an abundance of sources world-wide continually available to all learners to enhance and reinforce their learning experiences;
- Teachers will collaboratively acquire, adapt and develop ideas that incorporate using technology in the learning process;
- Teachers at every level and in all subject areas will recognize and take advantage of instructional technologies as powerful and concrete devices for teaching critical-thinking and problem-solving skills;
- Teachers will integrate technology into the curriculum while facilitating the learning process for students through modeling, coaching and monitoring;
- Teachers will use a school-wide communication device to allow constant and promote collegial interaction;
- Teachers will use the computer as an effective instructional tool for preparing materials and presenting lessons; and
- Teachers will be the instructional leaders in their classrooms and control how computers and technology are used to further learning outcomes.

### **Professional Development**

VACMS has 6<sup>th</sup> grade teachers with multiple subject and/or single subject credentials, and will all be NCLB compliant. 7<sup>th</sup> and 8<sup>th</sup> grade teachers will have single content subject credentials, and a music, physical education and Spanish teacher all with single subject credentials. All teachers will be highly qualified to deliver strong content, provide support, gauge student learning, evaluate lesson delivery, analyze data and make necessary changes if needed.

Teachers will have Wednesday professional development days to review data, determine next steps and plan any pertinent material necessary to continue to progress at higher levels.

A Strategic Professional Development Plan will be created to support teachers with on-going development.

Professional development training will include: Danielson Framework, Evaluation systems, ELD, Special Education review, and Quarterly Data Analysis.

### **Meeting the Needs of All Students**

#### **English Learners**

VACMS will identify English Learners based on their previous CELDT results (Future ELPAC assessment)

California adopted the Common Core State Standards (CCSS) in August 2010 and is currently working with the Smarter Balanced Assessment Consortium (SBAC) on a CCSS-aligned state student assessment system. As part of this effort, the California Department of Education (CDE) is developing a new assessment of English language proficiency for English learner (EL) students. Once developed, the new English Language Proficiency Assessments for California (ELPAC) will replace the current test, the California English Language Development Test (CELDT / ELPAC).

We will also verify their Home Language through a Survey and request additional records (if needed) in order to determine support for the student(s).

- Educational program for English language acquisition, including how, where, and by whom the English Learner program components will be provided

### **Identifying English Learners**

The Home Language Survey given to all students upon enrollment identifies English Learners (EL). Those students whose primary language at home is other than English, as indicated on the Home Language Survey, and who have not been previously evaluated at another school, are administered the California English Language Development Test (CELDT) and/or ELPAC within 30 days of enrollment. If they qualify as an English Learner as a result of the CELDT/ELPAC, they are tested annually, and their progress is tracked until they are reclassified. Students previously identified as EL at another school according to cumulative records are provided the appropriate instructional services according to State and District mandates, and the school's EL Master Plan and are administered the annual CELDT/ELPAC. Students identified as RFEP are monitored according to State and District guidelines, and the school's EL Master Plan to evaluate and maintain progress. Additionally, students previously identified as IFEP are noted

and monitored. VACMS provides outreach services and informs parents with limited English proficiency with important information regarding school matters to the same extent as other parents. Toward this end, VACMS provides:

- Translations of parent communications in Spanish
- Interpreters for meetings
- Parent workshops on the Charter School's programs and assessment

### **Educational Program for English Learners**

VACMS believes that in order for English learners to succeed, they need to have a solid foundation in language and literacy. The thread that runs through the curriculum is English Language Development (ELD). Research states that by the age of four, students in low socioeconomic households have an overwhelming lack of exposure to language when compared to students from working class and professional families (Hart and Risley, University of Kansas, 1995). For English learners, the gap is even greater. Our mandate is to help these students close this gap.

The foundation of the program is the new California English Language Development Standards, which are aligned with and serve as a transitional bridge to the state's CCSS in ELA/Literacy. These standards integrate listening, speaking, reading, writing, and language awareness across all content areas. Planning for ELD instruction is guided by the new ELD standards and student data. Vista Teachers continuously receive vigorous training on the new ELD standards, and continue to work with them in their instruction of EL students. Since the new standards are closely aligned with the CCSS, which is fully implemented, the new standards have been easily incorporated into the curriculum. VACMS' teachers address these standards, using SDAIE strategies when appropriate, in ELD instruction and in daily language arts, math, social studies and science. Additionally, teachers review the results of the annual CELDT/ELPAC and identify areas of student growth and areas in which students need to improve to guide instruction. ELD folders are maintained for each student and updated throughout the year.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition; however, they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS) (Cummins). By using the ELD standards, teachers are able to ensure that the instruction supports the students' development of rich academic language and access to the common core state standards.

Research, professional collaboration, data collection, and sharing of best practices guide us toward finding the best way to help our students gain access. EL instruction is integrated throughout the curriculum and classrooms have the following characteristics:

- Subject matter in the CCSS content areas: ELA and Literacy/History/Social Studies, Math, and Science, is taught in English
- Teachers of these classes have received training in methods to instruct English language learners (CLAD), and may be bilingual

- Teachers have received training on the new ELD standards.
- Where teachers have primary language skills, they may support the children’s understanding of concepts by using the primary language
- Materials specifically selected to increase English language proficiency came with the Imagine It series.
- To foster home support and parent involvement, homework assignments may be given or explained in student’s the primary language

### **Strategies for English Learner Instruction and Intervention**

VACMS offers a full immersion program to all students, taught in small class sizes. Primary language support is given for students still developing their English language proficiency. Although the instruction in these classes is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Targeted English instruction in the form of English Language Development is provided for English Learners. Students receive academic support during class on an individual and small group basis. During these sessions, students are grouped homogeneously according to their CELDT. Throughout the curriculum, teachers utilize researched-based strategies specific to the needs of English Learners, including Specially Designed Academic Instruction in English (SDAIE), which is based upon the language acquisition theories of Dr. Steven Krashen. SDAIE supports English Learners by allowing them to move forward with academic courses while at the same time learning English through comprehensible second language input and a supportive learning environment. SDAIE instruction, which also benefits students who are academically high priority, focuses on making academic input comprehensible. Strategies for effective instruction include:

- Use of realia and manipulatives
- Use visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Use Graphic organizers (matrices, Venn diagrams, webs)
- Plan opportunities for interaction between students (creating a skit and acting it out, think-pair-share, collaborative learning, and student-generated stories based on personal experiences)
- Use of body language and gestures
- Slower speech rate
- Clear enunciation
- Controlled vocabulary



- Checking for comprehension
- Incorporating songs and plays into lessons
- Reducing negative feedback and increasing positive feedback to lower student anxiety
- Metalinguistic knowledge and the transfer of skills across languages is emphasized, which enables ELs to increase their knowledge of English as a linguistic system, including phonology, morphology, syntax and grammar. Structures that further support limited English proficient students in structured English immersion (SEI) classes are:
  - Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
  - Providing abundant opportunities to participate in oral language activities
  - Flexible grouping of students
  - Instructing in small groups
  - Providing after school classes that build upon activities and lessons from the regular classroom
  - Providing in-class support from other credentialed teachers or specialists Student-centered communicative approaches, meaningful interaction between adults and students, a focus on language to acquire new knowledge and learning focused on understanding language functions and use are the foundation of VACMS' program.

### **Reclassification Criteria**

Students who have been identified as EL and who subsequently demonstrate that they are able to compete effectively with English-speaking peers in mainstream classes, will be reclassified to fluent English proficient (RFEP) according to the following guidelines:

<b>Reclassification Criteria</b>	
<b>6<sup>th</sup> Grade</b>	<p><b>Annual CELDT/ELPAC Scores</b>  <i>Overall annual CELDT score of 4 or 5 (with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing)</i></p>
<b>7<sup>th</sup> Grade</b>	<p><b>Teacher Evaluation</b>            The teacher judges the student will be successful in a Mainstream English Program based on a review of:</p>
<b>8<sup>th</sup> Grade</b>	<p><b>Report Card</b>            Report card grade marks of 3 or higher in the areas of Listening, Speaking, Reading, and Writing in ELA</p> <p><b>CAASPP</b>            The students has demonstrated basic grade-level skills on the Assessment by achieving scores in the Basic, Proficient or Advance performance band on ELA section of the test</p> <p><b>Parent Opinion/Consultation</b></p>

The academic progress of RFEP students is monitored for a minimum of two years, as required by state and federal guidelines. During this monitoring period, CELDT/ELPAC testing is not required. If their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency.

**Monitoring Program Evaluation and Effectiveness**

VACMS monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Education code and Board policies are followed closely to ensure appropriate implementation of English Learner programs. ELs progress is monitored annually using both school adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. Student data is disaggregated and reviewed annually by school administrators and teachers. ELs are expected to show one language proficiency level of growth annually as measured by the CELDT/ELPAC until they reach English proficiency and then maintain level until reclassified. Data from the annual CELDT/ELPAC administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are applied at the school site. VACMS ELAC committee of teachers and parent representatives meet annually in order evaluate the program for English learners.

**Monitoring Student Progress of English Learners and Reclassified (RFEP) Students**

Teachers measure students' mastery of the ELD standards through the observation, PLP reflections, and informal and formal assessment (CELDT/ELPAC) throughout the year. The ELD data provides targeted outcomes are analyzed and used for differentiation of instruction,

authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD/SDAIE instruction. The CELDT/ELPAC test is administered in the fall for all students and to all incoming students new to U.S. schools throughout the year. The results are tied directly to instruction through grade level planning and targeted lesson development.

VACMS' expectation is for students to progress through the levels of proficiency and re-designate as fully English Proficient (RFEP) before they move on to high school.

A Long Term English Learner (LTEL) is a student who has been enrolled in U.S. schools for more than six years, is no longer progressing towards English proficiency and is struggling academically. They do not have the English skills needed for academic success, and have accumulated major academic gaps in their elementary school and/or middle school years. There are many factors which contribute to a student becoming a LTEL including a lack of targeted language development, placement in intervention models designed for native English speakers, limited access to the full curriculum, and placement with teachers lacking the professional development needed to address the language needs of ELs, and socio-economic factors including poverty, among others.

VACMS is working to address the needs of English Learners in their classrooms. VACMS uses the following approaches to support our English Learners; using formative assessment to guide instruction, focusing on building students' oral and written academic language, encouraging primary language development, and using engaging, relevant curriculum designed for elementary students. In order for students to have true access to the content being taught, our teachers carefully consider the language demands required in order to access that content and scaffold their instruction to meet both language and content objectives. Building relationships with students and parents and creating a positive learning environment where students feel challenged and engaged are also crucial factors in addressing the needs of LTELs.

### **Gifted and Talented Students and Students Achieving Above Grade Level:**

GATE students will be identified by their classification from the previous year. Students who are meeting grade level standards and above will also be identified via data results from assessments, classroom formal and informal observations, progress report and report cards.

Teachers who have identified GATE students on their roster will be notified so that they may be able to provide additional challenging material/support to the students. GATE students will be able to receive higher-level thinking strategies within the classroom setting. Students who are also meeting and exceeding grade level standards will also receive challenging material during instruction so that students are continually challenged.

We will engage in comprehensive instructional strategies to challenge and support all students enrolled at VACMS. Students identified as GATE may participate in the performing arts Program during after school enrichment program time. High achieving students will be notified and a conference will be held with parents and guardians to discuss all extension opportunities at VACMS and how the families can be a part of the support process.

While our instructional program will be appropriately challenging for the majority of our students, we are committed to providing additional challenge to students performing above grade level. VACMS will follow the recommended steps to identify all students who may have GATE eligibility. The school will develop an initial list of candidates identified by referrals from teachers, parents, staff, or students. The Administration will screen the students by collecting data from sources such as the students' cumulative record or state test scores. If the student's parent gives consent, student to will benefit from the following components of our school's design:

- Highly skilled teachers using a variety of teaching strategies to challenge each student
- Small school size and safe environment, where academic success is celebrated
- Small, leveled guided reading groups w/students accessing challenging literature
- Extensive independent reading at each student's level so each child excels at own pace
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with/engagement of parents towards college prep mission
- Opportunities to build leadership skills through the student leadership cadre

Teachers will be trained to differentiate lessons to meet the needs of advanced learners, and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and the variety of processes used and products created.

Assessment results from every three weeks, Quarterly Assessment results, teacher formal and informal observations, progress reports and report card grades will provide data to monitor the progress of students in this subgroup. Assessment results will enable us to determine whether GATE students may or may not understand the concepts. Assessment results will help teachers determine if the student will need further support (which can be given during class time), whether the student is struggling to comprehend a concept (Homework club, or After school tutoring can be offered), or whether students are on track to meet standards.

#### **Students Achieving Below Grade Level:**

All students will be assessed every three weeks with a Quarter Unit on the 9<sup>th</sup> week of instruction. These results will help identify students achieving below grade level. On-going classroom information observations, progress reports and report cards will also yield the number of students who are struggling to meet grade level standards. Once students are identified, we will be able to provide additional support to students in a variety of ways.

First, teachers in the classroom will know exactly which students may be struggling. They will be able to offer immediate intervention within the classroom setting, or those students may be offered additional support through our Homework Club, where students will be able to receive additional support in order to ensure that students are receiving adequate help.

Additionally, VACMS will offer an after school Tutoring program which will identify students school-wide who are demonstrating that they are struggling to maintain grade level

proficiency. These students will receive small group tutoring support so that they may understand material that they are struggling with.

All support outside of the classroom will take place on the VACMS campus; the Homework Club, After School program, and the Tutoring Program.

Once the support is given to the students, teachers and administrators will continue to meet and review data to monitor the progress of the students. Students who continue to struggle will be referred to a Student Study Team (SST). This process will identify specific support that the student may need in order to achieve grade level mastery.

**Socio-Economically Disadvantaged/Low Income Students:**

The Family Income Survey will help to identify socio-economically disadvantaged students.

**Anahelm Charter Middle School**  
Income Survey  
School Year 2016-2017

**SECTION A: STUDENT/CHILD INFORMATION**

LAST NAME	FIRST NAME	SEX	DOB	GRADE	STUDENT ID#

**SECTION B: HOUSEHOLD INFORMATION**

Number of household members: \_\_\_\_\_ Total monthly income of household: \_\_\_\_\_

**SECTION C: SIGNATURE**

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR SCHOOL USE ONLY - DO NOT WRITE BELOW THIS LINE**

Foster Youth  
 Foster Care  
 Homeless  
 Single Parent Family  
 TANF Recipient  
 Other

VACMS will be able to meet the unique needs of socio-economically disadvantaged students in different ways. A variety of programs will offer support for field trips by paying for transportation costs to different educational events, afterschool enrichment activities as well as Saturday activities will be provided. Administration, Support staff, and any other pertinent adults will support socio-economically disadvantaged students. All programs and services will be provided on the VACMS campus unless away on a field trips.

Our After School program offers: tutoring, enrichment and a health component. Socio-economically disadvantaged students will be able to participate in extra-curricular activities as well as camps during non-school days. This opportunity will allow students to continue their extended learning, be offered meals and also participate in enrichment-type opportunities.

**Foster Youth:**

Foster Youth students will be identified by the office through records. Regular classroom

teachers, office staff, behavior counselor, administration, Education Specialist (RSP) and after school program coordinators and any other individual that may provide support will be notified so that the student does receive the support he/she may need.

Foster Youth students will be provided support by ensuring that any adults that is working with the student follows through with support, communicates with administration regularly and also ensuring that meetings are held regularly to discuss updates, changes or further support that the student may need.

### **"A Typical Day" at VACMS**

In a *typical day*, any visitor will be able to a structured environment where students are engaged in their learning. School-wide, every classroom includes common "planning boards" which clearly identify: the standard, objective, essential questions, agenda and the homework for every period including enrichment, electives and Advisory.

We pride ourselves in focusing on students as a 21<sup>st</sup> century learner. Thus, Chromebooks will be visible throughout the campus on any given period. Every student at school has a Chromebook to utilize to enhance their learning experience. Students are easily identified by their grade level as they are in uniform; 6<sup>th</sup> graders wear red, 7<sup>th</sup> graders wear yellow and our 8<sup>th</sup> grade student body wears white.

Any visitor should *expect to see and hear* students being engaged; from our academic portion of physical education, to orchestra, electives, or any other core class. Students are constantly challenged to be independent thinkers while also working in groups to analyze, synthesize, create or discuss any topics that are set by the teacher. Student-teacher interaction can also be expected. Clearly identified student outcomes will also be evident as both students and teachers will be engaged in the objective for that lesson. Visitors can also be expected to witness a structured *instructional design/model* that has been created to support all of our systems; visitors may see students progressing towards their ELD goals during ELD time, they may experience students in an academic setting during Physical Education time, they may experience student utilizing their Chromebooks to support/enhance/research a topic given by the teacher, etc.

All of these activities can be seen in a safe and productive environment where student learning thrives. Rigor will also be witnessed as part of our everyday culture at VACMS. Some of the *key instructional strategies* that a visitor will witness are the commonalities of structure that is evident at VACMS. Some of these elements may include: common planning boards, use of Chromebooks, use of ALEKS during Advisory, structured environment both in the classroom and throughout the campus, student engagement, witnessing students being independent thinkers or working in groups towards a common goal, an environment where students are motivated, happy and eager to learn.

### **Vista Anaheim Charter Middle School**

VACMS shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

# Academic Calendar and Schedules



ANAHEIM CHARTER MIDDLE SCHOOL

2016-2017 SCHOOL YEAR CALENDAR

CALENDARIO ESCOLAR DE INSTRUCCION



[www.vistacharterpublicschools.org](http://www.vistacharterpublicschools.org)

JULY 2016	AUGUST 2016	SEPTEMBER 2016	OCTOBER 2016	NOVEMBER 2016	DECEMBER 2016
JULIO	AGOSTO	SEPTIEMBRE	OCTUBRE	NOVIEMBRE	DICEMBRE
[Calendar grid for July-December 2016 showing school days and breaks]					

JANUARY 2017	FEBRUARY 2017	MARCH 2017	APRIL 2017	MAY 2017	JUNE 2017
ENERO	FEBRERO	MARZO	ABRIL	MAYO	JUNIO
[Calendar grid for January-June 2017 showing school days and breaks]					

MINIMUM DAY - DISTRICT: 177.35  
of a Minimum Schedule of 177.35 days

NO SCHEDULE  
WITHIN CLASS

Aug 8-9	Vista Charter Public Schools Professional Development (Full Day)	Aug 8-9	Vista Charter Public Schools Professional Development (Full Day)	Jan 18	Dr. Martin Luther King Holiday - (No School)	May 25	Memorial Day Holiday - (No School)
Aug 10-11	Learning Standards Assessment	Aug 11	Vista Charter Public Schools Professional Development (Half Day)	Jan 21	Vista Charter Public Schools Professional Development (Half Day)	Jun 15	Last Day of School - (Last Day of School)
Aug 15-16	Vista Charter Public Schools Professional Development (Half Day)	Aug 17-18	Parents Rising Again - No School - No Day Care	Feb 11	President's Day - (No School)		
Aug 18	First Day of School - Start of 1st Semester	Dec 11-12	Winter Break - (No School - No Classes)	Mar 20-21	Spring Break - (No School - No Classes)		
Dec 7	Winter Day Holiday - (No School - No Classes)			Mar 22	Winter Charter Middle School Observation		
Dec 21	Vista Charter Public Schools Professional Development (Half Day)						

**Sample Daily Schedules (regular, early dismissal, minimum day)**



**Anaheim Charter Middle School  
Regular Day Bell Schedule  
2016-2017**

**6th Grade**

	Start Time	End Time	Length
Period 1	8:00 AM	8:50 AM	50 min
Period 2	8:55 AM	9:45 AM	50 min
Period 3	9:50 AM	9:50 AM	0 min
Period 4	9:55 AM	10:45 AM	50 min
Period 5	10:45 AM	11:25 AM	40 min
Period 6	11:25 AM	1:20 PM	55 min
Period 7	1:25 PM	1:25 PM	0 min
Period 8	1:25 PM	1:25 PM	0 min
Period 9	1:25 PM	1:25 PM	0 min
Period 10	1:25 PM	1:25 PM	0 min
Period 11	1:25 PM	1:25 PM	0 min
Period 12	1:25 PM	1:25 PM	0 min
Dismissal	1:25 PM	1:25 PM	0 min

**7th Grade**

	Start Time	End Time	Length
Period 1	8:00 AM	8:50 AM	50 min
Period 2	8:55 AM	9:45 AM	50 min
Period 3	9:50 AM	9:50 AM	0 min
Period 4	9:55 AM	9:55 AM	0 min
Period 5	9:55 AM	10:45 AM	50 min
Period 6	10:45 AM	10:45 AM	0 min
Period 7	10:50 AM	11:40 AM	50 min
Period 8	11:40 AM	1:20 PM	50 min
Period 9	1:25 PM	1:25 PM	0 min
Period 10	1:25 PM	1:25 PM	0 min
Period 11	1:25 PM	1:25 PM	0 min
Period 12	1:25 PM	1:25 PM	0 min
Dismissal	1:25 PM	1:25 PM	0 min

**8th Grade**

	Start Time	End Time	Length
Period 1	8:00 AM	8:50 AM	50 min
Period 2	8:55 AM	9:45 AM	50 min
Period 3	9:50 AM	9:50 AM	0 min
NO LUNCH	9:55 AM	10:45 AM	50 min
Period 4	10:45 AM	10:45 AM	0 min
Period 5	10:50 AM	10:50 AM	0 min
Period 6	10:55 AM	11:45 AM	50 min
Period 7	11:45 AM	11:45 AM	0 min
Period 8	11:50 AM	12:40 PM	50 min
Period 9	12:40 PM	1:20 PM	40 min
Period 10	1:25 PM	1:25 PM	0 min
Period 11	1:25 PM	1:25 PM	0 min
Period 12	1:25 PM	1:25 PM	0 min

**Early Dismissal Every Wednesday at 2:15 PM**





# Anaheim Charter Middle School

## Minimum "A" & "B" Day Bell Schedules

2016-2017

### MIN "A" DAY

#### 6th Grade

	Start Time	End Time	Length
Advisory	8:50 AM	9:50 AM	50 min
Passing	8:50 AM	8:55 AM	5 min
Period 1	8:55 AM	9:45 AM	50 min
Passing	9:45 AM	9:46 AM	1 min
Period 2	9:46 AM	10:36 AM	50 min
Lunch	10:36 AM	11:16 AM	40 min
Period 3	11:16 AM	12:02 PM	50 min

Dismissal: 12:06

#### 7th Grade

	Start Time	End Time	Length
Advisory	8:50 AM	9:50 AM	50 min
Passing	8:50 AM	8:55 AM	5 min
Period 1	8:55 AM	9:45 AM	50 min
Passing	9:45 AM	9:46 AM	1 min
Period 2	9:46 AM	10:36 AM	50 min
Passing	10:36 AM	10:37 AM	1 min
Period 3	10:37 AM	11:27 AM	50 min
LUNCH	11:27 AM	12:02 PM	40 min

Dismissal: 12:09

#### 8th Grade

	Start Time	End Time	Length
Advisory	8:50 AM	9:50 AM	50 min
Passing	8:50 AM	8:55 AM	5 min
Period 1	8:55 AM	9:45 AM	50 min
Lunch	9:45 AM	10:21 AM	40 min
Period 2	10:21 AM	11:11 AM	50 min
Passing	11:11 AM	11:12 AM	1 min
Period 3	11:12 AM	12:02 PM	50 min

Dismissal: 12:06

### MIN "B" DAY

#### 6th Grade

	Start Time	End Time	Length
Advisory	8:50 AM	9:50 AM	50 min
Passing	8:50 AM	8:55 AM	5 min
Period 4	8:55 AM	9:45 AM	50 min
Passing	9:45 AM	9:46 AM	1 min
Period 5	9:46 AM	10:36 AM	50 min
Lunch	10:36 AM	11:16 AM	40 min
Period 6	11:16 AM	12:02 PM	50 min

Dismissal: 12:06

#### 7th Grade

	Start Time	End Time	Length
Advisory	8:50 AM	9:50 AM	50 min
Passing	8:50 AM	8:55 AM	5 min
Period 4	8:55 AM	9:45 AM	50 min
Passing	9:45 AM	9:46 AM	1 min
Period 5	9:46 AM	10:36 AM	50 min
Passing	10:36 AM	10:37 AM	1 min
Period 6	10:37 AM	11:27 AM	50 min
LUNCH	11:27 AM	12:02 PM	40 min

Dismissal: 12:09

#### 8th Grade

	Start Time	End Time	Length
Advisory	8:50 AM	9:50 AM	50 min
Passing	8:50 AM	8:55 AM	5 min
Period 4	8:55 AM	9:45 AM	50 min
Lunch	9:45 AM	10:21 AM	40 min
Period 5	10:21 AM	11:11 AM	50 min
Passing	11:11 AM	11:12 AM	1 min
Period 6	11:12 AM	12:02 PM	50 min

Dismissal: 12:06



Anaheim Charter Middle School

TESTING DAY BELL SCHEDULE

2016-2017

**TESTING "A" DAY**

6th Grade			
	Start Time	End Time	Length
Period 1	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 2	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 3	12:57 PM	1:00 PM	123

7th Grade			
	Start Time	End Time	Length
Period 1	8:00 AM	10:04 AM	124
Passing	10:04 AM	10:14 AM	10
Period 2	10:14 AM	12:17 PM	123
Lunch	12:17 AM	12:57 PM	40
Period 3	12:57 PM	1:00 PM	123 min

8th Grade			
	Start Time	End Time	Length
Period 1	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 2	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 3	12:57 PM	1:00 PM	123

**TESTING "B" DAY**

6th Grade			
	Start Time	End Time	Length
Period 4	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 5	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 6	12:57 PM	1:00 PM	123

7th Grade			
	Start Time	End Time	Length
Period 4	8:00 AM	10:04 AM	124
Passing	10:04 AM	10:14 AM	10
Period 5	10:14 AM	12:17 PM	123
Lunch	12:17 AM	12:57 PM	40
Period 6	12:57 PM	1:00 PM	123 min

8th Grade			
	Start Time	End Time	Length
Period 4	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 5	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 6	12:57 PM	1:00 PM	123



Anaheim Charter Middle School  
 TESTING DAY BELL SCHEDULE  
 2016-2017

**TESTING "A" DAY**

6th Grade			
	Start Time	End Time	Length
Period 1	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 2	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 3	12:57 PM	3:00 PM	123

7th Grade			
	Start Time	End Time	Length
Period 1	8:00 AM	10:04 AM	124

**TESTING "B" DAY**

6th Grade			
	Start Time	End Time	Length
Period 4	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 5	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 6	12:57 PM	3:00 PM	123

7th Grade			
	Start Time	End Time	Length
Period 4	8:00 AM	10:04 AM	124



## Anaheim Charter Middle School Award Assembly Minimum Day Bell Schedule 2016-2017

### Schedule A

#### 6th Grade

	Start Time	End Time	Length
Period 1	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	3 min
<b>Award Assembly</b>	<b>8:53 AM</b>	<b>9:43 AM</b>	<b>50 min</b>
Passing	9:43 AM	9:46 AM	3 min
Period 2	9:46 AM	10:36 AM	50 min
Lunch	10:36 AM	11:16 AM	40 min
Period 3	11:16 AM	12:09 PM	53 min
<b>Dismissal 12:09</b>			

#### 7th Grade

	Start Time	End Time	Length
Period 1	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	3 min
Period 2	8:53 AM	9:43 AM	50 min
Passing	9:43 AM	9:46 AM	3 min
<b>Award Assembly</b>	<b>9:46 AM</b>	<b>10:36 AM</b>	<b>50 min</b>
Passing	10:36 AM	10:39 AM	3 min
Period 3	10:39 AM	11:29 AM	50 min
LUNCH	11:29 AM	12:09 PM	40 min
<b>Dismissal 12:09</b>			

#### 8th Grade

	Start Time	End Time	Length
Period 1	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	2 min3
Period 2	8:53 AM	9:43 AM	50 min
Lunch	9:43 AM	10:23 AM	40 min
Period 3	10:23 AM	11:13 AM	50 min
Passing	11:13 AM	11:16 AM	3 min
<b>Award Assembly</b>	<b>11:16 AM</b>	<b>12:06 PM</b>	<b>50 min</b>
<b>Dismissal 12:06</b>			

### Schedule B

#### 6th Grade

	Start Time	End Time	Length
Period 4	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	3 min
<b>Award Assembly</b>	<b>8:53 AM</b>	<b>9:43 AM</b>	<b>50 min</b>
Passing	9:43 AM	9:46 AM	3 min
Period 5	9:46 AM	10:36 AM	50 min
Lunch	10:36 AM	11:16 AM	40 min
Period 6	11:16 AM	12:09 PM	53 min
<b>Dismissal 12:09</b>			

#### 7th Grade

	Start Time	End Time	Length
Period 4	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	3 min
Period 5	8:53 AM	9:43 AM	50 min
Passing	9:43 AM	9:46 AM	3 min
<b>Award Assembly</b>	<b>9:46 AM</b>	<b>10:36 AM</b>	<b>50 min</b>
Passing	10:36 AM	10:39 AM	3 min
Period 6	10:39 AM	11:29 AM	50 min
LUNCH	11:29 AM	12:09 PM	40 min
<b>Dismissal 12:09</b>			

#### 8th Grade

	Start Time	End Time	Length
Period 4	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	2 min3
Period 5	8:53 AM	9:43 AM	50 min
Lunch	9:43 AM	10:23 AM	40 min
Period 6	10:23 AM	11:13 AM	50 min
Passing	11:13 AM	11:16 AM	3 min
<b>Award Assembly</b>	<b>11:16 AM</b>	<b>12:06 PM</b>	<b>50 min</b>
<b>Dismissal 12:06</b>			



# Anaheim Charter Middle School

## 2016-2017 Master Schedule

	Teacher	Period P1	Period P2	Period P3	Period P4	Period P5	Period P6	Period P7
<b>6th</b>	A	ELA 6	SOC STD 6	ELA 6	SOC STD 6	Teacher's Planning Period	ELD 6	ADVISORY 6
	B	MATH 6	SCIENCE 6	MATH 6	SCIENCE 6	TECHNOLOGY 6	Teacher's Planning Period	ADVISORY 6
	C	ELA 6	SOC STD 6	ELA 6	SOC STD 6	Teacher's Planning Period	ELD 6	ADVISORY 6
	D	MATH 6	SCIENCE 6	MATH 6	SCIENCE 6	TECHNOLOGY 6	Teacher's Planning Period	ADVISORY 6
<b>7th</b>	E	SOC STD 7	SOC STD 7	TECHNOLOGY 7	Teacher's Planning Period	SOC STD 7	SOC STD 7	ADVISORY 7
	F	ELA 7	ELA 7	ELD 7	Teacher's Planning Period	ELA 7	ELA 7	ADVISORY 7
	G	MATH 7	MATH 7	Teacher's Planning Period	REMEDIAL MATH 7	MATH 7	MATH 7	ADVISORY 7
	H	SCIENCE 7	SCIENCE 7	Teacher's Planning Period	ROBOTICS 7	SCIENCE 7	SCIENCE 7	ADVISORY 7
<b>8th</b>	I	Teacher's Planning Period	ENVRNMNTL STD 8	SCIENCE 8	SCIENCE 8	SCIENCE 8	SCIENCE 8	ADVISORY 8
	J	Teacher's Planning Period	ELD 8	ELA 8	ELA 8	ELA 8	ELA 8	ADVISORY 8
	K	LDRSHP COUNCIL 8	Teacher's Planning Period	SOC STD 8	SOC STD 8	SOC STD 8	SOC STD 8	ADVISORY 8
	L	REMEDIAL MATH 8	Teacher's Planning Period	MATH 8	MATH 8	MATH 8	MATH 8	ADVISORY 8
	M	PE 8	PE 8	PE 7	PE 7	PE 6	PE 6	Teacher's Planning Period
	N	MUSIC BAND 8	ORCHESTRA 8	ORCHESTRA 7	MUSIC BAND 7	MUSIC BAND 6	Teacher's Planning Period	ADVISORY 7
	O	SPANISH 8	SPANISH 8	ELD 7	SPANISH 7	Teacher's Planning Period	SPANISH 6	ADVISORY 8

**Instructional Days and Minutes for VACMS:**

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	
1	Select Y/N									0	50400	0	
2	Select Y/N									0	50400	0	
3	Select Y/N									0	50400	0	
4	Select Y/N									0	54000	0	
5	Select Y/N									0	54000	0	
6	Select Y/N	138	388	38	328	4	180	0	0	180	54000	63848	9848
7	Select Y/N	138	386	38	325	4	180	0	0	180	54000	63320	9320
8	Select Y/N	138	381	38	321	4	180	0	0	180	54000	62816	8616
9	Select Y/N									0	64800	0	
10	Select Y/N									0	64800	0	
11	Select Y/N									0	64800	0	
12	Select Y/N									0	64800	0	

## ELEMENT 2 – MEASURABLE PUPIL OUTCOMES & ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Ed. Code § 47605(b)(5)(B).*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured Ed. Code § 47605(b)(5)(C). Must meet statewide testing requirements. ED. Code § 47605(c)(1)*

### **Measurable Goals of the Educational Program**

VACMS shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

VACMS shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

### **Standardized Testing**

VACMS agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests.

### **Measurable Goals of the Educational Program**

VACMS expects its students to demonstrate a mastery of specific subject matter competencies, as detailed by the State Standards –English Language Arts and Math, Next Generation Science Standards for Science, etc. The entire curriculum and school design are aligned to support mastery of the State Standards.

### **Measuring Pupil Outcomes: Summative Assessment Performance Targets**

Pursuant to Education Code Section 57605(b)(5)(A)(ii), following is a table describing VACMS’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code 52060(d), and specific annual actions to achieve these goals.

**TEACHER ASSIGNMENTS AND CREDENTIALING**  
**State Priority #1: Basic Services**

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> 100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.  <b>Method for Measuring:</b> Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned as required by law and the charter.	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; VACMS administration will annually review credential status.	100%	100%	100%	100%	100%



**ACCESS TO INSTRUCTIONAL MATERIALS**  
**State Priority #1: Basic Services**

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> 100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.  <b>Method for Measuring:</b> Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and VACMS supplemental materials.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students will have access to state standards-aligned materials and additional instructional materials as outlined in our charter petition.	All instructional materials purchased will be aligned to State Standards and aligned with our charter petition and this will be appropriately included in the school budget.	100%	100%	100%	100%	100%

**FACILITIES MAINTENANCE**  
**State Priority #1: Basic Services**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> Annually, 90% of all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related correction it will be corrected immediately.  <b>Method for Measuring:</b> Monthly site inspection documents prepared by Plant Manager and site administrator; Annual Facility Inspection Reports.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Maintain a clean and safe school facility	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed and on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed; cleanliness spot checks will also be performed.	90% / 90% / 100%	90% / 90% / 100%	90% / 90% / 100%	90% / 90% / 100%	90% / 90% / 100%

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**  
**State Priority #2**

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS.  <b>Method for Measuring:</b> Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teachers will participate in annual and ongoing professional development on the implementation of State Standards.	Identify and participate in intensive professional development and trainings on teaching and learning the State Standards	100%	100%	100%	100%	100%

**PARENT INVOLVMENT**  
**State Priority #3**

Annual Goals	Specific Annual Actions	<p><b>Measureable Outcomes:</b> Annually, the School Site Council will have, at minimum, two parent members attending monthly meetings. A minimum of six family events, two of which are Student-Led Conferences.</p> <p><b>Method for Measuring:</b> School Site Council meeting agendas minutes and sign ins. Calendar; family events agenda's, sign-in sheets.</p>				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<p>Maintain parent representation on the School Site Council (SSC). Parents are encouraged to do a minimum of twenty parent participation hours per year July – June; to include at minimum two Student Led Conferences (SLC's). These hours can be accomplished in a variety of ways— attendance of parent conferences, coffee with the principal, back to school night, etc. In addition, these hours can be gained by</p>	<p>Each spring, the School Site Council (SSC) nominates and elects parents to serve as new members; hold monthly SSC meetings. Administrators will develop a calendar to include parent participation; collaboratively design objectives and agendas for family events.</p>	2 parent members / Monthly Meetings	2 parent members / Monthly Meetings	2 parent members / Monthly Meetings	2 parent members / Monthly Meetings	2 parent members / Monthly Meetings

taking a student to the library and taking the receipt of the books checked out to the office.						
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**STATEWIDE ASSESSMENTS**  
**State Priority #4: Student Achievement**

Annual Goals	Specific Annual Actions	<p><b>Measurable Outcomes:</b> Annually, 100% of teachers will participate in Professional Development and trainings in State Standards. 100% of students will gain academic content knowledge through the implementation of the State Standards as measured by internal benchmarks and state testing.</p> <p><b>Method for Measuring:</b> Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities. Teacher lesson plans; daily class schedule; class roster; intervention rosters.</p>				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teachers will participate in annual and ongoing professional development on the implementation of State Standards. All students will gain academic content knowledge through the implementation of the State Standards.	All students will gain academic content knowledge through the implementation of the State Standards. EL students participate in English Language Arts/Literacy instruction with appropriate instructional support and intervention as needed.	100%	100%	100%	100%	100%

**ACADEMIC PERFORMANCE INDEX (API)  
State Priority #4: Student Achievement**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measureable Outcomes:</b> School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.  <b>Method for Measuring:</b> CAASPP Score reports; CA Data Quest summary and API Reports or equivalent as determined by the CA Department of Education				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
School will meet the annual API Growth Target School-wide and Subgroups, or equivalent, as mandated by the CA State Board of Education	Classroom instruction will incorporate testing strategies in preparation for the CAASPP	Met or exceeded minimum state growth targets	Met or exceeded minimum state growth targets	Met or exceeded minimum state growth targets	Met or exceeded minimum state growth targets	Met or exceeded minimum state growth targets

**ENGLISH LEARNER ADEQUATE PROGRESS RATE**  
**State Priority #4: Student Achievement**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measureable Outcomes:</b> 90% of students will meet their performance level growth goal in their ILP				
		<b>Method for Measuring:</b> ILP reports				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
EL students will advance at least one performance level per the CELDT/ELPAC each academic year.	EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic.	Will meet or exceeded minimum state growth targets	Will meet or exceeded minimum state growth targets	Will meet or exceeded minimum state growth targets	Will meet or exceeded minimum state growth targets	Will meet or exceeded minimum state growth targets



**ENGLISH LEARNER RECLASSIFICATION RATE**  
**State Priority #4: Student Achievement**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> 6 <sup>th</sup> -8 <sup>th</sup> grade cohorts will achieve a ≥30% reclassification rate  <b>Method for Measuring:</b> CELDT/ELPAC results, Reclassification documents, Internal Data (PowerSchool data and Tableau Reports)				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
EL students will be reclassified as Fluent English Proficient annually	School will use ILP and cohort tracking system to develop and review 3-year goal for all incoming 6th graders to achieve a cohort reclassification rate of 90% by the end of 8th grade. EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies and extended day instruction as needed. Student data will be tracked and reviewed	Will meet or exceeded minimum growth targets	Will meet or exceeded minimum growth targets	Will meet or exceeded minimum growth targets	Will meet or exceeded minimum growth targets	Will meet or exceeded minimum growth targets

	by Administrators and grade level teams. ILP's will be developed for each EL student.					
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**SCHOOL ATTENDANCE RATE**  
**State Priority #5: Student Engagement**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> ADA will be at least 94%. <b>Method for Measuring:</b> Monthly, Quarterly, and Annual ADA reports.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will maintain a high Average Daily Attendance (ADA) rate	School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.	94%	95%	95.5%	96%	96.5%

**CHRONIC ABSENTEEISM RATE**  
**State Priority #5: Student Engagement**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> ≥70% of students will achieve an attendance rate of 96%  <b>Method for Measuring:</b> Annual and Monthly absence reports from our student information system.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students will have a minimum number of absences in any school year	Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees	Meeting High Attendance of 94%	Meeting High Attendance of 95%	Meeting High Attendance of 95.5%:	Meeting High Attendance of 96%:	Meeting High Attendance of 96.5%:

**DROPOUT RATE [MIDDLE and HIGH Schools Only]  
State Priority #5: Student Engagement**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measureable Outcomes:</b> 90% of the 7th and 8th grade classes will be comprised of students who were enrolled at school the prior academic year.  <b>Method for Measuring:</b> Student re-enrollment documentation as verified by our student information system and CALPADS. PowerSchool Reports.				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
School will retain and promote 6th - 8th grade students.	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.	VACMS will retain 95% of 6th and 7th graders.	VACMS will retain 95% of 6th and 7th graders.	VACMS will retain 95% of 6th and 7th graders.	VACMS will retain 95% of 6th and 7th graders.	VACMS will retain 95% of 6th and 7th graders.

**STUDENT SUSPENSION RATE**  
**State Priority #6: School Climate**

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Annually, ≤ 1% of all enrolled students will be suspended.  <b>Method for Measuring:</b> Annual School Accountability Report Card, CALPADS Report.				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
School will maintain a low annual suspension rate.	Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Alternatives to suspension will be considered prior to administering consequences; Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns; school will utilize SST process.	Annually, ≤ .1% of all enrolled students will be suspended	Annually, ≤ .1% of all enrolled students will be suspended.	Annually, ≤ .1% of all enrolled students will be suspended.	Annually, ≤ .1% of all enrolled students will be suspended.	Annually, ≤ .1% of all enrolled students will be suspended.

**STUDENT EXPULSION RATE**  
**State Priority #6: School Climate**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> Annually $\leq$ 1% of enrolled students will be expelled.  <b>Method for Measuring:</b> Annual School Accountability Report Card, CALPADS Report				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
VACMS will maintain a low annual expulsion rate.	Teachers will be trained and implement the Community Circle; teachers will use positive behavior supports; Principal and Assistant Principal work with teachers and families to manage student behavior issues and concerns; Alternatives to suspension will be considered prior to administering consequences school will utilize Family Support Team process that mirrors the School Support Team model.	.5%	.5%	.5%	.5%	.5%

**[OTHER LOCAL MEASURE (S) OF SCHOOL CLIMATE]**  
**State Priority #6: School Climate**

Annual Goals	Specific Annual Actions	<b>Measureable Outcomes:</b> Annually, an average approval rating of a $\geq$ Level 3 (translated level from a 4 point scale) on student, family, and teacher surveys with a minimum response rate of 27%.  <b>Method for Measuring:</b> Survey reports				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students, parents and teachers will feel a sense of community and connectedness.	Students actively participate in Council throughout the school year in their classroom. Meetings, Council, and Professional Development opportunities for teachers. A variety of fun and engaging Family Events will further enhance family's sense of belonging and community. VACMS will devise and administer satisfaction surveys to parents, students, and teachers annually.	$\leq$ 70 % of parents, students and teachers will take the school survey.	$\leq$ 70 % of parents, students and teachers will take the school survey.	$\leq$ 70 % of parents, students and teachers will take the school survey.	$\leq$ 70 % of parents, students and teachers will take the school survey.	$\leq$ 70 % of parents, students and teachers will take the school survey.



**BROAD COURSE OF STUDY  
State Priority #7**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measurable Outcomes:</b> Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.  <b>Method for Measuring:</b> Student, teacher, course, and grade level schedules.				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's charter.	All academic content areas will be available to all students, including student subgroups, at all grade levels.	100%	100%	100%	100%	100%

**[OTHER STUDENT OUTCOMES]**  
**State Priority #8**

<b>Annual Goals</b>	<b>Specific Annual Actions</b>	<b>Measurable Outcomes:</b> Growth and achievement on internal benchmark assessments. 80% of students will meet growth expectations.  <b>Method for Measuring:</b> VACMS Assessment Reports, wherein student growth and achievement are categorized or scored based on performance standards.				
		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Students demonstrate expected growth from Q1, Q2, Q3, Q4	Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.	ESTABLISH BASELINE	ESTABLISH BASELINE	ESTABLISH BASELINE	ESTABLISH BASELINE	ESTABLISH BASELINE

## Additional Student Outcome Measures

Additional Student Outcome Measures – MAP, CELDT/ELPAC, AYP, API, and Other Measures		
Goal	Measure	Timeframe & Tool
Demonstrate growth in reading comprehension and vocabulary	In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among students on the MAP Reading Test will average 5 percentiles per year until the average reaches 70.	Timeframe: Administered upon enrollment for all new students, and once per trimester thereafter for all students. Tool: MAP
Increase English Language Proficiency	90% of English Learners will increase by at least one ELD level per year.	Timeframe: Annually, September through October Tool: CELDT /ELPAC
Academic growth over time	Meet annual AYP targets as set by the State and Federal Government and the No Child Left Behind Act. Meet annual AYP targets for all significant subgroups.	Timeframe: Annually, May Tool: State standardized tests or CAASPP-determined AYP Scores, comprehensive and subgroup
API	In all years, VACMS will meet growth targets for each subgroup.	Timeframe: Annually, May Tool: CAASPP-determined API Scores
Attendance	Average Daily Attendance (ADA) will average over 95% for each school year.	Timeframe: Monthly Tool: Attendance Reports
Parent Satisfaction	Parent Satisfaction surveys will be sent home in the Fall and in the Spring. At least 65% of parents will complete the survey and 85% of the parents surveyed will indicate a high level of satisfaction with the school.	Timeframe: Mid-year and end-of- year

## Other Performance Targets

In addition to the LCAP-aligned goals and additional student metrics set forth above, VACMS will be held accountable for strong levels of organizational health. VACMS's organizational health goals aim to ensure that the school maintains fiscally responsible and sustainable financial management and human resource practices throughout the year so that the organization's leadership can focus resources and attention on driving toward ever increasing levels of instructional excellence.

## Organizational Health Goals & Metrics

<b>Goal: Vista Anaheim Charter Middle School will establish and maintain fiscal responsibility</b>	
<b>Threshold</b>	<b>Reporting</b>
Annual external audit reports will demonstrate that the school meets or exceeds professional accounting standards (GAAP).	Annual Report of VACMS
Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets submitted to CDE, Orange County Office of Education, and Anaheim Union High School District.	Annual Report of VACMS
<b>Goal: Vista Anaheim Charter Middle School will be fully enrolled, with high levels of attendance and re-enrollment</b>	
<b>Threshold</b>	<b>Reporting</b>
90% of students enrolled on the 20 <sup>th</sup> day of each school year will remain enrolled on the final day.	Annual Report of VACMS
90% of students completing the school year will re-enroll the following year.	Annual Report of VACMS
School averages >96% daily student attendance annually.	Annual Report of VACMS
<b>GOAL: Board of Directors Provides Effective School Oversight.</b>	
<b>Threshold</b>	<b>Reporting</b>
Board conducts formal annual review of school leaders	Annual Report of VACMS
Board conducts annual self-evaluation to assess strengths/weaknesses.	Annual Report of VACMS
Board conducts formal annual review of By-laws and policies.	Annual Report of VACMS
Board conducts formal annual review of school's strengths/weaknesses.	Annual Report of VACMS

### Measuring Pupil Progress Toward Outcomes: Formative Assessment

Vista Anaheim Charter Middle School teachers will regularly and purposefully assess using both formal (e.g. quizzes, tests, graded work) and informal (e.g. verbal checks for understanding) means to determine students' strengths and weaknesses to make informed decisions regarding instruction, curriculum, and differentiation. Leaders will ensure that teachers are both adequately trained to utilize assessments and are provided with adequate Professional Development (PD) opportunities to ensure teachers make excellent use of assessment data.

Interim assessments, administered at the conclusion of each trimester, will be created by the Assistant Principal at VACMS, and will be composed through examining State Standards,

California's released test questions of the SBAC/Performance Tasks, grade-level standards as outlined within our instructional scope and sequence, reading inventories and comprehension assessments, sample interim assessments from high-performing schools utilizing interim assessments, and other relevant and exemplary assessments as appropriate.

Assessments for each school year will be produced by the Assistant Principal with the input of the Grade Level Facilitators (GLF-Committee of teachers representing their grade level) and over time the support of individual teachers, prior to the start of each Summer PD and available for staff to reference in designing their unit and lesson plans for the year. Assessments will be timed and consist of a combination of multiple-choice items and performance-based open-response questions. Performance on the comprehensive assessment will comprise a minimum of 20% of students' grades each trimester.

Assessments utilized by VACMS will include criterion-based (state assessments and reading level assessments), nationally normed (national assessments) and value-added (teacher created assessments).

**Assessments, Data, and Timelines**

<b>Assessments</b>	<b>Content Area</b>	<b>Purpose(s)/Use(s) of Data</b>	<b>Timeline</b>
<b>Nationally Norm-Reference Tests</b>			
<b>NWEA Map</b>	<b>Reading Language</b>  <b>Math</b>	Measures Growth Over Time or longitudinal growth for individual students and cohorts of students over multiple years  Compares Growth Over Time to national norms and thus to the growth of a national cohort	For all students new to the school during summer orientation; once per trimester for all students, grades 6-8
<b>In-House Diagnostic and Interim Assessments</b>			
Internally-created, standards-based interim (Trimester) assessments	Language Arts  Math  Science  Social Science	Factors significantly (minimum of 20%) in students trimester grades; factor in promotion  Establishes baseline achievement levels on state standards in core content areas  Measures progress in core content areas	At the conclusion of each Trimester (3 times per year)

		<p>between annual standardized tests</p> <p>Informs revisions to instructional practices and methodologies as standards are taught, assessed, and re-taught throughout year</p>	
<b>Published Assessment Tools</b>			
Textbook publisher-created quizzes, chapter and unit tests	<p>Math</p> <p>Science</p> <p>Social Science</p>	<p>Measures student mastery of standards learned</p> <p>Resulting data used to target skills and students for small group instruction</p>	Every two to four weeks
Timed math drills	Math	<p>Determines annual baseline for mastery of grade-level appropriate math facts/mental calculations</p> <p>Monitors growth over the year</p> <p>Data used to group students for targeted small group instruction</p>	<p>Weekly until students consistently demonstrate mastery of all time-tested skills</p>
Accelerated Reader	Independent reading	<p>Monitors comprehension of books read independently</p> <p>Track level and quantity of books read</p> <p>Data used to measure students effort and growth over time</p>	Varies, based on book length and individual

<b>Teacher-Created, Standards-Aligned Assessments</b>			
Do Now	All	Used to check for understanding on a daily basis	Daily
Homework			
Exit Ticket		Used to make immediate instructional adjustments to remediate any deficits prior to more formal assessments	
Projects/major writing assignments	All	Used to track student mastery of grade-level standards	At least once per trimester
Vocabulary tests	All		At least every two weeks
Standards-based quizzes and tests (including chapter and/or unit tests)	All	Used to group students for targeted small group instruction and after-school tutoring	At least every two weeks
Cumulative midterm exams	All		Comprises >75% of student's grade in course: factor in promotion
Final project and/or performances	Visual & Performing Arts; Ethics; Physical Fitness	Evaluates and monitors student mastery of visual and performing arts standards using standards-based rubrics for each grade; evaluates student mastery of ethics components; evaluates student physical fitness.	At least once per trimester

Summative/Comprehensive assessments will be used at the conclusion of each trimester (i.e. three times each year). These assessments will be produced during the Summer PD days by the Assistant Principal through collaboration with other school leaders and use of examples from other schools, and with the support of instructional staff over time, in a format consistent with state testing, to ensure that students are mastering content throughout the course of the year.

Norm- referenced assessments, such as MAP, will be used to gauge student achievement in comparison to national peer groups. Use of these assessments is outlined in the table below.

**Summative/Comprehensive Assessments**

<b>Formative and Summative Assessments -Sample Schedule</b>			
<b>Assessment</b>	<b>Trimester</b>	<b>Timeline (2016-2017)</b>	<b>Use of Data</b>
MAP (administered each trimester)	Trimester One	September	To evaluate student academic performance and measure progress
CELDT/ELCAP		September and October	To identify English Proficiency for English Learners
Midterm Exam 1		October	Teacher-created formative assessments of student academic performance in core content areas. All assessments are based on Common Core and CA Standards
Trimester 1 Comprehensive Exam		November	School-leader created comprehensive assessment to monitor performance and growth
MAP (administered each trimester)	Trimester two	January	To evaluate student academic performance and measure progress
Midterm Exam 2		January	Teacher-created formative assessments of student academic performance in core content areas. All assessments are based on Common Core and CA Standards
Trimester 2 Comprehensive Exam		March	School-leader created comprehensive assessment to monitor performance and growth



MAP (administered each trimester)	Trimester Three	June	To evaluate student academic performance and measure progress
Midterm Exam 3		April	Teacher-created formative assessments of student academic performance in core content areas. All assessments are based on Common Core and CA Standards
Trimester 3 Comprehensive Exam		May	School-leader created comprehensive assessment to monitor performance and growth
SBAC exam		May	Federal and State accountability measurement of academic achievement based on State Standards
Physical Fitness Testing (PFT)		April	Measure Fitness and CA fitness requirements

Vista Anaheim Charter Middle School will assign homework to students on a nightly basis. The homework will be meaningful and will serve an important purpose of extending the learning that goes on in the classroom. Homework has developmental benefits as well as academic benefits. It helps develop students' responsibility, time management, and independent problem solving skills. The development of these skills is essential to a student's success at VACMS and to excelling in high school, college and beyond.

Each night, students are expected to complete all homework in a thorough manner paying attention to detail and quality. Parents/guardians must be aware and supportive of their child's efforts with homework. Parents/guardians are expected to actively check and review their child's homework each night and to let teachers know if their child is struggling.

**Measuring Pupil Progress Toward Outcomes: Formative Assessment**

The Vista Charter Public Schools Board of Directors will approve a school accountability plan for VACMS that sets goals and measures for student achievement annually. The school accountability plan will measure the extent to which students demonstrate that they have obtained the skills, knowledge, and habits specified in this charter petition. The Board of Directors will hold the school's administrative team accountable for student achievement and will work closely with the administrative team to ensure that students are making progress

toward all goals. Student achievement data will be shared with the Board through an Academic Achievement Dashboard, which will include all of the following information:

- Student enrollment data
- Parent engagement data
- Student recruitment data, by month
- Student enrollment and attendance, by month
- Staff attrition and vacancies, by month
- Student attrition, by month
- State assessment scores
- Nationally normed assessment scores
- Interim assessment scores
- Student grade data, by quarter
- Homework completion data, by month
- Tutoring participation data, by month
- Suspension and expulsion data, by month

The Academic Achievement Dashboard is reviewed during monthly board meetings and published for Board members within the monthly board packet. This data will be made available to all stakeholders through the school's website and in hard copy in the school's main office.

Curricula, materials, and instructional strategies will be identified and selected by Vista Charter Public School's Academic Administrative Team and the Executive Director.

Student outcome goals may be modified annually based on adjustments to State and/or Federal accountability goals. Such changes in student outcome measures must be approved by the Vista Charter Public Schools Board of Directors.

### **Grading, Progress Reporting, and Promotion/Retention**

#### **Grading Policy**

VACMS's educational program is a standards-based education, delivered through a student-centered culture that is characterized by the following:

- Curricular content is presented in multiple modalities with an emphasis on "hands-on" applications so that students can internalize learning in a personal way;
- Direct instruction and discovery instruction are complementary strategies used to enhance learning and balanced to the needs demonstrated by the students;
- State standards/learning targets are made explicit to students, and students understand targets so that they can own their learning and metacognitively process their development;
- Teachers utilize differentiated and flexible groupings and assign work to individuals, small groups, and the whole class in order to best meet student learning needs;
- Formative assessment is frequently used to group and regroup students to ensure that the appropriate learning targets are set for each student;

- Student progress is reported in ways that parents, students, and teachers fully understand and that are consistent with the state standards. There will be a focus on students leading academic progress discussions through their Personal Learning Plans;
- Re-teaching, tutoring, and additional learning time will be provided for students who are not making adequate progress. They are identified by frequent formal and informal assessments; and
- Teachers facilitate moving all students as far forward as possible.

### **Grading Standard**

In order to avoid confusion for our stakeholders and/or at time of school transfer, students will receive letter grades for each completed class. The letter grades represent a performance descriptor (like outstanding, good, etc.) on the standard covered per semester.

Percentage	Grade	Description	Numerical Scale
90-100	A	Outstanding	4.0
80-89	B	Good	3.0
70-79	C	Satisfactory	2.0
65-69	D	Warning	1.0
0-64	F	Failure	0.0

### **Progress Reporting**

VACMS will provide comprehensive Progress Reporting to families at the conclusion of each trimester, whereupon they are given a grade which reflects the quality of their work from the preceding trimester. During the last week of each trimester, students will take comprehensive exams. These exams will be designed by teachers in collaboration with the Academic Administrator and will directly evaluate students' mastery of the curriculum.

Students receive a report card for each trimester, which includes a summary of their academic work. Report cards are provided to parents/guardians at the parent conference night, to be held within ten days following the conclusion of trimester one and two. Parent/Guardian attendance at the Parent Conference nights is required to receive the report card for each of the first two trimesters. The trimester three report card will be mailed the week following the last day of school, unless a student is in summer school.

Progress reports will be issued to all students three times each trimester. Students bring progress reports home, and they must be reviewed with parents/guardians, signed to indicate they have been discussed, and returned to school. Advisory teachers will contact student's family when the report card is not returned.

### **Promotion and Retention Policy and Procedures**

We believe that students should only be promoted when they have demonstrated mastery of academic standards. VACMS is founded upon the understanding that promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of VACMS's academic program is its promotion policy. To build a culture of learning and achievement, and to ensure students demonstrate readiness for the next grade level, we will use a strict and simple promotion policy.

## **ELEMENT 4: GOVERNANCE**

*"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Cal. Ed. Code 47605(b)(5)(D).*

### **GENERAL PROVISIONS**

As an independent charter school, Vista Anaheim Charter Middle School (VACMS), operated by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of VACMS.

VACMS shall comply with the Brown Act and the Public Records Act.

All employees and representatives of VACMS, including members of Charter School's governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards.

VACMS shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter.

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

VACMS shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with VACMS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. VACMS shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

VACMS does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

VACMS shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq.

VACMS shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

### **LEGAL AND POLICY COMPLIANCE**

VACMS shall comply with all applicable federal, state, and local laws and regulations, as it relates to charter schools.

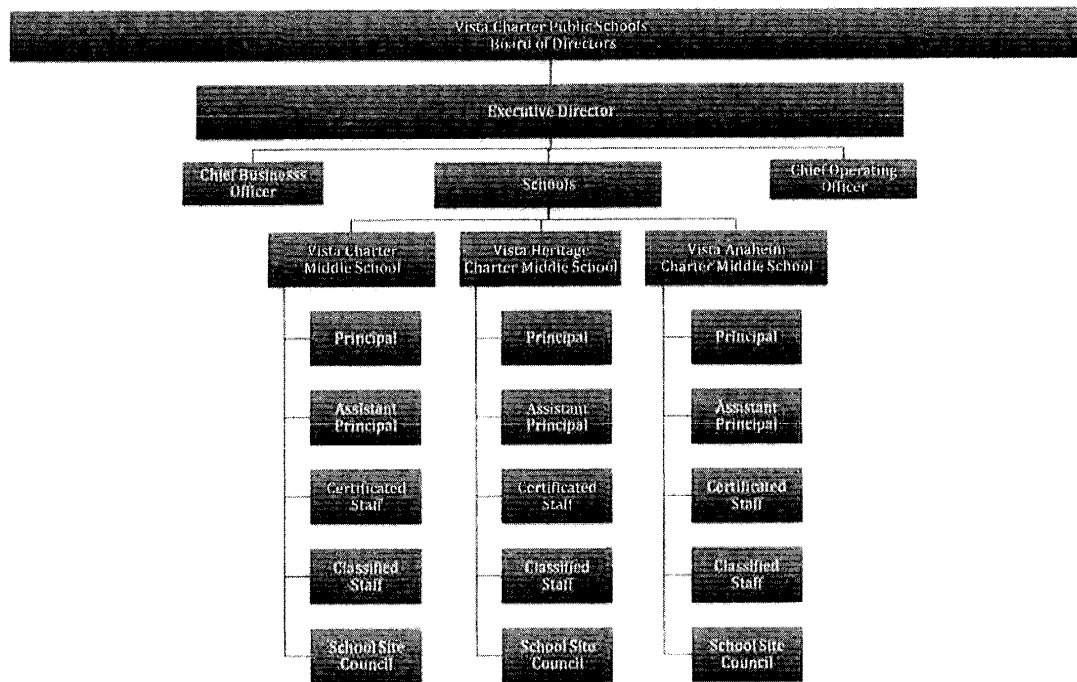
VACMS shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

## STUDENT RECORDS

When a student transfers for any reason from VACMS to any other school, VACMS shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event VACMS closes, VACMS shall comply with the student records transfer provisions in Element 16. VACMS shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

## Governance Structure

The organizational chart below depicts Vista Charter Public School's leadership structure. The organizational chart shows the relationship between the governing board, the leadership and staff of the school.



Vista Charter Public Schools Board of Directors, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted to, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern VACMS in a manner that enables the school to achieve its mission as stated in its charter. The Board's role is one of oversight of the school's management, specifically, oversight and management of the Executive Director who has oversight of the Principal.

The officers of the board will be a president, vice president and a secretary. The officers will be elected by the Board of Directors. The secretary nor the treasurer may serve concurrently as the president.

### **The Board responsibilities are:**

1.           **Oversight of the school:** The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The Board is responsible for the achievement of the school’s goals set out in the school’s petition. The Board is responsible for monitoring the schools adherence to the schools mission and vision.
2.           **Budget and financial resources:** School management prepares an annual budget for consideration by the Board. The Board approves the budget and reviews the school’s financial performance and position at each meeting. The Board is responsible for financially managing the school, including budget development and monitoring, establishing fiscal controls, and causing audits of the school's books and records to be made as required by law.
3.           **Annual financial audit:** The Board hires the school’s auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.
4.           **Appeals by parents:** The Board hears appeals by parents on matters of student discipline, including student suspension and expulsions.
5.           **Ensure legal and ethical integrity:** The Board of Directors ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
6.           **Fundraising:** The Board of Directors assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
7.           **Strategic planning:** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
8.           **Selecting, evaluating, and holding school leaders accountable.** The Board of Directors is responsible for selecting and dismissing the Executive Director of the school. The Executive Director, oversees the CMO’s school administrative teams, overall school operations and instructional program.

**School Policies:** The Board or Directors is responsible for establishing and delegating the implementation of school policies.

Some examples are:

1. Admissions
2. Employment and personnel matters
3. Student discipline
4. Special education

### **Executive Director**

The Executive Director will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for VACMS and other future charter schools. The Executive Director will oversee and evaluate the school

Principal in all aspects of the operation of the school, the implementation of the instructional program, and student achievement goals. Overseeing all aspects of the organization, from administration to fundraising, the Executive Director will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.

### **Chief Operating Officer**

The Chief Operating Officer will support the strategic development, implementation, and management of all aspects of school performance and operations for VACMS and other future charter schools. The Chief Operating Officer will support in overseeing and evaluating the school Principal in all aspects of the operation of the school, the implementation of the instructional program, and student achievement goals. The Chief Operating Officer will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.

### **Chief Business Officer (CBO) Position**

Reporting to the Executive Director (ED), the CBO and the ED will define the process and implement the infrastructure/systems needed for a sustainable and successful educational organization including Vista Charter Public School's (VCPS) growth over the next five to 10 years.

The CBO will continue to build and manage effective and streamlined administrative/financial systems, including financial, accounting, legal, human resources (HR), and physical infrastructure. As a member of the senior management team, the CBO will be involved in strategic planning as well as planning for VCPS's expansion to multiple new sites both locally and in other cities.

### **Principal**

The Principal will have primary responsibility for the implementation and management of all aspects of the school performance and operations for VACMS. Overseeing all aspects of the daily operations, the Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents and faculty members. The principal will have oversight of the academic administrator in the implementation of the instructional program and the academic goals of the school.

### **Assistant Principal**

The Assistant Principal wholeheartedly believes in and is passionate about the mission and commitments of VACMS and exhibits this through their development, leadership and execution of school culture, staff development, student rigor and instructional responsibilities. The Assistant Principal is responsible to collaborate with the principal and the teachers in order to ensure the successful implementation and execution of the instructional program with rigor.

The Assistant Principal will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations. The Assistant Principal will provide teachers professional and instructional support through reviewing instructional documents; observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings. The Assistant Principal will develop and implement a plan that will ensure student achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling. The Assistant Principal will

collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement. The Assistant Principal will provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.

### **Governing Board Composition and Member Selection**

The Vista Charter Public Schools Board consists of 5-9 board members. The Board is made up of community members who first and foremost actively support and promote Vista Charter Public Schools and are dedicated to its educational outcomes. Each board member is elected for a two-year term, however there are no term limits for board members. These areas of expertise support the decision making that the Board must engage in. Some examples are:

- Annual budget development of the corporation
- Non-budgeted expenditures of the corporation over \$25,000
- Appointment and removal directors with or without cause pursuant to Section 5222 of the California Corporations Code
- Approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation
- Approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist
- Approval of borrowing of funds from any banking institution
- Compliance checklists
- Compliance with LCFF and LCAP plan
- Implementation of the Common Core standards
- EL plan implementation
- Student achievement data review
- Promote positive school culture

### **Current Board members are:**

- Dr. Albert Hasty Arnold, Board President
- Don Wilson, Board Vice President
- Jose Rubio, Board Secretary
- Dr. Todd Clark, Board Member
- Jody Molodow, Board Member
- Paul Vieyra, Board Member
- Dr. Jack Bagwell, Board Member

### **Governance Board Member Selection**

Board members shall be selected at an annual meeting of the Board by the Board of Directors holding office as of the date of such a meeting. Board members shall hold office for a term of two (2) years, or until a successor has been selected and qualified, unless the board member has been removed from office. Additional information on the Governance Board Selection is found in our By Laws. The qualifications for board members are generally the ability to attend Board meetings, a willingness to actively support and promote Vista Charter Public Schools, and a dedication to its educational goals. Board members must also bring a desired strength to the board which the Board of Directors may identify.



## **Governance Procedures and Operations**

Board meetings shall be alternated between the charter schools to ensure community, stakeholder and parent participation and attendance at the meetings. All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. Posting of meeting notices, distribution of agendas and recording of governing board actions are implemented in accordance with the Brown Act. The board will set and finalize board meetings for the entire year at the first board meeting of the year. The annual board meeting dates will be posted on the school's website as well as in the school's main office. As such, the following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Executive Director and Board President, generally one week prior to the scheduled board meeting
2. The agenda includes the location address for the meeting open to the public, request for any special accommodations, if teleconference will take place, a phone number is provided and a list of all board member locations are posted (including location where they call in from if they will not be present in person). A copy of the agenda will be posted at the location where the board member will make the teleconference call from.
3. The agenda is posted at least 72 hours prior to the board meeting at the school site (in locations where it is visible to parents, visitors, students, and staff).
4. An E-mail with the agenda and all pertinent attachments is sent to all Vista Board Members and all VACMS employees.
5. The specific procedure for calling a Special Board meeting is outlined in Vista Charter Public School's Bylaws and is in compliance with the Brown Act.

## **Governing Board Decision Making Process**

A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.) Board members may take action by voting yes, no, or abstain from voting.

To the extent permitted under the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Please see Governance Procedures and Operations section, item number 2 for teleconference procedures.

## **Stakeholder Involvement**

VACMS believes that parent involvement translates into increased student achievement. VACMS encourages, honors, and respects parent voice. Parent involvement and the inclusion of the parent voice is essential and is ensured in the following ways:

School-parent meetings are held regularly while the school is in session and more frequently as necessary in order to facilitate the communication process between parents and the governing board. We have monthly standing Coffee With The Principal meetings and at times will hold additional

meeting if necessary. Parents will meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed or as requested by parents.

Parents are encouraged to serve on the School Site Council. Parents are consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis.

Parents are encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, clerical support, and supervision of student field trips, supporting and organizing parent meetings. Parents determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time.

The school will provide parent workshops and education classes, in English and Spanish language. Workshops may include the following:

- English as a Second Language
- Monitoring The Use of the Internet by your Child
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)—The content of these workshops are designed to assist parents in the educational development of their children. We believe that these workshops will help parents feel connected to the school community. The staff and school site administrator will maintain open lines of communication at all times with all parents.

Annually, a parent satisfaction survey is sent home and collected to obtain a sense of parent and student satisfaction. The results of this survey are shared with the entire staff of the school, the School Site Council, The Board of Directors, and it is also shared at the Coffee with the Principal meeting.

### **School Site Council**

The School Site Council (SSC) consists of parents, teachers and school site administrators. VACMS's SSC will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations about issues related to the school and participate in reviewing parental and community concerns. The school site administrator will be responsible for submitting the minutes of each School Site Council meeting to the VCPS board. All SSC members, along with all employees and community members are encouraged to attend and voice their desires and opinions at the schools governing board meetings.

School Site Council teacher representatives are selected by the teaching staff on an annual basis. The classified representative and the parent representatives are selected on an annual basis by their respective groups. School Site Council meetings are scheduled in advance for the entire year.

## **Technology Committee**

VACMS views technology use as a tool to enhance learning and support the educational process. To be an educated person of the 21<sup>st</sup> century, VACMS believes that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society. The most critical consideration is the Digital Divide, in which being technology literate is an especially important element in our students' futures because of their socio-economic status and access to information. Our students must be able to work with technology fluidly and not as a separate subject.

Students will utilize a variety of technology tools to access, manipulate, exchange, create information, and to demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, media editors, etc. will be integrated into curriculum. Students will be required to utilize technology as an outcome in their coursework.

The technology committee is tasked to insure the success of the above stated goals by:

- Ensure proper professional development is provided for the staff
- Ensure all appropriate technology hardware is accessible to students
- Ensure the technology infrastructure is up to date for connectivity purposes
- Update the school's Technology Plan
- E-Rate

## **Grade Level Facilitator (GLF) Committee:**

Responsibilities of the GLF include but are not limited to the following:

- Monitor & Evaluate the instructional program
- Review student achievement data
- Ensure implementation of Common Core Standards
- Review and update the school wide discipline plan
- Set Professional Development Calendar based on needs
- Promote positive school culture
- Awards assemblies
- Coordinate field trips

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

*"The qualifications to be met by individuals to be employed by the school." Ed. Code 47605(b)(5)(E)*

### **EQUAL EMPLOYMENT OPPORTUNITY**

Vista Charter Public Schools acknowledges and agrees that all persons are entitled to equal employment opportunity. Vista Charter Public Schools shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Vista Charter Public Schools shall adhere to all requirements of the Elementary and Secondary Education Act [ESEA, also known as No Child Left Behind (NCLB)] that are applicable to teachers and paraprofessional employees. Vista Charter Public Schools shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(1). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. VACMS shall maintain current copies of all teacher credentials and make them readily available for inspection.

We are a group of professional educators committed to providing a quality educational experience for all children. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

We are committed to life-long learning and continuous development, not only for our students but also for every member of our learning community.

### **Employee Positions and Qualifications**

The following is a list of employment positions at Vista Anaheim Charter Middle School.

- Executive Director (ED)
- Chief Operating Officer (COO)
- Chief Business Officer (CBO)
- Principal
- Assistant Principal
- Classroom Teachers
- Physical Education Teacher
- Special Education Teachers
- Teaching Assistant
- Office Manager
- Office Assistant
- Student Supervisor

## **Executive Director Job Description**

The Executive Director's primary responsibility is the strategic development, implementation, and management of all aspects of school performance and operations including the administration of the school. The Executive Director will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community organizations.

## **Responsibilities**

### *Leadership and Human Resources*

- Recruit, hire, prepare and support high quality school leaders
- Develop and maintain a cohesive culture which reflects Vista Charter Public School's Values
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well informed decisions.
- Evaluation of the on-site administrator (Principal)

### *External Responsibilities*

- Budget development and school finance
- Audits
- Negotiate all service provider contracts for Board Approval
- Legal (District, Personnel, Special Education, Insurance, etc..)
- Facilities maintenance
- Charter advocacy & policy legislation
- PR-Media
- Payroll oversight
- Work with local media to create a strong, positive local presence

### *Strategic Planning*

- WASC Accreditation support
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leadership

### *Qualifications*

- 5 years of experience as a senior leader in a charter school or in an educational organization
- Experience in guiding school processes and procedures
- Experience in creating and delivering compelling presentations to diverse group of stakeholders.
- Experience in leading an organization through strategic planning

- Entrepreneurial, positive problem solving ability, to see opportunity in challenges
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision making process

### **Chief Operating Officer Job Description**

The Chief Operating Officer will support the strategic development, implementation, and management of all aspects of school performance and operations for VACMS and other future charter schools. The Chief Operating Officer will support in overseeing and evaluating the school Principal in all aspects of the operation of the school, the implementation of the instructional program, and student achievement goals. The Chief Operating Officer will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.

### **Responsibilities**

#### *Leadership and Human Resources*

- Recruit, hire, prepare and support high quality school leaders
- Develop and maintain a cohesive culture which reflects Vista Charter Public School's Values
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well informed decisions.
- Support with the evaluation of the on-site administrator (Principal)

#### *External Responsibilities(support when applicable)*

- Budget development and school finance
- Audits
- Negotiate all service provider contracts for Board Approval
- Legal (District, Personnel, Special Education, Insurance, etc.)
- Facilities maintenance
- Charter advocacy & policy legislation
- PR-Media
- Payroll oversight
- Work with local media to create a strong, positive local presence

#### *Strategic Planning*

- WASC Accreditation support
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leadership

## Qualifications

- 5 years of experience as a senior leader in a charter school or in an educational organization
- Experience in guiding school processes and procedures
- Experience in creating and delivering compelling presentations to diverse group of stakeholders.
- Experience in leading an organization through strategic planning
- Entrepreneurial, positive problem solving ability, to see opportunity in challenges
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision making process

## **Chief Business Officer (CBO) Job Description**

Reporting to the Executive Director (ED), the CBO and the ED will define the process and implement the infrastructure/systems needed for a sustainable and successful educational organization including Vista Charter Public School's (VCPS) growth over the next five to 10 years.

The CBO will continue to build and manage effective and streamlined administrative/financial systems, including financial, accounting, legal, human resources (HR), and physical infrastructure. As a member of the senior management team, the CBO will be involved in strategic planning as well as planning for VCPS's expansion to multiple new sites both locally and in other cities.

### **Specific responsibilities include:**

#### **Financial Management**

- Preparation of monthly and annual financial reporting materials for VCPS's Board of Directors.
- Oversee budgeting, financial forecasting, and cash flow for administration, existing programs, and proposed new sites.
- Coordinate all audit activities.
- Oversight of grants and their financial reports to reporting agencies
- Prepare and provide financial reports to all financial institutions in business with VCPS.
- Administration of payroll for VCPS and all related state and federal reports
- Administration of accounts payable and receivables for VCPS.

#### **Administrative Leadership and Management**

- Continuously work closely with the ED on the organization's financial, budgeting, and administrative processes—including HR, payroll, and benefits functions—with an emphasis on continuously developing and improving systems.

## **Qualifications**

- Have at least five (5) years of professional experience, including managing the finance and administration of a high-growth organization.
- Bachelor's degree (MA/MBA preferred) in Education, Business, Management, or Finance.
- Excellent people skills, with experience collaborating in a multi-disciplinary, diverse, and dynamic team.
- Demonstrated experience in financial management and accounting
- Experience should include legal, audit, compliance, budget, and resource development.

- Demonstrated resourcefulness in setting priorities, proposing new ways of creating efficiencies, and guiding investment in people and systems.

### **Principal Job Description**

The principal is passionate about the mission and commitments of Vista Anaheim Charter Middle School and exhibits this through his/her development, leadership, and execution of school culture, staff development, student rigor, and operational responsibilities.

### **Staff Leadership & Development**

- The principal will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise, performance and rigor of lesson implementation.
- The principal will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly professional development/staff meetings.

### **Academic Rigor**

- The principal will develop and implement a plan that will ensure student achievement which will supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- The principal will collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- The principal will provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.

### **School Culture**

- The principal will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- The principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- The principal will plan, facilitate, and attend school functions such as parent meetings, home visits, student recruitment events, open house, parent teacher conferences, sporting events, fundraisers, etc.



### Qualifications

- 5 years teaching experience with a history of improving urban schools by increasing student achievement
- Must have a current California credential. Master's degree & an Administrative credential
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

### Assistant Principal Job Description

- The Assistant Principal wholeheartedly believes in and is passionate about the mission and commitments of Vista Anaheim Charter Middle School and exhibits this through their development, leadership and execution of school culture, staff development, student rigor and operational responsibilities. The Assistant Principal is responsible to collaborate with the principal and the teachers in order to ensure the successful implementation and execution of the instructional program with rigor.

### Staff Leadership & Development

- The Assistant Principal will implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.
- The Assistant Principal will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings.

### Academics and Rigor

- The Assistant Principal will develop and implement a plan that will ensure student achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- The Assistant Principal will collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.
- The Assistant Principal will provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.

### School Culture

- The Assistant Principal will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing

leadership for assessing and developing processes for improving climate and culture.

- The Assistant Principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- The Assistant Principal will plan, facilitate, and attend school functions such as parent meetings, home visits, student recruitment events, open house, parent teacher conferences, sporting events, fundraisers, etc.

### Qualifications

- 5 years teaching experience with a history of improving urban schools, increase student achievement and a passion for education reform.
- Must have a current California credential. Master's degree & an Administrative credential
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

### Classroom Teachers

- Fosters a safe and nurturing learning environment
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning.
- Establishes an environment where students are excited about learning
- Develops lesson plans according to the State Standards
- Builds strong relationships with students and parents
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborates with the Resource Specialist to meet the needs of all students
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities

### Qualifications

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Must possess a current California teaching credential

### Skills

- Solid knowledge of subject matter, including State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate

### **Physical Education Teacher**

- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning
- Develops lesson plans according to the State Standards
- Builds strong relationships with students and parents
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Conducts both student and teacher lead parent conferences
- Collaborates with the Resource Specialist to meet the needs of all students
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities

### Qualifications

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education is strongly preferred
- Possess a current California teaching credential
- Solid knowledge of subject matter, including State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Must be computer literate

### **Special Education Teacher**

- Instructs and services pupils whose needs have been identified in an Individualized Education Program (IEP) developed by the IEP team
- Provides information and assistance to students with disabilities and their parents
- Provides resource information regarding students with disabilities to parents and to general education staff members
- Coordination of special education services with the regular school programs for each student with disabilities enrolled in the resource program.

- Monitor pupil progress
- Supports shall include (but not limited to): behavior support, basic academic skills, organization and study skills, social skills, and use of cognitive strategies
- Fosters a safe and nurturing learning environment
- Continuously builds professional knowledge
- Establishes an environment where students are excited about learning
- Builds strong relationships with students and parents
- Identifies student's areas for improvement and is able to work with the student and family and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborates with the teachers to meet the needs of all students
- Attends and implements professional development training throughout the school year
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities

### Qualifications

- Bachelor's degree
- Master's degree is preferred
- Candidate must possess a current California credential in Special Education
- Solid knowledge of State and Federal guidelines for Special Education
- Bilingual in Spanish preferred
- Must be flexible and team-oriented
- Excellent written and communication skills

### Office Manager

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone using a professional and courteous manner.
- Coordinate substitute teacher coverage by first communicating with teachers
- Supervise and delegate duties to Office Assistants.
- Responsible for vendor quotes and relations.
- Maintain accurate record of all keys and assets that have been distributed.
- Responsible for Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Work with site administrators and teachers regarding any project or special requests.
- In charge of parent correspondence and mailings.
- Responsible for the maintenance, storage, and security of all student files.
- Student meal applications.
- Daily attendance should be entered into PowerSchool. Keep track of student absence and tardy.

### Qualifications

- B.A./B.S. degree preferred
  - Must have 3-5 years of Management experience
  - Must have knowledge in the use of a copier and fax machine
  - Ability to communicate effectively (verbal and written)
  - Must be computer literate and have extensive experience with: MS Office, Word & Excel
- Skills:
- Bilingual in Spanish preferred
  - Must have excellent management and organizational skills and a positive attitude

### Office Assistants

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service.
- phones using a professional and courteous manner. Route calls appropriately. Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Attendance: Assist Office Manager with proper documentation and accuracy
- Fax and make copies. Assist with typing and composing correspondence and letters.
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.
- Assist with the preparation of parent meetings.
- Translate for teachers, parents and counselors.
- Make student files. Organize student CUM files.

### Qualifications

- Possess a BA/BS degree
- Must have prior experience working with students in a learning environment
- Strong Math skills is strongly preferred Skills:
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.

### Supervision Employees

- Performs regularly scheduled non-classroom supervision duties, supervising students in the hallways, indoor assembly areas, outdoor eating areas, and restrooms, on the playground and in other areas to which assigned.
- Enforces activity and safety rules in school buildings and on school property.
- Reports problems of a serious nature, including recurring behavioral problems and safety hazards to the principal, or another designated certificated employee.
- Works with the school staff in alleviating behavioral problems occurring during supervision periods.

- Assumes responsibilities in inclement weather as assigned by the principal or other certificated employee.
- Check restrooms in the morning, during breaks, lunch, and after school.
- Constant movement throughout the school, i.e. eating area, bathroom area, playground.

### Qualifications

- Maintain acceptable standards of behavior among students
- Maintain poise, exercise tact and good judgment
- Encourage students in games and activities
- Collaborate and work effectively with school personnel, community representatives, parents, and students
- Follow school policies and procedures
- Work indoor and outdoors.
- Understand and follow oral and written directions

### Paraprofessionals

- Fosters a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning
- Builds strong relationships with students and parents
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities

### Qualifications

- Meet the requirements of the NCLB (AA degree)

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

## **ELEMENT 6: HEALTH AND SAFETY**

*"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237." Ed. Code § 47605 (b)(5)(F)*

### **HEALTH, SAFETY AND EMERGENCY PLAN**

Vista Anaheim Charter Middle School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. VACMS shall ensure that all staff members receive annual training on VACMS's health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and blood borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Vista Anaheim Charter Middle School /Vista Charter Public Schools including its employees and officers will comply with FERPA at all times. VCPS, its officers and employees will comply with FERPA at all times. VCPS employees "school officials" with a "legitimate educational interest" in accessing educational records maintained by Vista Anaheim Charter Middle School, in accordance with FERPA. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. As part of its annual notification of FERPA rights, Vista Anaheim Charter MS shall inform eligible students of how it defines the terms "school official" and "legitimate educational interest." Education records include but are not limited to emergency contact information, health and immunization data, attendance records, grades, behavior records, and academic performance data from the statewide student assessments required pursuant to Education Code sections 60605 and 60851.

Vista Anaheim Charter Middle School and its Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

### **CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Vista Charter Public Schools shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Vista Charter Public Schools, (2) any employees of vendors or independent contractors providing school-site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Vista Charter Public Schools shall maintain on file and available for inspection evidence that (1) Vista Charter Public Schools has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Vista Charter Public Schools has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Vista Charter Public Schools shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

## **CRIMINAL RECORD SUMMARIES**

All employees of VCPS, volunteers who are not parents and who will be performing services that are not under the direct supervision of a school employee, and onsite vendors having unsupervised contact with students will submit to background checks and fingerprinting in accordance with Education Code requirements. Vista Anaheim Charter MS will maintain on file all certifications that employees, and volunteers/vendors (as applicable) have clear criminal records summaries prior to their having any unsupervised contact with students. Vista Anaheim Charter MS will maintain on file and available for inspection during site visits, evidence that Vista Anaheim Charter MS has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Vista Anaheim Charter MS shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Vista Anaheim Charter MS shall provide a copy of the Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

## **INSURANCE AND RISK MANAGEMENT**

1. Property Insurance – for replacement value, if offered by the insurance carrier, including coverage for all assets listed in VCPS’s property inventory and consumables. If full replacement value coverage is not available, VCPS shall procure property insurance in amounts as close to replacement value as possible and sufficient to protect the school’s interests.
2. General Commercial Liability – At least \$2,000,000 per occurrence and \$5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, Fire Legal Liability, of VCPS, its governing board, officers, agents, employees, and/or students. The deductible per occurrence for said insurance shall not exceed \$20,000 for any and all losses resulting from negligence, errors and omissions of VCPS, its governing board, officers, agents, employees, and/or students.
3. Workers’ Compensation – In accordance with the California Labor Code, insurance adequate to protect VCPS from claims under Workers’ Compensation Acts which may arise from Vista Anaheim Charter MS’s operation, with statutory limits. The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
4. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
5. Crime Insurance or Fidelity Bond coverage shall be maintained by VCPS to cover all Vista Anaheim Charter MS employees who handle, process, or otherwise have responsibility for Vista Anaheim Charter MS funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a



separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Vista Charter Public Schools shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Vista Charter Public Schools shall maintain TB clearance records on file.

Vista Anaheim Charter Middle School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Vista Anaheim Charter Middle School shall maintain immunization records on file.

### **SAFE PLACE TO LEARN ACT**

Vista Anaheim Charter Middle School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

Vista Charter Public School's, including Vista Anaheim Charter Middle School's Custodian of Records per California Department of Justice for employee clearances is the Executive Director.

### **Health and Wellness of Students**

Improving student nutrition is one of the primary goals of VACMS. VACMS aims to achieve this through USDA's core child nutrition programs: 1) The National School Lunch Program, 2) The School Breakfast Program, and 3) The Summer Food Service Program.

These programs will allow VACMS to offer healthier snack foods for the students, while eliminating junk food served to students. Although VACMS will contract out its food service program, all meals for students will be prepared in a manner which meets the USDA's guidelines of the Healthy, Hunger-Free Kids Act of 2010. Student meals will have reduced fat, saturated fat, sugar, and sodium, while promoting products that have whole grains, low fat dairy, fruits, vegetables or protein foods as their main ingredients.

## **ELEMENT 7: RACIAL AND ETHNIC BALANCE**

*"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Ed. Code § 47605 (b)(5)(G)*

### **Vista Anaheim Charter Middle School's Outreach Efforts**

In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children, as a result it is our responsibility to make families aware of the educational options for their children. Vista Anaheim Charter Middle School is committed to serving all students. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school by flyers and phone conversations with local community-based organizations. All community recruitment outreach will be conducted throughout the year on an on-going basis. Recruitment at the local elementary schools will be coordinated elementary schools to be conducted during their middle school matriculation parent meetings.

Vista Anaheim Charter Middle School will notify parents and students in the community through the following methods:

- Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
- Community outreach efforts including communication with local public libraries, park and recreation centers, community-based organizations, and churches.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools. The flyers will include enrollment period and lottery information (location, date, time).
- Vista Anaheim Charter Middle School will participate in presentations at local elementary schools. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time). VACMS will only participate if invited by the local elementary school to attend the parent meeting.
- Vista Anaheim Charter Middle School's web site will contain current information about the school. The website will include enrollment period and lottery information (location, date, time).
- All outreach will be done in both English and Spanish

### **Vista Anaheim Charter Middle School's Racial and Ethnic Balance**

Because of Vista Anaheim Charter Middle School's comprehensive effort to reach a large number of groups representing diverse populations that exist in Anaheim, we believe the result will be a racial and ethnic balance that is reflective of the district/the area we serve. VACMS will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. We will also keep on file, documentation of the efforts the school has made to achieve racial and ethnic balance.

## **ELEMENT 8: ADMISSIONS**

*"Admission Requirements, if applicable." Ed. Code § 47605 (b)(5)(II)*

### **McKINNEY-VENTO HOMELESS ASSISTANCE ACT**

Vista Anaheim Charter Middle School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. VACMS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students.

### **NON-DISCRIMINATION**

Vista Anaheim Charter Middle School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. VACMS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

VACMS shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

### **Admission Requirements**

Vista Anaheim Charter Middle School will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. There will be no specific admission requirements for the school. Parents and students admitted to the school are requested to attend an orientation session to review the policies and expectations of the school, but their attendance or lack of attendance will not impact their student's admission. The principal will work to assure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

### **Student Recruitment**

VACMS, in order to recruit low-achieving, economically disadvantaged students and students with disabilities, will do the following:

- Students will be primarily recruited from within the boundaries of Anaheim.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools with the consent of that school's administration. The flyers will include enrollment period and lottery information (location, date, time).
- VACMS will participate in presentations to local elementary schools with the approval of the local school administration. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time).

- There will be no special qualifications required for admission to VACMS and all students will be encouraged to apply.

### **Lottery Preferences and Procedures**

The school will give admissions priority to the following students in the following order so as to follow charter law and meet the needs of the community:

- Students who reside in the Anaheim Union High School District.
- Siblings of students enrolled.

### **Implementation of a Public Random Drawing**

As per EC§47605(d)(2), if the number of applicants exceeds enrollment capacity at the time of the application deadline, students will be admitted to the school through a public random drawing. Siblings of children whose names are drawn will automatically be given the next enrollment slot, in order to help keep families together.

Following the open enrollment period each year, applications will be counted to determine if any grade level has received more applications than spaces are available. In the event that this happens, the school will hold a public random drawing, which will be advertised through the enrollment request (copy given to parents upon completion) as well as the lottery date included on all flyers. This lottery will determine enrollment for the impacted grade level(s), with the exception of existing students of Vista Anaheim Charter Middle School, who are guaranteed enrollment in the following school year.

### **The random public drawing shall be conducted as follows:**

1. 6<sup>th</sup> grade lottery will be conducted first, following the preferences listed above.
2. In grades 7 and 8, if space is available, these spaces will be filled through the lottery following the preferences listed above.

Enrollment requests for each grade level are kept separate. If the number of space requests in each grade level does not exceed the grade's capacity, all students applying for enrollment in that grade will be eligible for enrollment. When a grade level requests exceeds the grade's remaining available seats, then the lottery's random drawing process will be used until capacity is reached. A student whose space request is drawn will be listed by the number drawn, and shall be considered an eligible student for enrollment. The parents will be notified through a phone call and letter from the school office. Once parents are notified, they will have two days to decide if they want to enroll or withdraw from the school.

After all grade levels have reached capacity, a wait list will be established based on the order of the space requests picked during the lottery. This list will be kept in the main office and will be available for the public to view.

Parents and students will be informed of the rules of the public random drawing at the time they fill out an "enroll request/lottery form" for admission into the school. Rules of the public random drawing will be printed on the space request and those completing a space request will receive a copy of their completed form. The rules are also available for all staff and other interested parties by request and on the school's web site.

The lottery will be performed by one of the administrators and two other school staff members consisting of office personnel.

After all grade levels have reached capacity, a wait list will be established based on the order of the enrollment request/lottery form picked during the lottery. Within one week of the lottery, parents will be notified of their status on the wait list. When students are moved from the wait list to the eligible enrollment list based on grade level capacity, parents will be notified by telephone or mail by the office manager.

Wait-lists will be maintained for the current enrollment year only. Wait-lists will not carry over to the following year and those applicants on the wait-list must re-apply the following year.

Any enrollment forms received after the open-application deadline shall be date and time stamped and either (a) placed on the end of the waiting list for the applicable grade in the order they are received; or (b) if applying for enrollment in grade that is not yet at capacity the student will automatically be enrolled; or (c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

Once placed on a wait-list, a student will remain on the list until one of the following occurs:

1. The student is accepted into the charter school as space becomes available and enrolls in the charter school.
2. The parent/guardian requests that the student be removed from the wait-list.
3. The end of the current school year.

When a space becomes available in a grade level, the space will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be phoned and/or emailed to contact information on the application of interest.

It is the parent or guardians responsibility to update their contact information continuously with the charter school. The charter school shall not be responsible for failed attempts to contact a wait- listed parent due to expired contact information.

Once notified of an available space, a parent/guardian will have the following options:

1. Accept the available space within 2 business days of the offer.
2. Decline the available space and be removed from the wait-list.
3. Decline the available space and be placed at the end of the wait-list.
4. If the school does not receive a response within 2 business days of the offer, the school will deem the parent to have declined the available space and remove the student from the wait-list.

If the space is accepted, a written notification with the enrollment packet will be sent to the address on the application of interest form. The parent/guardian has five (5) more days to return a completed enrollment packet and schedule a parent orientation or the space will be forfeited.

If the space is not accepted or the space is forfeited, the space will be offered to the next name on the list and the above procedure will continue until either the space is filled or the wait-list is exhausted.

In the event a situation arises that is not covered by this procedure, the board of the charter school will determine the fairest method for resolution of the issue.

Vista Anaheim Charter Middle School will retain the following documentation of the lottery, admission, and enrollment process and procedures.

1. Agendas from information sessions.
2. Completed space request forms will be kept until the end of the school year.
3. The list of students chosen through the lottery will be kept until the end of the year.
4. Completed enrollment packets are filed in each individual students cum.
5. Agendas from admission / orientation meetings will be kept until the end of the year.
6. Sign-in sheets from admission / orientation meetings will be kept until the end of the year.

## **ELEMENT 9 : FINANCIAL AUDITS**

*"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Ed. Code § 47605 (b)(5)(I)*

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

### **Annual Audit Procedures**

Vista Anaheim Charter Middle School will retain the services of an independent auditor/CPA, from the list of State Controller's list of approved auditors, who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the school's financial statements, revenue related data collection and reporting practices, and examine the school's internal controls.

The Executive Director, in collaboration with the CBO and Board of Directors will be responsible for contracting, working with and overseeing the independent financial audit which will be reported to the Vista Charter Public Schools board.

The annual audit will be completed no later than four months after the close of the fiscal year (June 30). As required by AB1994, VACMS will send a copy of its annual audited financial report to the chief financial officer of Anaheim Union High School District, Orange County and the California Department of Education by December 15 of each year.

The Executive Director and CBO will review any audit exceptions or deficiencies and report to the Vista Charter Public Schools Board of Directors with recommendations on how to resolve them.

In accordance with California charter law, an independent financial audit will be conducted at Vista Anaheim Charter Middle School annually. Vista Charter Public Schools Board will be responsible for approving the selection of the auditor each year.

### **VACMS Budgets and Reports:**

1. The school's provisional budget will be developed in the Spring prior to the next school year.
2. The final budget will be developed in June prior to the next school year.
3. First Interim Projections will be finalized in November of each year.
4. Second Interim projections will be finalized in February of each year.
5. Unaudited Actuals will be finalized in July following the end of the fiscal year.
6. Audited Actuals will be finalized in December following the end of the fiscal year and submitted to appropriate agencies.
7. Other report as they may be requested by the sponsoring district (Anaheim Union High School District)

## **ELEMENT 10: SUSPENSION & EXPULSION**

The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605 (b)(5)(J)

### **GENERAL PROVISIONS**

Vista Anaheim Charter Middle School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

VACMS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

VACMS shall be responsible for the appropriate interim placement of students during and pending the completion of VACMS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

VACMS shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

VACMS shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, VACMS shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, VACMS shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973.

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Vista Anaheim Charter Middle School shall notify the Anaheim Union High School District as soon as practicable, which shall contain:

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that VACMS's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA.



## **OUTCOME DATA**

Vista Anaheim Charter Middle School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

## **REHABILITATION PLANS**

Pupils who are expelled from VACMS shall be given a rehabilitation plan upon expulsion as developed by Vista Charter Public School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to VACMS for readmission. VACMS shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

## **READMISSION**

Vista Charter Public Schools' governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Vista Charter Public School's governing board shall readmit the pupil, unless Vista Charter Public Schools' governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

## **REINSTATEMENT**

Vista Charter Public Schools' governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Vista Anaheim Charter Middle School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN FREE SCHOOLS ACT**

Vista Anaheim Charter Middle School shall comply with the federal Gun Free Schools Act.

At the time of enrollment and during the parent orientation meetings, parents and students are provided with a clearly delineated list of violations for which students may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following, unless otherwise specified in the table below:

- While on school grounds.
- While going to or coming from school.
- During, or while going to or coming from, a school-sponsored activity.
- Students who present an immediate threat to the health and safety of others may also be suspended or expelled.

### **Discipline Policy**

Positive behaviors have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). VACMS cultivates a positive school environment that is characterized by mutual respect. Students are introduced to the school's expectations during the student orientation days and are also reviewed on the first day of school.

At VACMS we believe that high, clearly defined, and consistent expectations will support students' self-confidence and that their efforts will lead to success in school. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997). VACMS takes a proactive school-wide approach to behavior management. As a Character Counts school, Vista focuses on the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship). These pillars apply to most behavioral situations and are shared with students and families. The Six Pillars of Character are proactively taught, and are consistently reinforced throughout the school.

### **Discipline Policies**

VACMS's discipline policy is printed in the school's student handbook. The discipline policy is communicated to all stakeholders through distribution of the student handbook, during the student orientation days as well as during enrollment. The parent/student handbook has been developed in a collaborative process between school staff and parents.

### **Notification of Policies**

The school's office manager shall insure that pupils and their parents/guardians are provided with the Student/Parent Handbook at the time of enrollment. The parents and students will be informed verbally that the handbook includes all policies and procedures for pupil conduct and discipline. The Student/Parent Handbook will be provided again to all students every school year and shall also be available upon request in the main office of the school.

VACMS is a Character Counts School. That means that everything we do will be centered on basic values called the Six Pillars Of Character, which are:

1. Trustworthiness
2. Respect
3. Responsibility
4. Fairness
5. Caring
6. Citizenship

Good character is a result of parents and teachers who lay a strong foundation of character development.

### **What is character?**

- Moral character uses our ethical values (like the Six Pillars) in order to be our best self.

- Performance character focuses on values that enable us to do our best work (diligence, imagination, work ethic, dependability).
- Your character is defined by what you do, not by what you say or believe.
- Good character requires doing the right thing even when it's costly or risky.
- You don't have to take the worst behavior of others as a standard for yourself. You can choose to be better than that.
- The payoff for good character is that it makes you a better person and it makes the world a better place.

### **VACMS's School-wide Discipline Plan**

*"Do what is right, not what is easy."*

#### **Philosophical Foundation**

- *The behavior vision is based on the **6 Pillars of Character**. We want our students to grow and develop characteristics such as: Responsibility, Respect, Caring, Fairness, Trustworthiness, Citizenship.*
- **The Tipping Point:** *"the moment when something small, or even obscure, changes into something big." (Malcolm Gladwell)*

#### **Key Elements to a School-wide Program**

*To have a successful program, we must have:*

- *Teacher Collaboration and Coherence*
- *Clarity and Consistency for Students*
- *Parent Communication and Documentation*

#### **Our System**

- **Character, College, Community**
  - *Students will build **character** that drives them to be **college** and career-bound and develop into effective citizens of their **communities**.*

#### **School-wide Proactive Interventions: Right Tickets**

**Right Tickets:** Tickets rewarded for doing what is right. Students are going above and beyond to encompass the six pillars of character.

- Students will earn **Right Tickets** for the following positive behaviors:
  - Random acts of kindness
  - Random act of service
  - Following routines/instructions without adult prompts
  - Organized materials
  - Consistent homework
  - Outstanding or improved test scores
  - Proper use of courtesy
  - Self-monitored to improve behavior
  - Took initiative to improve academics
  - Positive attitude/positive role model to peers
  - Consistent participation in class
- Examples of positive praise that could earn a Right Ticket:
  - *"I noticed..."*
    - *that you did all of your homework this week."*

- *that your materials are organized.”*
  - *that you motivated your neighbor to participate in the group project.”*
  - *that you raised your hand more this week.”*
- Google Docs will be used to track positive behavior.
  - Students will earn 1 Right Ticket per random act or behavior.

### **Right Ticket Reward System**

*\*calculated per year, rolls over at the semester*

*\*On the LAST FRIDAY of every month, students can redeem tickets for rewards in the office during Advisory.*

- **5 Right Tickets:** Positive phone call home, take away one Easy Ticket (see below for Easy Ticket definition), free school supply
- **10 Right Tickets:** Sweet treat, out of class first pass, first in lunch line pass
- **15 Right Tickets:** Free top pass
- **20 Right Tickets:** Free dress pass
- **25 Right Tickets:** Lunch with teacher
- **50 Right Tickets:** “50 Ticket Club”
  - (i.e. dinner with the Principal, movie tickets, iTunes gift card, bowling etc.)

### **Responsive School-wide Interventions: Easy Tickets**

The following intervention system will apply while on school premises, school buses, or any other school property, during school activities at or away from school, or off the school grounds if the situation is initiated at school. Students shall be given due process before a disciplinary action is taken. Any student conduct that would constitute criminal conduct under the California Education Code is also a violation of VACMS’s - Code of Conduct. The system also applies to any form of student misconduct directed at an employee, at any place, at any time.

**Easy Tickets:** Tickets given for doing what is easy. Students are not following the six pillars of character and have committed a minor offense (listed in table below).

- Easy Tickets will be tracked on Google Docs.
- If a student receives a 4th Easy Ticket in one class period, they will be sent to the office with a Referral and office will contact parent.

### **Easy Ticket Intervention System (in class)**

- After an Easy Ticket is given, teacher must choose an intervention. **3 interventions** must occur before a student is sent to the office.

### **Interventions**

- Verbal/written reprimand (Notifying student that an Easy Ticket was issued)
- Community beautification (classroom or yard)
- Written Reflection
- Changing seats
- Meaningful public or private apology
- + Choice / - Choice (Love and Logic)
  - *Example: You can either choose to be quiet and work with the class or work outside on your own.*

## **Easy Ticket Consequence System**

*\*restarts every semester*

- **5 Easy Tickets:** Nutrition Detention
- **10 Easy Tickets:** Lunch Detention and Parent Phone Conference
- **15 Easy Tickets:** Nutrition and Lunch Detention and Parent In-Person Conference
- **20 Easy Tickets:** Nutrition and Lunch Detention and Individual Behavior Plan
- **25 Easy Tickets:** In-school Suspension (different grade)
- **30 Easy Tickets:** Administration and Teacher(s) will determine appropriate consequence.
  - *These may include: not being able to attend field trips, dances, school events*

## **Major Offenses**

Student is immediately sent to the Office with a Referral and Office will contact parent and handle situation appropriately.

**Major Offenses include:**

- Cheating
- Stealing
- Willful Defiance
- Truancy
- Physical Force / Inappropriate Touching
- Sexual References - language, pictures, gestures
- Misuse / Destruction of property
- Swearing directed at an adult
- Severe conflict with peer(s)
- Harassment, Bullying, Use of racial or hate speech
- Forging parent signature
- Drug, Alcohol, or Tobacco Use
- Weapons

## **Major Offense School-wide Consequence System (in office)**

- Individual Contracts - Behavior and Academic
- Group Mentoring Session with Counselor - when conflict is with 3 or more students
- Parent Shadow
- Parent Phone Call / Parent Conference

## **Teacher / Administration Behavior Management Goals**

- **Administration:** Once a month, administration should review Google Docs to see patterns in student behavior and take necessary precautions/actions. Administration will also provide feedback when applicable.
- **Teachers' Right Ticket Goal:** approximately 25 tickets/week → 100 tickets/month
  - *This is about 2 tickets per one hour class period*

## **Grounds for Suspension and Expulsion**

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. VACMS takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. When a student's actions violate the school's values there

are consequences aligned to the offense. The matrix below is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrators discretion.

Vista Anaheim Charter Middle School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

**Must Recommend Expulsion (non-discretionary)**

Education Code (EC) 48915(c)

Act must be committed at school or school activity.

- a. Possessing a firearm when a district employee verified the firearm possession.
- b. Selling or otherwise furnishing a firearm.
- c. Brandishing a knife at another person.
- d. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.
- e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.
- f. Possession of an explosive.

**Shall Recommend Expulsion Unless Specific Circumstances Render Inappropriate**

EC. Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.

Act must be committed at school or school activity.

- a. Causing serious physical injury to another person, except in self- defense. EC Section 48915 (a)(1).
- b. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
- c. Robbery or extortion. EC Section 48915 (a)(4).
- d. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (see section 48915(b))

**May Recommend for Expulsion (Discretionary)**

Acts committed at school or school activity or on the way to and from school activity

- a. Inflicted physical injury
- b. Possessed dangerous objects
- c. Possessed drugs or alcohol (policy determines which offense)

- d. Sold look alike substance representing drugs or alcohol
- e. Committed robbery/extortion
- f. Caused damage to property
- g. Committed theft
- h. Used tobacco (policy determines which offense)
- i. Committed obscenity/profanity/vulgarity
- j. Possessed or sold drug paraphernalia
- k. Disrupted or defied school staff
- l. Received stolen property
- m. Possessed imitation firearm
- n. Committed sexual harassment
- o. Harassed, threatened or intimidated a student witness
- p. Sold prescription drug Soma
- q. Committed hazing
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- s. Participating in the act of hate Violence and Terroristic Threats

The recommendation for expulsion shall be based on one or both of the following:

- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others (see section 48915(b))

**May be recommended for suspension**

Acts committed at school or school activity or on the way to and from school activity

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person
- 2. Willfully used force or violence upon another person
- 3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage or an intoxicant of any kind
- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind
- 5. Committed or attempted to commit robbery or extortion
- 6. Caused or attempted to cause damage to school property or private property
- 7. Stolen or attempted to steal school property or private property
- 8. Possessed or used tobacco, or any products containing tobacco or nicotine products
- 9. Committed an obscene act or engaged in habitual profanity or vulgarity
- 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia
- 11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel
- 12. Knowingly received stolen school property or private property
- 13. Possessed an imitation firearm
- 14. Committed or attempted to commit a sexual assault or committed a sexual battery
- 15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding

## **IN-SCHOOL SUSPENSION**

1. *Pursuant to E.C. Section 48911.2, school districts may establish an in- school suspension program as an alternative to off-campus suspension. The intent is to encourage schools to examine alternatives to off-campus suspension that lead to resolution of student misconduct without sending students off campus.*
2. *In-school suspension allows school districts to:*
  1. *Remove the disruptive student from general student body.*
  2. *Consider student as being present for ADA purposes.*
  3. *Reduce the number of out-of-school suspensions.*

Students may be assigned by the principal to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, other students, or staff. Students who violated E.C. Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded by law for in- school suspension.

Vista Anaheim Charter Middle School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

### **Guidelines for Supervised Suspension Classroom**

- At the time a student is assigned to a supervised suspension classroom, the school principal shall notify, in person or by phone, the student's parent/guardian.
- The teacher(s) shall provide all assignments and tests that the student will miss while suspended.
- A Student who is serving an in-school suspension will be provided with appropriate counseling services for the day.
- Students with disabilities shall be provided with supports and services as described in their IEP.

## **Suspension Procedures**

### **Authority to Suspend**

The Principal has the authority to suspend following the procedures listed below.

### **Suspension Procedures**

Suspension from Class: A teacher-generated suspension from class is for the day of the act. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Executive Director. The pupil will be sent to the principal or an administrative designee for appropriate action, which may include suspension from school or other disciplinary measures.



**Suspensions from school shall be initiated according to the following procedures:**

- Informal Conference
- Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal
- At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense
- This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason.
- No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials

Vista Anaheim Charter Middle School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

**Suspension Notification**

At the time of the suspension, the office manager will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice may also state the date and time when the pupil may return to school. In addition, the notice will include directions for appealing a suspension.

**Suspension Time Limits**

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will insure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.

**Suspension Appeal Process**

During the required parent conference, information is provided in writing and verbally to the parent or guardian and student, in a language they understand, about their right to appeal a suspension, along with information about the appeal process:

- To initiate an appeal, the student or parent or guardian must contact the Executive Director in writing from the day of suspension to five (5) school days following the last day of the student's suspension.

- The Executive Director who was not involved in the initial suspension will gather information from the principal, parent or guardian, and student to determine whether or not the principal suspended the student properly and followed all applicable procedures. The Executive Director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension:
  - Uphold the suspension
  - Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be discarded.
  - The Executive Director will mail a copy of the decision to the parent or guardian and student within five days of the issuing the decision.
  - A copy of the decision will also be given to the school principal.

### **Authority to Expel**

A pupil may be expelled by the Expulsion Panel which consists of the site administrator, Executive Director and the board president, following an expulsion hearing. The Expulsion Panel may expel any pupil found to have committed an expellable offense. The student will return to the charter school if not expelled.

### **Expulsion Procedures**

Upon recommendation of expulsion by the principal, the pupil and pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

- The pupil's presence will be disruptive to the education process
- The pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation. The school will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

- The expulsion hearing will be presided over by the Expulsion panel and the outcome will be reported to the Board of Directors.
- Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
- A copy of the disciplinary rules which relate to the alleged violation
- Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.
- The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.

Vista Anaheim Charter Middle School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

#### **Recording of Hearing**

A record of the hearing shall be made and kept in the school's main office. Records will be available for the student and parents/guardians of the student in question.

#### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Expulsion Panel to expel must be supported by evidence that the pupil committed the expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses which the expulsion panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The principal's recommendation to expel a student shall be made in the form of a written recommendation to the Expulsion Panel who will make a final decision regarding the expulsion. The final decision by the Expulsion Panel shall be made within ten (10) school days following the conclusion of the hearing.

#### **Notification of Expulsion**

The principal, following a decision of the Expulsion Panel to expel shall send written notice of

expulsion, including the Panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- Notice of the specific offense committed by the pupil.
- Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
- Notice of the pupil or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with Vista Anaheim Charter Middle School.
- Effective date of the expulsion.
- Date the student will be reviewed for readmission.

### **Expulsion Appeal Process**

To initiate an appeal, parent or guardian must contact the Executive Director in writing within one week (5 business days) of the date of the expulsion.

The Executive Director will gather information from the site principal, student, parent or guardian to verify that the school followed appropriate due process and all applicable procedures. The Executive Director will then present the case as well as facilitate an appeals hearing involving the original stakeholders to an Expulsion Appeals Panel (The entire board of directors) that does not consist of any original expulsion panel members.

Based on the information submitted or requested, the Expulsion Appeals Panel may make one of the following decisions regarding the expulsion:

- Uphold the expulsion
- Determine that the expulsion was not within the school's guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be discarded. No information regarding the expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Executive Director will contact the family and mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision will also be given to the school principal. The principal will immediately work with the family to bring the student back to school no later than 5 days after the family is contacted.

### ***Outcome data will include:***

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

Prior to the recommendation to suspend or expel a pupil, the Executive Director or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

- Assault with a deadly weapon (Penal Code Section 245);
- Possession or sale of narcotics or a controlled substance;
- Possession of a firearm or firearms at a public school (Penal Code Section 626.9);

- Possession of a dagger, ice pick, knife having a fixed blade longer than 2 1/2 inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB, or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

If a student is under an expulsion order from another school district (LEA), all information must be provided to VACMS for review. VACMS's Executive Director will determine if enrollment will be granted.

VACMS will comply with Education Code Section 47605 (d) (3) requirements and will notify the district of residence of the expulsion or transfer of the student from the charter school.

### **Rehabilitation**

Pupils who are expelled from the charter school will be given a rehabilitation plan upon expulsion as developed by the charter school's Administrative Team at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan will include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for admission.

### **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the charter school's governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others, or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

## ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

All Vista Anaheim Charter Middle School Employees will have access to appropriate retirement plans as outlined below. The Executive Director of Vista Charter Public Schools will be responsible for ensuring that appropriate arrangements for the coverage listed below have been made.

All classified staff at VACMS will participate in the federal social security system as well as in the PERS (public Employees Retirement System). VACMS will continue to contribute to these retirement systems for the duration of the charter petition.

All certificated staff at VACMS will participate in the State Teachers Retirement System (STRS). VACMS will continue to contribute to these retirement systems for the duration of the charter petition.

## ELEMENT 12: ATTENDANCE ALTERNATIVES

*"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605 (b)(5)(L)*

Pupils who choose not to attend Vista Anaheim Charter Middle School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Anaheim Union High School District.

VACMS is a school of choice where parents make a conscious decision to enroll their child at. If a parent decides to withdraw their child from VACMS for any reason, VACMS office staff will notify the parent of their child's right to return to their home school. However, this will be dependent on Anaheim Union High School District's enrollment and transfer policies which may change from time to time.

## ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

*"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code § 47605 (b)(5)(M)*

Employees of Anaheim Union High School District who choose to leave the employment of their District to work at Vista Anaheim Charter Middle School shall have no automatic rights of return to Anaheim Union High School District after employment at Vista Anaheim Charter Middle School unless specifically granted by Anaheim Union High School District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District employees and former employees who accept employment with Vista Anaheim Charter Middle School will be administered in accordance with applicable agreements of Anaheim Union High School District.

All employees at Vista Anaheim Charter Middle School shall be exclusive employees of Vista Charter Public Schools.



## ELEMENT 14: MANDATORY DISPUTE RESOLUTION

*"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605 (b)(5)(N)*

The staff and governing board members of Vista Charter Public Schools agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Vista Anaheim Charter Middle School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and VACMS shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 2) A written response ("Written Response") shall be tendered to the other party within twenty (10) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice. The Issue Conference shall take place within fifteen (10) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties.

However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

## ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b) (5) (O)*

Vista Anaheim Charter Middle School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, VACMS shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from Anaheim Union High School District for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

## **ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES**

*"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Ed. Code § 47605 (b)(5)(P)*

### **REVOCACTION OF THE CHARTER**

The District may revoke the Charter if VACMS commits a breach of any provision set forth in the Charter Schools Act of 1992. The District may revoke the charter of VACMS if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the Anaheim Union High School District Board of Education will notify VACMS in writing of the specific violation, and give VACMS a reasonable opportunity to cure the violation, unless the Anaheim Union High School District's Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

### **CLOSURE ACTION**

The decision to close VACMS, either by the governing board of Vista Charter Public Schools or by the Anaheim Union High School District Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the Anaheim Union High School District of Education; the governing board of Vista Charter Public School votes to close VACMS; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Ed. Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education

website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of Vista Charter Public School or the Anaheim Union High School District Board of Education, the governing board of Vista Charter Public Schools shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how VACMS will fund these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, VACMS shall send written notice of its closure to:

1. The Anaheim Union High School District, if the Closing Action is an act of Vista Charter Public Schools. Vista Charter Public Schools shall provide Anaheim Union High School District with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action.
3. Orange County Office of Education (OCOE). Vista Charter Public Schools shall send written notification of the Closure Action to OCOE by registered mail within 72 hours of the Closure Action.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Vista Charter Public Schools shall send written notification of the Closure Action to the SELPA in which VACMS participates by registered mail within 72 hours of the Closure Action.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Vista Charter Public Schools shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Orange County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting.
6. The California Department of Education (CDE). Vista Charter Public Schools shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action.
7. Any school district that may be responsible for providing education services to the former students of VACMS. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence.

Notification of all the parties above, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Vista Charter Public Schools shall provide all employees with written verification of employment.

### **School and Student Records Retention and Transfer**

VACMS shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. VACMS shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of VACMS. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. VACMS's process for transferring student records to the receiving schools shall be in accordance with Anaheim Union High School District's procedures for students moving from one school to another.
3. VACMS shall prepare and provide an electronic master list of all students to Anaheim Union High School District. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known.
4. VACMS will update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
5. VACMS shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

VACMS shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

VACMS shall pay for the financial closeout audit of VACMS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by VACMS will be the responsibility of VACMS. VACMS understands and acknowledges that VACMS will cover the outstanding debts or liabilities of VACMS. Vista Anaheim Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors.

VACMS shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If VACMS chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and



regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. VACMS, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to VACMS by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

VACMS is operated by a nonprofit corporation (Vista Charter Public Schools), the remaining assets of VACMS shall be dissolved according to its bylaws.

VACMS shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Vista Charter Public School's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Vista Anaheim Charter School shall provide Anaheim Union High School District within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)

- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

**BYLAWS  
OF  
VISTA CHARTER PUBLIC SCHOOLS  
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Vista Charter Public Schools.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1022 N. Van Ness Avenue, Los Angeles, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside

California; and designate a place in California for holding any meeting of members.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9) unless changed by amendments to these bylaws. All directors shall have full voting rights, Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative of the charter authorizer, shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No interested persons may serve on the Board of Directors. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of

directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within the charter school's granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or any two directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time and place of the meeting and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors shall not receive compensation. Directors may receive reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more standing and/or ad hoc committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board of Directors. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.



- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board; or
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected;

The Board may also create Advisory Committees consistent with the terms of the Vista Charter School charter, for purposes of advising the Board of Directors. The Advisory Committees may include the following: (1) Site Council; (2) Parent Involvement Committee; (3) Curriculum Committee. Each Advisory Committee shall adopt bylaws, subject to Board approval.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as said chapter may be modified by subsequent legislation.

**ARTICLE VIII  
OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Director of Finance. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Director of Finance may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors

meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. If there is no Chairman of the Board, the President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken..

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. DIRECTOR OF FINANCE. The Director of Finance shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Director of Finance shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Director of Finance shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Director of Finance and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Director of Finance shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Director of Finance on his or her death, resignation, retirement, or removal from office.

**ARTICLE IX  
CONTRACTS WITH MEMBERS**

Section 1. **CONTRACTS WITH MEMBERS.** The Corporation shall comply with Government Code Section 1090.

**ARTICLE X  
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Vista Charter School Conflict of Interest Policy have been fulfilled.

**ARTICLE XI  
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII  
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board

of Directors shall authorize indemnification.

### **ARTICLE XIII INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

### **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

### **ARTICLE XV INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

**ARTICLE XVI  
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification pursuant to Corporations Code section 6322.

**ARTICLE XVII  
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

**ARTICLE XVIII  
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

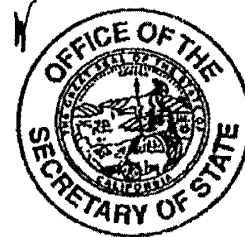
**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Vista Charter Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on Nov 10, 2014 and that these bylaws have not been amended or modified since that date.

Executed on Nov 10, 2014 at Los Angeles, California.



Jose Rubio Secretary



**State of California**  
**Secretary of State**

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California this day of

DEC -7 2007

DEBRA BOWEN  
Secretary of State



**ENDORSED - FILED**  
In the office of the Secretary of State  
of the State of California

**DEC 07 2007**

**ARTICLES OF INCORPORATION**  
**OF**  
**VISTA CHARTER SCHOOL**  
(A California Nonprofit Public Benefit Corporation)

**I.**

The name of the Corporation shall be Vista Charter School.

**II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Vista Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Vahe Markarian  
1022 N. Van Ness Avenue  
Los Angeles, CA 90038

**IV.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.


V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: 12/7/07

  
\_\_\_\_\_  
Andrea C. Sexton, Incorporator



A0756984

FILED  
Secretary of State  
State of California

JUN 11 2014

lee

3056692  
CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION

NC TO

The undersigned certify that:

1. They are the President and the Secretary of Vista Charter School, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of this Corporation is Vista Charter Public Schools.

3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:


The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

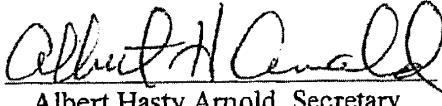
4. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
5. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 5-19-14

  
\_\_\_\_\_  
Jose Rubio, President

DATE: 6-3-14

  
\_\_\_\_\_  
Albert Hasty Arnold, Secretary



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUN 18 2014

*TMS*

Date: \_\_\_\_\_

*Debra Bowen*

DEBRA BOWEN, Secretary of State

**Business Entities (BE)**

Online Services

- **E-File Statements of Information for Corporations**
- **Business Search**
- **Processing Times**
- **Disclosure Search**

**Main Page**

**Service Options**

**Name Availability**

**Forms, Samples & Fees**

**Statements of Information**  
(annual/biennial reports)

**Filing Tips**

**Information Requests**  
(certificates, copies & status reports)

**Service of Process**

**FAQs**

**Contact Information**

Resources

- **Business Resources**
- **Tax Information**
- **Starting A Business**

Customer Alerts

- **Business Identity Theft**
- **Misleading Business Solicitations**

**Business Entity Detail**

Data is updated to the California Business Search on Wednesday and Saturday mornings. Results reflect work processed through Friday, October 09, 2015. Please refer to **Processing Times** for the received dates of filings currently being processed. The data provided is not a complete or certified record of an entity.

<b>Entity Name:</b>	VISTA CHARTER PUBLIC SCHOOLS
<b>Entity Number:</b>	C3056692
<b>Date Filed:</b>	12/07/2007
<b>Status:</b>	ACTIVE
<b>Jurisdiction:</b>	CALIFORNIA
<b>Entity Address:</b>	2900 W. TEMPLE ST.
<b>Entity City, State, Zip:</b>	LOS ANGELES CA 90026
<b>Agent for Service of Process:</b>	VAHE MARKARIAN
<b>Agent Address:</b>	2900 W. TEMPLE ST.
<b>Agent City, State, Zip:</b>	LOS ANGELES CA 90026

\* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code **section 2114** for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to **Name Availability**.
- For information on ordering certificates, copies of documents and/or status reports or to request a more extensive search, refer to **Information Requests**.
- For help with searching an entity name, refer to **Search Tips**.
- For descriptions of the various fields and status types, refer to **Field Descriptions and Status Definitions**.

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# VISTA CHARTER PUBLIC SCHOOLS

## CONFLICT OF INTEREST CODE

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Vista Charter Public Schools hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Vista Charter Public Schools, as specifically required by California Government Code Section 87300.

### **II. DEFINITION OF TERMS**

As applicable to California public charter schools, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. DESIGNATED EMPLOYEES**

Employees of Vista Charter Public Schools, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With Charter Schools. All Statements shall be supplied by Vista Charter public Schools. All Statements shall be filed with Vista Charter Public Schools. Vista Charter Public School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Vista Charter Public Schools decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to Vista Charter Public Schools' Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of Vista Charter Public Schools' bylaws.

All employees and representatives of VCMS, including members of Charter School's governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.



## EXHIBIT A

### Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).
  - A. Members of the Governing Board and their alternates (if applicable)
  - B. Candidates for Member of the Governing Board
  - C. Executive Director of Charter School
  - D. Principal of Charter School
  - E. Assistant Principals
  - F. Chief Business Officer

## EXHIBIT B

### Disclosure Categories

#### Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Administrator. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Administrator. Investments include the interests described in Category 1.

## **ALBERT HASTINGS ARNOLD, Ed.D.**

Address:  
2511 Ocean Front Walk  
Venice, CA 90291  
310-301-1804  
Hastyarnoldhasty@gmail.com

### **Education**

Pepperdine University, Los Angeles Ed.D. in Institutional Management	1985
University of Southern California MA in Education Administration	1964
Pepperdine University BS in Biology	1961

### **Credentials**

General Administrative Credential - Life  
General Secondary Credential - Life  
General Elementary Credential - Life

### **Memberships**

ACSA  
Phi Delta Kappa  
ASCD  
Member of the Board of the following:  
Vista Charter Middle School  
Pepperdine Alumni  
Pepperdine School of Education  
Antioch University MAE/CT

### **Experience**

**Arnold Educational Consulting**  
2003 - present  
Principal Consultant developing teaching excellence and leadership capacity

**Pepperdine University, Los Angeles**  
2000-present  
Field Supervisor in the MAE/TC program

**Pepperdine University and CSULA, Adjunct Professor**  
1985-present (periodically)

**LAUSD, Principal**  
1977-2002  
School site principal at the following schools:  
Santa Monica Blvd. School (1985-2002)

Crescent Heights School (1982-85)  
Hooper Ave, School (1977-1982)

**LAUSD, Assistant Principal**  
1973-1977 Hooper Ave School

**LAUSD, Administrative Assistant**  
1972-1973 Tenth Street School

**LAUSD, Demonstration/Training Teacher**  
1964-1972 Praire Street School

**LAUSD, Teacher**  
1962-1964 Welby Way

## **Honors**

SMBCCS "The Dr. Hasty Arnold Auditorium" inaugurated in 2001  
ACSA Regional Principal of the Year Award, 1999  
Pepperdine University - "Call to Leadership" Honoree, 1998  
California State Department of Education, California Distinguished Principal Award, 1997  
Pepperdine University - "Healing Los Angeles" Award, 1991 (for actions healing cultural conflicts)

## **Professional Activities**

Inaugurated the Garcetti-LaBonge Parent Learning Center, 2008  
Established and expanded Parent Education, Involvement and Literacy at SMBS 1987-2002  
Educational Partnership with Paramount Studios - Largest Mentoring Program in the State which provided over 200 mentors for at-risk students at SMB, 1987-2002  
Mentored and cultivated the leadership potential of young educators, 1987-2002 - proud to see many proteges grow into successful school principals  
LAUSD, Los Angeles Science Initiative, District Representative, Washington, DC, 1998  
Harvard University Principals' Institute participant, 1996  
Member of the Delegation of Educators to visit Armenia, 1989

## **Professional Presentations**

UCLA Advanced Management Program "Teacher Collaboration through Dialogues and Coaching" 2000  
LAUSD Cluster Principals - "Looping and Multi-age Instruction" 2000  
Mount St. Mary's College - "Issues in School Management" 2000  
LEARN Residential, Palm Springs - "Collaborative Governance" 1999  
ASCD Conference, San Diego - "Multi-age Classrooms, a Success Story" 1999  
CERA - "Multi-age Classroom Students Outscore Students in Traditional Classrooms" 1998  
LEARN Principals and Teachers - "Teacher Dialogues: A Model for Staff Development" 1997  
Board of Directors for the Friends of the School Volunteers Program - "Mentoring" 1996  
Occidental College Future Administrators " Multi-age Classes" 1992  
UCLA and CSULA Prospective Administrators "The Principalship" 1989-97  
CSULA Administration Students "Education in Soviet Armenia: A Perspective" 1989

*Albert H. Arnold 6/11/14*

# Jose Rubio

1513 Centinela Avenue #E, Santa Monica, California 90404  
310-903-3989 js.rubio3@gmail.com

## Objective

To obtain a position as an English Literature Teacher at the Middle School level utilizing capabilities in planning and implementing high quality Common Core Language Arts lessons while building strong relationships with students and their families. Emphasis will be placed on the analysis and use of data to guide instruction.

## Experience

Los Angeles Unified School District Classroom Teacher West Vernon Elementary 1996-2006

- As Grade Level Chair helped implement and became accomplished in the Open Court Reading Program
- Supervised and managed Youth Services After School Program (YSCARE). Created work assignments for instructional aids and student teachers as well as providing evaluations.
- Created and headed the Technology Committee

LAUSD Classroom Teacher Stoner Elementary 2006-2010

- Member of the Instructional Leadership Team: Helped create and plan Banked Time/Staff development meetings as well as advise on a variety of school related issues.
- Member of School Site Council: Assisted in evaluating the progress made toward school goals.
- Headed the school Finance Committee: Assisted in Grant Writing and school fundraising efforts

LAUSD Classroom Teacher, Edison Middle School 2006-Present

- Seventh and Eighth Grade English Literature and ESL
- Interdisciplinary Team Leader. Created and established meeting norms, classroom expectations and guidelines for my instructional team.
- Member of School Site Council

### **Education**

- Concordia University Irvine, December 2011  
Masters Degree in Educational Administration
- LAUSD District Intern, June 2000  
Professional Clear Multiple Credential, BCLAD Emphasis
- University of Texas El Paso, August 1988  
Bachelors in Business Administration, Finance

### **Skills and Accomplishments**

- Awarded National Board Certification in 2002 in the category of Early Childhood Generalist (EC/GEN). Renewed in 2012
- Successfully introduced two theatre and drama programs to my school; The Unusual Suspects and Spirit Series
- As an ESL teacher I learned how to assess and monitor the needs of the bilingual program with the help of faculty, staff, students and parents. Worked with my bilingual coordinator to continuously modify the bilingual program to meet those needs. Assisted with the coordination and timely submission of the CELDT Test. Conducted annual Saturday parent workshops on the steps to re-classification.

# LAUSD Charter School Resume

Todd Clark  
10361 Caribou Lane, Los Angeles, CA 90077  
310-474-4842  
[etoddclark@gmail.com](mailto:etoddclark@gmail.com)

## Education

Ph.D program- courses only Claremont Graduate School	1959-64
M.A. California History Fresno State University	1960
B.A. International Relations College of the Pacific	1955

## Credentials

California General Secondary	1959
------------------------------	------

## Professional Activities

Claremont Graduate School Team Teaching Program	1960-63
Asusa High School Social Studies Teacher/Department Chair	1958-67
Constitutional Rights Foundation Education Director	1958-68
Executive Director	1969-2008
President, California Council for the Social Studies	1970
President, National Council for the Social Studies	1980
Co-Founder College Bound Today Chair, "California Volunteers"(Current Name)Governor's Commission on Service	2008-2014 2000-2004

**Jack Lawrence Bagwell**

5754 Fairhaven Avenue  
Woodland Hills, California 91367  
Work: (818) 252-5404  
Cell: (818) 321-8764

Employee Number: 560494  
Email: jack.bagwell@lausd.net

**Education****California State University, Northridge**

Ed.D., Educational Leadership, December 2013

**California State University, Los Angeles**

Administrative Services Credential, 1995

**California State University, Los Angeles**

Bilingual Certificate of Competence-Spanish, 1988

**California State University, Los Angeles**

California Multiple Subjects Clear Credential, 1985

**Concordia University, Seward, Nebraska**

Bachelor of Science in Elementary Education, 1980

**Professional Experience****LOCAL DISTRICT 2, LAUSD**

2006 – Present

**Principal Leader**

- Successfully organized and led the Local District 2 work team of stakeholder groups to develop the Public School Choice Educational Plan for Julie Korenstein Elementary School, resulting in Los Angeles Unified School District Board approval of the Plan.
- Led professional development opportunities for principals in their Professional Learning Community focused on best practices in improving student academics and behavior, data analysis, and differentiation of instruction under the Response to Instruction and Intervention (RtI<sup>2</sup>) framework.
- Supervised the instructional leadership practices of administrators in their use of periodic assessment data, establishing instructional foci, benchmarking of their leadership practice, and in monitoring action plans targeted to meet accountability benchmarks and goals based on the Performance Meter.
- Engaged administrators in work teams to identify challenges to improving teacher practice and student learning through use of data analysis protocols, then developing strategic, goal-driven actions based on the data analysis results.
- Led the Local District 2 budget development process for elementary school budget teams in organizing and planning categorical budgets linked to the Single Plan for Student Achievement Action Plan.
- Pilot participant in the second observer training for the Teaching and Learning Framework.
- Worked directly and collaboratively with administrators through the problem-solving inquiry process to develop specific strategies and plans for engaging and increasing parent involvement at schools.

**DAYTON HEIGHTS ELEMENTARY SCHOOL, LAUSD – Local District 4**

2003 – 2006

**Elementary Principal**

- Established continuing parent education seminars and classes focused on literacy, ELD and mathematics, empowering parents to becoming more engaged in school activities and with teachers.
- Planned and collaborated with the special education support team to implement a literacy and language learning lab as a collaborative model of instruction and intervention for general and special education students.
- Organized grade level professional learning communities and inquiry groups.
- Utilized District data resources (SOAR, DSS, EduSoft and SIS) to prioritize and determine areas of instructional focus and improvement for students.
- Utilized instructional coaches as a tool to improve the instructional core through professional development opportunities, classroom visitations and grade level planning meetings.



- Leveraged categorical resources to customize support and develop professional development opportunities for teachers based on teacher and grade level needs.
- Organized administrative and grade level instructional teams with responsibilities for planning and implementing short-term and long-term professional development opportunities for teachers in literacy, ELD and mathematics.
- Recruited to be in the Local District 4 Institute for Learning principal leadership cohort.

**EMELITA STREET SCHOOL, LAUSD – District C** 1999 – 2003

**Elementary Principal**

- Coordinated for the successful implementation of Open Court Reading 2000 in grades K-5.
- Coordinated for the successful implementation of Scott, Foresman Mathematics 2001 in grades K-5.
- Implement a coaching model for teachers to include differentiated professional development for newly implemented Open Court Reading and Scott, Foresman Mathematics programs based on teacher needs.
- Organized teachers, parents and community members to secure matching funds for the Wonder of Reading library grant resulting in the dedication of the Wonder of Reading library at the school.
- Implemented a lesson study design focused on evaluating and analyzing student writing samples, developing teacher content knowledge and skills, and reflection upon teacher practice and the impact upon student learning.
- Collaborated with various stakeholder groups to organize and plan the local district literacy faire.
- Effectively led grade level teams to focus on data analysis and implementation of instructional improvement strategies resulting in continuous growth of API/AYP indicators.

**NAPA STREET SCHOOL, LAUSD – Cluster 6** 1997 – 1999

**Elementary Assistant Principal**

- Successfully worked with general education and special education teachers to organize and implement a Student Study Team resulting in targeted intervention services for students.
- Effectively led professional development trainings in literacy instruction for administrators and teachers as a member of the Cluster 6 Literacy Cadre.
- Increased parent participation and decision-making through the LEARN Governance Council and Napa Street School Parent Center.
- Successfully coordinated the implementation of the Project M.O.R.E. Title VII Bilingual Program as a research-based model of instructional improvement for English Learner students.

**NAPA STREET SCHOOL, LAUSD – Region F** 1994 -1997  
**Categorical Programs Coordinator**

**NAPA STREET SCHOOL, LAUSD – Region F** 1985 -1994  
**Elementary Bilingual Teacher (Grades 1-3)**

**ZION LUTHERAN SCHOOL - Glendale, California** 1983 -1985  
**Elementary Teacher (Grades 4-5)**

**ST. JOHN LUTHERAN SCHOOL – Montebello, California** 1980 -1983  
**Elementary Teacher (Grades 2-3)**

**Professional Associations**

- Council of Mexican American Administrators (CMAA)
- Association of California School Administrators (ACSA)
- Phi Delta Kappa

**Professional Development**

- Southern California Professional Development School Consortium
- Association of California School Administrators (ACSA)
  - Superintendent Academy Program, 2010
  - Business Services Council Representative, Region XVI, 2010-2012

**Donald S. Wilson**  
1618 S. Sherbourne Drive  
Los Angeles, CA 90035  
310-428-0539  
Employee # 596965  
[dwilso3@lausd.net](mailto:dwilso3@lausd.net)

## **PROFILE**

Principal of one of the highest achieving schools in California with a track record of continued growth. An effective and motivating professional development instructor with a highly developed ability to effectively communicate with all stakeholders. Imaginative and innovative in curriculum development and implementation. Nationally Board credentialed with more than sixteen years experience in bilingual and ELD instruction. Native level fluency in both oral and written Spanish with BCLAD certification.

## **WORK HISTORY**

- 2014 Director of Instruction, LAUSD
- Supervise the Ambassador Hotel (RFK) site with six schools K-12 and over 4000 students
- 2008-2013 Wonderland Ave. Elementary and Gifted/High Ability Magnet
- Principal of dual schools on one campus
  - Implemented school wide reform through Writing and Reading workshop models
  - Raised State test scores every year (from 952 to 979 over four years)
  - Raised Booster fundraising from \$115,000 to \$600,000 annually
  - Implemented school based leadership with a strong leadership and curriculum development team
  - Received the California Distinguished School Award
  - Received a 2010 ACCIPIO Administrator of the Year award for work with diversity in education
  - Received the 2013 Administrator of the Year award from the California Music Education Association (CMEA)
- 2007-2008 Third Street Elementary, LAUSD
- Assistant Principal, Educational Instruction Specialist
  - Implemented and Oversaw Special Education programs
  - Effectively worked with parents, lawyers, and advocates to avoid costly legal battles
- 2005-2007 Santa Monica Blvd Community Charter

- Administrative Coordinator
- Title I and ELD Programs Coordinator
- Dean of Discipline
- Professional Development and Curriculum Committee
- Medical Reimbursement (MAA) Coordinator
- Attendance Coordinator
- Co-writer of the school's charter that was adopted by LAUSD

2004-2005 Santa Monica Blvd. Community Charter

- Mentor Teacher
- Chairperson of Student Council Committee

## EDUCATION

2012 SUPES Academy completion

2005 Masters of Educational Policy and Administration, CSUN

2004 Completed UCLA Cognitive Coaching Academy

1990 District Internship Program Graduate

1986 B.A. English Literature  
B.A. Spanish Literature  
Brigham Young University, Provo, Utah

## CERTIFICATION

National Board Certification in English as a New Language  
Bilingual Certificate of Competence in Spanish (BCC)

## PUBLICATIONS

Los Angeles Parent Magazine, June 2011 first place winner for essay on children's grieving "From Heartache to Hero."

## REFERENCES

Autri Streeck, Instructional Director  
Educational Service Center West  
11380 W. Graham Place  
Los Angeles, Ca 90064  
(310) 914-2112

Titus Campos, Superintendent  
**Para Los Niños**  
500 Lucas Avenue  
Los Angeles, CA 90017  
(213)250-4800

Maureen Diekmann, Executive Director  
333 S. Beaudry Ave. 11<sup>th</sup> Floor  
Los Angeles, Ca 90017  
(213) 241-0415

# **JODY MOLODOW**

6318 Heather Dr. L.A., CA 90068

[Jody.molodow@gmail.com](mailto:Jody.molodow@gmail.com)

323-465-0160

## **EDUCATION**

M.A., Education/Special Education, University of Southern California, 1975

B.S., Social Science/English, University of Southern California, Magna Cum Laude, 1974

## **PROFESSIONAL EXPERIENCE**

### **Los Angeles Unified School District**

- 2009-2015**     **Coordinator**, Charter Operated Programs  
Division of Special Education
- 2000-2009**     **Specialist**, Division of Special Education
- 1999-2000**     **Program Specialist**, Division of Special Education
- 1993-1999**     **Administrative Assistant**  
**Coordinator**, Compensatory Education Program  
**Coordinator**, Bilingual Program  
McBride Special Education Center
- 1993**            **Principal**, Extended School Year  
Carlson
- 1991-1993**     **Advisor**, Early Education Program  
Special Education Support Services  
District Administrative Offices
- 1989-1991**     **Administrative Assistant**  
**Coordinator**, Compensatory Education Program  
**Coordinator**, Bilingual Program  
Banneker Special Education Center
- 1988-1989**     **Advisor**, Infant/Toddler Program  
Early Intervention – Infant Toddler Program  
Central Administrative Office
- 1986-1988**     **Coordinator**, Gifted and Talented Program

**Teacher**, Kindergarten-First Grade  
**Teacher**, Special Education After-School Early Childhood Program  
Shenandoah Street School

**1981-1986**    **Coordinator/Instructor**, Parent Effectiveness Training Program  
**Teacher**, Third Grade  
**Resource Specialist Teacher**  
Laurel School

**1981-1985**    **Coordinator**, School Interaction Program  
**Resource Specialist Teacher**  
Wonderland Avenue School

**1979-1981**    **Teacher**, Elementary Orthopedically Handicapped/Non Handicapped  
Salvin Special Education Center

**1975-1979**    **Acting Administrative Assistant**  
**Resource Teacher**  
**Teacher**, Elementary Mentally Retarded Severe  
Willenberg Special Education Center

## **PROFESSIONAL SKILLS AND ACHIEVEMENTS**

- Coordinated Special Education services and program implementation for students with disabilities in collaboration with charter schools
- Provided technical assistance to Special Education Division department and Support Units, as well as other LAUSD departments regarding charter schools and services
- Provided ongoing meaningful consultation to charter school administrators, teachers, providers, and parents
- Liaisoned with District and chart leaders to assist in SELPA LAUSD reorganization
- Served as direct support for mediating challenging cases that could result in due process hearing
- Successfully organized District-wide Extended School Year, including preparation of manual and training Program Specialists, while decreasing budget deficit and maximizing student services
- Collaborated with charter leaders to develop and implement professional development activities for charter and District employees
- In depth knowledge of District Special Education policies, procedures, and programs as they relate to charter school programs
- Understanding of laws and regulations pertaining to charter schools in general and delivery of special education services relative to charter schools

- In depth knowledge of the Individuals with Disabilities Act and state and local regulations
- Familiarity with developing budget, hiring personnel, opening and closing of classes
- Ability to collaborate and communicate effectively with other offices, community agencies, parents, and school-site staff

## **CREDENTIALS/CERTIFICATION**

- Multicultural/Bilingual Master Plan coursework
- California Administrative Services Credential
- Standard Elementary Credential (Life)
- Specialist, SH and LH Credential (Life)
- Restricted Special Education Credential, OH (Life)
- Resource Specialist Certificate of Competence

## **REFERENCES**

Available on request

# Paul Vieyra

paul.vieyra@gmail.com • 6519 Greenleaf Avenue, Whittier CA 90601 • (323) 346-7600

## Experience

### **Uptown Realtors, Whittier, California**

**Realtor**

***October 2007 to Present***

*-Represent buyers and sellers in Real Estate transactions.*

*-Coordinate with Escrow, Title, and Lenders to consummate a successful purchase or sale.*

### **Mellon 1st Business Bank, Los Angeles, California**

**Operations Manager/Business Analyst**

***April 1999 to October 2007***

*-Manage Relationship Profitability Module at Bank*

*-Streamline and improve core bank processes to improve profitability.*

*-Training and Implementation of bank products.*

*-Liaison between Executive Management and Line Managers.*

### **Bank of Los Angeles, Beverly Hills, California**

**Operations Manager**

***April 1994 to March 1999***

*-Data Processing Manager, responsible for interbank check processing between Banks and Federal Reserve.*

## Education

Cal State Los Angeles

**2005 - 2006** Business Finance

East Los Angeles College

**2002 - 2004** Associates of Arts

# **Vista Anaheim Charter School**

## **2016-17 Petition Budget + 5 Year Plan**



**Vista Anaheim Charter Middle School Petition Budget  
Anaheim - Orange County  
5 Year Budget**

	<u>2016-17 Budget</u>	<u>2017-18 Budget</u>	<u>2018-19 Budget</u>	<u>2019-20 Budget</u>	<u>2020-21 Budget</u>
<b>Revenues:</b>					
LCFF Revenue	2,346,579	3,607,238	3,660,847	3,752,368	3,846,177
Federal Revenue	221,658	384,357	384,357	384,357	384,357
State Revenue	149,173	344,124	295,978	295,978	295,978
Local Revenue	-	-	-	-	-
<b>Total Revenue</b>	<b>2,717,410</b>	<b>4,335,719</b>	<b>4,341,182</b>	<b>4,432,703</b>	<b>4,526,512</b>
<b>Expenditures:</b>					
Certificated Compensation	747,500	1,139,420	1,177,340	1,209,128	1,241,775
Classified Compensation	191,340	225,323	230,023	234,235	238,551
Employee Benefits and Taxes	272,859	397,947	437,894	478,388	493,734
Materials & Supplies	603,857	562,854	457,519	587,654	464,353
Outside Services	786,802	1,004,312	1,043,981	1,059,101	1,077,080
Other Outgo	38,466	47,322	36,608	37,524	38,462
Depreciation Expense	-	-	-	-	-
<b>Total Expenditures</b>	<b>2,640,823</b>	<b>3,377,179</b>	<b>3,383,365</b>	<b>3,606,030</b>	<b>3,553,955</b>
<b>Net Result</b>	<b>76,587</b>	<b>958,540</b>	<b>957,817</b>	<b>826,673</b>	<b>972,557</b>
<b>Fund Balance</b>					
Beginning Fund Balance	-	76,587	1,035,127	1,992,944	2,819,617
Current Year Results	76,587	958,540	957,817	826,673	972,557
Ending Fund Balance	76,587	1,035,127	1,992,944	2,819,617	3,792,174

**Vista Anaheim Charter Middle School Petition Budget  
Anaheim - Orange County  
5 Year Budget**

		<u>2016-17 Budget</u>	<u>2017-18 Budget</u>	<u>2018-19 Budget</u>	<u>2019-20 Budget</u>	<u>2020-21 Budget</u>
<b>REVENUE</b>						
	ADA	266.00	399.00	399.00	399.00	399.00
<b>LCFF Revenue</b>						
LCFF	8011	2,293,379	3,527,438	3,581,047	3,752,368	3,846,177
EPA	8012	53,200	79,800	79,800	-	-
In-Lieu Property Tax	8096	-	-	-	-	-
<b>Total LCFF Revenue</b>		<b>2,346,579</b>	<b>3,607,238</b>	<b>3,660,847</b>	<b>3,752,368</b>	<b>3,846,177</b>
	<i>Per Student Rev</i>	<i>8,822</i>	<i>9,041</i>	<i>9,175</i>	<i>9,404</i>	<i>9,640</i>
<b>Federal Revenue</b>						
Special Education IDEA	8181	-	51,870	51,870	51,870	51,870
NCLB Title I	8290	74,480	111,720	111,720	111,720	111,720
NCLB Title II	8290	2,128	3,192	3,192	3,192	3,192
PCSGP Implementation Grant	8290	-	-	-	-	-
Federal Nutrition Program	8290	145,050	217,575	217,575	217,575	217,575
Other Federal Revenue	8290	-	-	-	-	-
<b>Total Federal Revenue</b>		<b>221,658</b>	<b>384,357</b>	<b>384,357</b>	<b>384,357</b>	<b>384,357</b>
<b>State Revenue</b>						
Special Education AB602	8311	134,330	201,495	201,495	201,495	201,495
State Lottery	8520	-	93,100	55,860	55,860	55,860
State Lottery Prop 20	8520	-	27,265	16,359	16,359	16,359
State Nutrition Program	8520	11,119	16,678	16,678	16,678	16,678
Other State Revenue	8590	3,724	5,586	5,586	5,586	5,586
<b>Total State Revenue</b>		<b>149,173</b>	<b>344,124</b>	<b>295,978</b>	<b>295,978</b>	<b>295,978</b>
<b>Local Revenue</b>						
Grants and Donations	8641	-	-	-	-	-
Other Local Revenues	8699	-	-	-	-	-
<b>Total Local Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue</b>		<b>2,717,410</b>	<b>4,335,719</b>	<b>4,341,182</b>	<b>4,432,703</b>	<b>4,526,512</b>
<b>EXPENDITURES</b>						
<b>Certificated Compensation</b>						
Teacher Compensation	1100	637,500	944,100	976,942	1,003,319	1,030,409
Certificated Administrator	1300	110,000	195,320	200,398	205,809	211,366
<b>Total Certificated Compensation</b>		<b>747,500</b>	<b>1,139,420</b>	<b>1,177,340</b>	<b>1,209,128</b>	<b>1,241,775</b>
<b>Classified Compensation</b>						
Instructional Aides	2100	41,040	61,560	61,560	61,560	61,560
Facilities/Maintenance	2200	36,300	37,200	38,268	39,225	40,205
Administrative/Supervisory	2300	50,000	51,240	52,711	54,028	55,379
Office/Clerical/Other	2400	16,500	16,909	17,394	17,829	18,275
Other Classified	2900	47,500	58,414	60,090	61,592	63,132
<b>Total Classified Compensation</b>		<b>191,340</b>	<b>225,323</b>	<b>230,023</b>	<b>234,235</b>	<b>238,551</b>
<b>Employee Benefits &amp; ER Taxes</b>						
STRS	3100	94,036	164,418	191,671	219,215	225,134
PERS	3200	24,970	37,404	41,864	46,613	47,472
OASDI	3300	11,863	13,970	14,261	14,523	14,790
Medicare	3330	13,613	19,789	20,407	20,929	21,465
H&W	3400	90,270	120,059	126,062	132,365	138,983
SUI	3500	16,514	10,918	11,259	11,547	11,843

**Vista Anaheim Charter Middle School Petition Budget  
Anaheim - Orange County  
5 Year Budget**

		<u>2016-17 Budget</u>	<u>2017-18 Budget</u>	<u>2018-19 Budget</u>	<u>2019-20 Budget</u>	<u>2020-21 Budget</u>
Workers Compensation	3600	21,593	31,389	32,369	33,197	34,048
<b>Total Employee Benefits &amp; ER Taxes</b>		<b>272,859</b>	<b>397,947</b>	<b>437,894</b>	<b>478,388</b>	<b>493,734</b>
<b>Total Compensation Costs</b>		<b>1,211,699</b>	<b>1,762,690</b>	<b>1,845,257</b>	<b>1,921,751</b>	<b>1,974,060</b>
Employee Costs as % of Revenue		45%	41%	43%	43%	44%
<b>Materials &amp; Supplies</b>						
Textbooks	4100	180,485	50,130	5,013	137,001	13,700
Other Instructional Books	4200	7,000	42,000	42,000	42,000	42,000
Instructional Materials & Supplies	4300	26,000	63,000	63,000	63,000	63,000
Office Supplies	4300	20,000	15,000	15,000	15,000	15,000
Custodial/Facility Supplies	4300	12,600	18,900	18,900	18,900	18,900
Postage & Mail	4300	7,500	7,500	7,500	7,500	7,500
Non-Capitalized Expenditures	4400	194,103	132,071	71,853	70,000	70,000
Food Expense	4700	156,169	234,253	234,253	234,253	234,253
<b>Total Materials &amp; Supplies</b>		<b>603,857</b>	<b>562,854</b>	<b>457,519</b>	<b>587,654</b>	<b>464,353</b>
<b>Outside Services &amp; Other Operating Expenses</b>						
Personal Services/Special Ed	5100	75,762	142,898	142,898	142,898	142,898
Travel & Conferences	5200	7,500	23,000	25,500	25,500	25,500
Dues & Memberships	5300	1,400	2,100	2,100	2,100	2,100
Insurance	5400	25,000	27,500	27,500	27,500	27,500
Utilities	5500	48,300	49,508	50,745	52,014	53,314
Building Rent - Facility Lease	5600	240,000	247,200	254,616	262,254	270,122
Equipment Rents & Leases	5610	15,000	15,000	15,000	15,000	15,000
Facility Repairs & Maintenance	5630	50,000	25,000	50,000	50,000	50,000
Instructional Consultants	5800	25,000	110,000	110,000	110,000	110,000
Contracted Subs	5800	16,500	24,000	24,000	24,000	24,000
Licenses & Fees	5800	39,500	39,500	39,500	39,500	39,500
Transportation	5800	54,000	54,000	54,000	54,000	54,000
Non Instructional Consultants	5800	38,000	48,000	48,000	48,000	48,000
Special Ed Admin Fee 6%	5800	8,060	15,202	15,202	15,202	15,202
Management Fee - CMO	5800	101,880	104,732	107,455	110,357	113,336
Legal/Audit Fees	5800	5,000	15,000	15,000	17,500	22,500
Misc Operating Expenses	5890	5,000	30,000	30,000	30,000	30,000
Communications	5900	30,900	31,673	32,464	33,276	34,108
<b>Total Outside Services &amp; Other Operating Expenses</b>		<b>786,802</b>	<b>1,004,312</b>	<b>1,043,981</b>	<b>1,059,101</b>	<b>1,077,080</b>
<b>Other Outgo</b>						
County Oversight Fees	7300	23,466	36,072	36,608	37,524	38,462
Debt Service Payments	7439	15,000	11,250	-	-	-
<b>Total Other Outgo</b>		<b>38,466</b>	<b>47,322</b>	<b>36,608</b>	<b>37,524</b>	<b>38,462</b>
Depreciation Expense		-	-	-	-	-
<b>Total Expenditures</b>		<b>2,640,823</b>	<b>3,377,179</b>	<b>3,383,365</b>	<b>3,606,030</b>	<b>3,553,955</b>
<b>NET RESULT</b>		<b>76,587</b>	<b>958,540</b>	<b>957,817</b>	<b>826,673</b>	<b>972,557</b>

Vista Anaheim Charter Middle School  
2016-17 Cash Flow

	2016-17 Cash Flow												Total	Accruals	Total
	LCFF	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%			
SPED/Prax/etc	5%	6%	12%	6%	8%	8%	8%	8%	14%	7%	7%	7%	100%		
Instructional Days	6%	15	21	21	15	12	17	20	23	23	22	9	100%		
Facilities/Other Days	14	20	20	21	15	12	17	20	23	23	22	9	100%		
Total Budget	14816	404096	404096	310444	616834	409930	239590	92184	314940	343312	366237	376955	364125	Total	Total
LCFF	2,293,279	848,530	848,530	13,300	412,808	206,404	206,404	206,404	206,404	206,404	206,404	206,404	2,086,975	206,404	2,293,279
EPA	52,200	13,300	13,300	13,300	13,300	13,300	13,300	13,300	13,300	13,300	13,300	13,300	59,900	13,300	52,200
In Lieu Property/Taxes															
Total LCFF	2,345,579	861,830	861,830	13,300	426,108	229,704	229,704	229,704	229,704	229,704	229,704	229,704	2,146,875	213,004	2,345,579

	2016-17 Cash Flow												Total	Accruals	Total	
	LCFF	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%				100%
Federal Revenue	221,658	310	8,370	16,430	11,057	14,505	15,037	14,505	52,277	14,505	14,505	33,657	173,996	48,162	221,658	
State Revenue	149,173	310	8,370	16,430	11,057	15,504	11,057	11,057	19,117	14,161	9,713	11,937	159,270	9,403	149,173	
Local Revenue	2,717,410	310	8,370	478,280	11,057	25,562	30,541	451,670	231,966	272,298	266,370	230,623	45,594	2,440,140	277,269	2,717,410
Total Revenues	2,988,241	930	17,570	503,010	33,171	51,568	66,104	527,845	775,541	775,541	775,541	57,594	1,992,836	67,568	2,988,241	

	2016-17 Cash Flow												Total	Accruals	Total	
	LCFF	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%				100%
Certified Compensation	747,500	9,167	67,121	67,121	67,121	67,121	67,121	67,121	67,121	67,121	67,121	67,121	747,500		747,500	
Classified Compensation	191,340	7,527	15,957	18,993	14,757	12,689	16,169	18,287	20,405	14,757	19,699	13,161	191,340		191,340	
Employee Benefits	272,859	16,231	24,020	28,419	21,790	20,497	23,357	28,229	22,170	20,497	21,755	19,936	272,859		272,859	
Total Personnel Costs	1,211,699	32,924	107,098	114,533	103,975	103,117	107,246	133,637	109,696	102,375	108,575	100,218	1,211,699		1,211,699	
Books, Materials & Supplies	603,857	22,300	216,272	205,863	41,238	20,758	14,165	48,899	20,758	20,758	20,758	20,758	573,973	29,984	603,857	
Outside Services & Other Operating Costs	786,502	39,740	64,987	56,803	64,614	69,564	54,439	70,664	65,893	71,214	61,314	60,574	786,502	48,624	786,502	
County Oversight Fees	23,466	1,250	5,866	5,866	1,955	1,955	1,955	1,955	1,955	1,955	1,955	1,955	23,466		23,466	
Debt Service Payments	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000		15,000	
Total Expenditures	2,640,823	46,214	301,423	392,490	217,961	195,902	176,947	230,014	203,494	294,871	187,652	192,452	181,795	2,502,219	78,607	2,640,823

	2016-17 Cash Flow												Total	Accruals	Total	
	LCFF	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%				100%
Net Income/(Loss)	765,887	(95,904)	(373,052)	585,790	(206,904)	(170,343)	(146,405)	221,656	28,472	72,925	60,718	37,171	(136,200)	(122,025)	198,662	76,587
OTHER INFLOWS/(OUTFLOWS)																
Proceeds from Loans	500,000													500,000		
Repayments of Loans	(500,000)													(500,000)		
Total Other Inflows/(Outflows)	500,000													(50,000)		500,000
NET TOTAL INFLOWS/(OUTFLOWS) BEFORE ACCRUALS	1,266,887	(95,904)	(746,052)	585,790	(377,247)	(316,688)	(293,060)	221,656	28,472	72,925	60,718	37,171	(169,125)	(159,150)	198,662	76,587

	2016-17 Cash Flow												Total	Accruals	Total	
	LCFF	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%				100%
NET CHANGE IN PRIOR ACCRUALS																
Accounts Receivable & Other Assets																
Accounts Payable & Other Liabilities																
Total Change in Prior Accruals																
NET CHANGE IN CASH	1,266,887	(95,904)	(746,052)	585,790	(377,247)	(316,688)	(293,060)	221,656	28,472	72,925	60,718	37,171	(169,125)	(159,150)	198,662	76,587
CAPITAL OUTLAY																
ENDING CASH	1,779,235	404,096	31,044	616,834	409,930	219,590	93,184	314,840	343,312	366,237	376,955	364,125	1,779,235			





Vista Anaheim Charter Middle School  
2019-20 Cash Flow

Beginning Cash

LFYF	5%	6%	7%	8%	9%	10%	11%	12%	13%	14%	15%	16%	17%	18%	19%	20%	Total	Accruals	Total	
Speed/Pass/etc																				
Instructional Days																				
Facilities/Office Days																				
Total Budget	1642,438	1,642,438	1,761,713	1,793,703	1,737,973	1,824,759	1,918,444	1,968,757	2,001,997	2,034,082	2,154,082	2,213,297	2,247,907	2,301,013						

REVENUES

LCFF	375,236	387,618	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713
In Local Property Taxes																				
Total LCFF	375,236	387,618	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713	397,713
Total Federal Revenues	384,357	5,111	24,356	22,281	22,281	51,009	22,281	22,281	22,281	54,121	21,762	21,762	21,762	56,490	315,735	68,627	384,357			
Total State Revenues	295,978	456	13,555	26,035	17,975	17,975	86,030	17,975	30,065	34,015	15,966	15,966	242,984	52,954	295,978					
Total Local Revenues																				
TOTAL REVENUES	4432,703	466	205,286	338,009	377,969	377,969	406,697	396,021	377,909	421,809	392,408	375,335	404,163	397,337	459,228	4,432,703				

EXPENDITURES

Total Certificated Salaries	1,209,128	17,511	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	108,362	1,209,128
Total Classified Salaries	234,235	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	19,520	234,235
Total Employee Benefits	478,388	22,053	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	35,738	478,388
Total Personnel Costs	1,921,751	39,204	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	163,619	1,921,751
Total Books and Supplies	387,454	20,575	34,302	40,152	33,578	33,578	102,078	48,578	33,578	102,078	48,578	33,578	33,578	48,578	33,578	33,578	33,578	33,578	33,578	387,454
Total Services & Other Operating	1,094,301	56,949	84,134	87,020	90,750	83,963	90,560	85,460	93,860	81,960	93,860	81,960	83,768	79,868	1,005,816	53,244	1,059,011			
District Oversight Fees	37,524		3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	3,127	37,524
Debt Service Payments																				
TOTAL EXPENDITURES	3,605,030	116,728	286,182	293,915	291,084	284,384	339,384	299,884	285,384	362,684	296,384	281,325	277,425	343,766	188,064	3,606,230				
Net Income(Loss)	826,673	(11,626)	(81,966)	(55,910)	86,885	93,685	47,313	96,140	92,705	59,215	94,206	94,110	126,738							

OTHER INFLOWS/(OUTFLOWS)

Proceeds from Loans																				
Repayments of Loans																				
Total Other Inflows/(Outflows)																				

NET TOTAL INFLOWS/(OUTFLOWS) BEFORE ACCRUALS

	826,673	(11,626)	(81,966)	(55,910)	86,885	93,685	47,313	96,140	92,705	59,215	94,206	94,110	126,738							
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NET CHANGE IN PRIOR ACCRUALS

Accounts Receivable & Other Assets	463,859	347,895	115,965																	
Accounts Payable & Other Liabilities	(113,991)	(113,991)																		
Total Change in Prior Accruals	350,467	234,202	115,965																	

NET CHANGE IN CASH

	1,177,140	118,240	33,069	(33,010)	86,885	93,685	47,313	96,140	92,705	59,215	94,206	94,110	126,738							
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CAPITAL OUTLAY

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ENDING CASH

	2,328,351	1,700,714	1,791,783	1,737,873	1,824,759	1,918,444	1,968,757	2,001,997	2,034,082	2,154,082	2,213,297	2,247,907	2,301,013	2,328,351						
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Vista Antheim Charter Middle School  
2020-21 Cash Flow

Beginning Cash (operating cash only)

REVENUES

LCFF  
EPA  
In Lieu Property Taxes  
Total LCFF

Total Federal Revenues  
Total State Revenues  
Total Local Revenues

TOTAL REVENUES

EXPENDITURES

Total Certificated Salaries  
Total Classified Salaries  
Total Employee Benefits  
Total Personnel Costs  
Total Books and Supplies  
Total Services & Other Operating  
District Oversight Fees  
Debt Service Payments

TOTAL EXPENDITURES

Net Income (Loss)

OTHER INFLOWS/(OUTFLOWS)

Proceeds from Loans  
Repayments of Loans  
Total Other Inflows/(Outflows)

NET TOTAL INFLOWS/(OUTFLOWS) BEFORE ACCRUALS

NET CHANGE IN PRIOR ACCRUALS

Accounts Receivable & Other Assets  
Accounts Payable & Other Liabilities  
Total Change in Prior Accruals

NET CHANGE IN CASH

CAPITAL OUTLAY

ENDING CASH

LCFF	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	100%
SpEd/Peac/etc	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%	100%
Instructional Days	15	21	21	21	15	12	12	12	12	12	12	12	12	12	12	12	12	12	100%
Facilities/Office Days	14	20	21	21	15	12	12	12	12	12	12	12	12	12	12	12	12	12	100%
Total Budget	10/20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Total	Accruals	Total				
3,846,177	2,528,331	2,528,331	2,586,247	2,614,753	2,537,914	2,647,523	2,764,132	2,853,018	2,924,882	3,039,890	3,160,579	3,255,109	3,349,613		3,846,177				

3,846,177	152,309	192,309	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156	346,156
384,337	3,112	24,356	22,261	22,281	51,009	22,291	22,291	22,291	54,121	21,752	21,752	21,752	21,752	50,490	50,490	50,490	50,490	50,490	50,490
295,978	466	12,555	26,035	17,975	17,975	36,030	36,030	36,030	30,055	34,015	34,015	34,015	34,015	15,960	15,960	15,960	15,960	15,960	15,960
452,631.2	466	27,976	242,699	386,412	386,412	415,140	404,466	386,412	430,342	401,933	383,879	412,606	408,731	467,771	452,631.2				
1,241,775	17,614	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	111,287	1,241,775
238,551	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	19,879	238,551
493,234	22,891	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	36,912	493,234
1,974,060	40,505	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	168,079	1,974,060
464,433	20,575	34,302	40,152	33,578	33,578	40,428	48,578	33,578	40,428	46,578	33,578	40,428	46,578	33,578	33,578	33,578	33,578	33,578	464,433
1,077,080	57,922	86,715	88,102	91,641	85,041	51,641	85,541	96,541	97,941	87,541	87,541	87,541	87,541	87,541	87,541	87,541	87,541	87,541	1,077,080
38,402	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	38,402
3,533,935	119,002	294,402	295,538	296,703	299,903	303,353	305,503	301,403	309,653	307,403	289,324	282,974	3,398,112	154,843	3,533,935				
972,557	(118,536)	(86,325)	(56,839)	89,709	96,509	111,787	98,663	85,009	120,688	94,530	94,504	129,632	659,679	312,928	972,557				
459,328	344,496	11,493																	
(168,064)	(168,064)																		
291,265	176,432	11,493																	
1,263,822	57,896	23,507	(56,639)	89,709	96,509	111,787	98,963	85,009	120,688	94,530	94,504	129,632							
3,479,244	2,580,247	2,614,753	2,587,514	2,647,623	2,744,132	2,855,918	2,924,882	3,039,890	3,160,579	3,255,109	3,349,613	3,419,244							



**Vista Heritage Charter Middle School  
5 Year Petition Budget  
Enrollment and Revenue Assumptions**

**Enrollment:**

	<b>2016-17 Budget</b>	<b>2017-18 Budget</b>	<b>2018-19 Budget</b>	<b>2019-20 Budget</b>	<b>2020-21 Budget</b>
K - 3					
4 - 6	140.00	140.00	140.00	140.00	140.00
7 - 8	140.00	280.00	280.00	280.00	280.00
9 - 12					
<b>Total Enrollment</b>	<b>280.00</b>	<b>420.00</b>	<b>420.00</b>	<b>420.00</b>	<b>420.00</b>
<b>Attendance Rate</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>

**ADA:**

K - 3					
4 - 6	133.00	133.00	133.00	133.00	133.00
7 - 8	133.00	266.00	266.00	266.00	266.00
9 - 12					
<b>Total ADA</b>	<b>266.00</b>	<b>399.00</b>	<b>399.00</b>	<b>399.00</b>	<b>399.00</b>

Statutory COIA - GP		1.60%	2.48%	2.87%	2.50%	2.50%
Property Tax rate						
LCFF ck		2,346,579	3,607,238	3,660,847	3,752,368	3,846,177
COIA - GP (Forecasted)		2.7%	2.8%	2.6%	2.7%	2.7%
EPA (Per LCFF Calculator)	200.00	53,200	79,800	79,800		
<b>Total LCFF</b>		<b>2,346,579</b>	<b>3,607,238</b>	<b>3,660,847</b>	<b>3,752,368</b>	<b>3,846,177</b>
LCFF		2,293,379	3,527,438	3,581,047	3,752,368	3,846,177
EPA (Per LCFF Calculator)		53,200	79,800	79,800		
Property Tax Revenue						
<i>Rate per ADA</i>		<i>8,309</i>	<i>8,515</i>	<i>8,759</i>	<i>8,978</i>	<i>9,203</i>
Lottery	140.00	37,240	55,860	55,860	55,860	55,860
Lottery Prop 20	41.00	10,906	16,359	16,359	16,359	16,359
Special Ed AB602 - El Dorado SELPA	505.00	134,330	201,495	201,495	201,495	201,495
Mandated Cost Reimb	14	3,724	5,586	5,586	5,586	5,586
SB740	\$750/ADA or	\$750	199,500	299,250	299,250	299,250
	75% Lease Cost		180,000	185,400	190,962	202,592
	Monthly Lease		180,000	185,400	190,962	202,592
<b>Federal Revenues:</b>						
NCLB Title I	280	74,480	111,720	111,720	111,720	111,720
NCLB Title II	8	2,128	3,192	3,192	3,192	3,192
NCLB Title III	95					
Special Ed IDEA	130.00		51,870	51,870	51,870	51,870
PCSGP Grant (\$575K Maximum)						

**Vista Anaheim Charter Middle School  
Anaheim - Orange County  
Initial 5 Year Detail Budget  
(with Start Up Costs)**

		<u>2016-17 Budget</u>	<u>2017-18 Budget</u>	<u>2018-19 Budget</u>	<u>2019-20 Budget</u>	<u>2020-21 Budget</u>	
<b>Gen'l Assumptions:</b>							
Statutory COLA		1.60%	2.48%	2.87%	2.50%	2.50%	
COLA		2.70%	2.80%	2.60%	2.70%	2.70%	
H&W Inflation		7.0%	5.0%	5.0%	5.0%	5.0%	
H&W / Employee		6,018	6,319	6,635	6,967	7,315	
STRS ER Rates		12.58%	14.43%	16.28%	18.13%	18.13%	
PERS ER Rates		13.05%	16.60%	18.20%	19.90%	19.90%	
Instructional Days		190	190	190	190	190	
Custodial/Office Assistant Days		220	220	220	220	220	
Student/Teacher Ratio		28	28	28	28	28	
Workers Compensation		2.3%	2.3%	2.3%	2.3%	2.3%	
Enrollment		280	420	420	420	420	
# of Teachers based on Ratio		10.00	15.00	15.00	15.00	15.00	
<b>Position Rates: Sal/Hrly</b>							
Teachers - Certificated New	s 1100	57,750	57,750	57,750	57,750	57,750	
Teachers - Certificated Returning	s 1100	57,750	59,367	60,911	62,555	64,244	
Teachers - Special Ed	s 1100	60,000	61,680	63,284	64,992	66,747	
Music Teacher	H 1100	25.00	25.00	25.00	25.00	25.00	
Teacher - Stipends	1150	-	-	-	-	-	
Substitutes	D 1160	150.00	150.00	150.00	150.00	150.00	
Counseling	s 1200	60,000	61,680	63,284	64,992	66,747	
Assistant Principal	s 1300	80,000	82,240	84,378	86,656	88,996	
Principal	s 1300	110,000	113,080	116,020	119,153	122,370	
Certificated School Coordinator	s 1900	60,000	61,680	63,284	64,992	66,747	
SpEd RSP	s 2100	35,000	35,980	36,915	37,912	38,936	
Instructional Aides	H 2100	\$12.00	\$12.00	\$12.00	\$12.00	\$12.00	
Custodial/Maintenance	H 2200	\$15.00	\$15.37	\$15.81	\$16.21	\$16.61	
Office Manager	s 2300	50,000	51,240	52,711	54,028	55,379	
Office Assistant	H 2400	\$15.00	\$15.37	\$15.81	\$16.21	\$16.61	
Supervision Aides	H 2900	\$10.00	\$10.25	\$10.54	\$10.81	\$11.08	
<b>Position FTE's/Hrs Per Day:</b>							
Teachers - Certificated New	s 1100	10.00	5.00	-	-	-	
Teachers - Certificated Returning	s 1100	-	10.00	15.00	15.00	15.00	
Teachers - Special Ed	s 1100	1.00	1.00	1.00	1.00	1.00	
Music Teacher	1100	-	-	-	-	-	
Teacher - Stipends	1150	-	-	-	-	-	
Substitutes	1160	-	-	-	-	-	
Counseling	s 1200	-	-	-	-	-	
Assistant Principal	s 1300	-	1.00	1.00	1.00	1.00	
Principal	s 1300	1.00	1.00	1.00	1.00	1.00	
Certificated School Coordinator	s 1900	-	-	-	-	-	
SpEd RSP	s 2100	-	-	-	-	-	
Instructional Aides (4.5 hrs/Day Each)	H 2100	18.00	27.00	27.00	27.00	27.00	
Custodial/Maintenance (2 @ 5.5 hrs each)	H 2200	11.00	11.00	11.00	11.00	11.00	
Office Manager	s 2300	1.00	1.00	1.00	1.00	1.00	
Office Assistant	H 2400	5.00	5.00	5.00	5.00	5.00	
Supervision Aides/Community Reps (@ 5 Hours/Day)	H 2900	25.00	30.00	30.00	30.00	30.00	
<b>Position Description</b>		<b>Object</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Teachers - New	1100	577,500	288,750	-	-	-	
Teachers - Returning	1100	-	593,670	913,658	938,327	963,662	
Teachers - Special Ed	1100	60,000	61,680	63,284	64,992	66,747	
Music Teacher	1100	-	-	-	-	-	
Teacher - Stipends	1150	-	-	-	-	-	
Substitutes	1160	-	-	-	-	-	
Counseling	1200	-	-	-	-	-	
Director/Principal	1300	110,000	195,320	200,398	205,809	211,366	
Other Certificated	1900	-	-	-	-	-	
SpEd RSP	2100	-	-	-	-	-	
Instructional Aides	2100	41,040	61,560	61,560	61,560	61,560	
Custodial/Maintenance	2200	36,300	37,200	38,268	39,225	40,205	
Office Manager	2300	50,000	51,240	52,711	54,028	55,379	
Office Assistant	2400	16,500	16,909	17,394	17,829	18,275	
Supervision Aides/Community Reps	2900	47,500	58,414	60,090	61,592	63,132	
<b>Expenditures:</b>							
Total Full Time FTE's w/Benefits		15.00	19.00	19.00	19.00	19.00	
Total H&W Expense		6,018	6,319	6,635	6,967	7,315	
		90,270.00	120,059.10	126,067.06	132,365.16	138,983.42	

**Vista Anaheim Charter Middle School  
Initial 5 Year Detail Budget  
Materials & Supplies**

	Qty	Cost	Start Up Costs	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget
<b>4100 Textbooks</b>			134,181	46,304	50,130	5,013	137,001	13,700
\$'s Per Student			325	325	325	325	325	325
Enrollment Change			280	-	140	-	420	-
Annual Replacement (10%)				10%	10%	10%	10%	10%
<b>4200 Other Instructional Books</b>				7,000	42,000	42,000	42,000	42,000
\$'s Per Student				25	100	100	100	100
<b>4300 Instructional Materials &amp; Supplies</b>			5,000	21,000	63,000	63,000	63,000	63,000
\$'s Per Student				75	150	150	150	150
<b>4310 Office Supplies</b>			5,000	15,000	15,000	15,000	15,000	15,000
\$'s Per Student								
<b>4380 Maintenance Supplies</b>			-	12,600	18,900	18,900	18,900	18,900
\$'s Per Student				45	45	45	45	45
<b>4300 Postage &amp; Mail</b>				7,500	7,500	7,500	7,500	7,500
<b>4400 Non Cap Equipment</b>			194,103	-	132,071	71,853	70,000	70,000
Classroom set up								
Whiteboard	11.00	300	3,300	-	1,500	-	-	-
Smartboards								
Desks & Chairs	280.00	200	56,000	-	28,000	-	-	-
Teacher Desk & Chair	11.00	325	3,575	-	1,625	-	-	-
Educational Supplies								
Projector/Document Camera	10	1,829	18,292	-	9,146	-	-	-
Office Computers (2 in Year 1)	2	750	1,500	-	750	-	-	-
PHP Laser Jet P3015 Printers	2	926	1,853	-	-	1,853	-	-
Teacher Laptops	12.00	1,250	15,000	-	6,250	-	-	-
Security Cameras								
Student PC's	280.00	275	77,000	-	38,500	25,000	25,000	25,000
Chromebook Carts	10	1,575	15,750	-	6,300			
HP Proliant DL320e Server	1	1,833	1,833					
Misc Non Cap					40,000	45,000	45,000	45,000
<b>Total</b>				109,404	328,601	223,266	353,401	230,100

Vista Anaheim Charter Middle School

		Per					
		Month/Student	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget
<b>Personal Services</b>	5100		75,762	142,898	142,898	142,898	142,898
Special Ed Revenue-			134,330	253,365	253,365	253,365	253,365
Special Ed Fair Share 6% Admin Fee			8,060	15,202	15,202	15,202	15,202
<b>Travel &amp; Conferences</b>	5200		7,500	23,000	25,500	25,500	25,500
CCSA Conference			2,000	15,000	17,500	17,500	17,500
Misc Prof Dev (per Teacher)		\$500	5,500	8,000	8,000	8,000	8,000
<b>Dues &amp; Memberships</b>	5300		1,400	2,100	2,100	2,100	2,100
CCSA		\$5.00	1,400	2,100	2,100	2,100	2,100
MISC							
<b>Insurance</b>	5400		25,000	27,500	27,500	27,500	27,500
<b>Utilities</b>	5500		48,300	49,508	50,745	52,014	53,314
Electric		\$3,500	42,000	43,050	44,126	45,229	46,360
Water/Gas		\$300	3,600	3,690	3,782	3,877	3,974
Waste Disposal		\$225	2,700	2,768	2,837	2,908	2,980
<b>Building Rent (Per Month w 3% Inflation At</b>	5600	\$20,000	240,000	247,200	254,616	262,254	270,122
<b>Equipment Rents &amp; Leases</b>	5610		15,000	15,000	15,000	15,000	15,000
Office Copier		\$1,250	15,000	15,000	15,000	15,000	15,000
Student PC's			-	-	-	-	-
Office Equipment		\$0.00	-	-	-	-	-
<b>Facility Repairs &amp; Maintenance</b>	5630		50,000	25,000	50,000	50,000	50,000
			50,000	25,000	50,000	50,000	50,000
<b>Instructional Consultants (Prof Dev etc...)</b>	5800		25,000	110,000	110,000	110,000	110,000
Prof Dev			5,000	10,000	10,000	10,000	10,000
Tutoring - After School			20,000	50,000	50,000	50,000	50,000
After School Programs			-	50,000	50,000	50,000	50,000
<b>Contracted Substitutes</b>	5800		16,500	24,000	24,000	24,000	24,000
<b>Non Instructional Consultants</b>	5800		48,000	48,000	48,000	48,000	48,000
V Tech Services (IT support and Maintenance)		\$2,333.33	28,000	28,000	28,000	28,000	28,000
Misc			10,000	20,000	20,000	20,000	20,000
<b>Licenses &amp; Fees - Technology etc...</b>	5800		39,500	39,500	39,500	39,500	39,500
Power School			10,000	10,000	10,000	10,000	10,000
Map Testing			7,000	7,000	7,000	7,000	7,000
OARS			5,000	5,000	5,000	5,000	5,000
BloomBoard			5,000	5,000	5,000	5,000	5,000
Edlic - Website Hosting			2,500	2,500	2,500	2,500	2,500
Student Testing - State Testing CASSP			10,000	10,000	10,000	10,000	10,000
<b>Transportation</b>	5800		54,000	54,000	54,000	54,000	54,000
(@\$300/day over 180 instructional days)			54,000	54,000	54,000	54,000	54,000
<b>Special Ed Admin Fee @ 6%</b>	5800		8,060	15,202	15,202	15,202	15,202
<b>CMO management Fees</b>	5800	\$101,879.68	101,880	104,732	107,455	110,357	113,336
CMO Calculation	28%						
(% of CMO Support Expenditures)							
<b>Legal/Audit Fees</b>	5800		5,000	15,000	15,000	17,500	22,500
Legal Fees			5,000	5,000	5,000	5,000	10,000
Audit Fees				10,000	10,000	12,500	12,500
<b>Misc Operating Expenses</b>	5890		5,000	30,000	30,000	30,000	30,000
			5,000	30,000	30,000	30,000	30,000
<b>Communications</b>	5900		30,900	31,673	32,464	33,276	34,108
Phone Service (+ \$3,400 Start up Fee)		\$325	3,900	3,998	4,097	4,200	4,305
Internet		\$2,250	27,000	27,675	28,367	29,076	29,803
Misc							
<b>Total</b>			786,802	1,004,312	1,043,981	1,059,101	1,077,080



# Anaheim Charter Middle School

## 2016-2017 Master Schedule

	Teacher	Period P1	Period P2	Period P3	Period P4	Period P5	Period P6	Period P7
6th	A	ELA 6	SOC STD 6	ELA 6	SOC STD 6	Teacher's Planning Period	ELD 6	ADVISORY 6
	B	MATH 6	SCIENCE 6	MATH 6	SCIENCE 6	TECHNOLOGY 6	Teacher's Planning Period	ADVISORY 6
	C	ELA 6	SOC STD 6	ELA 6	SOC STD 6	Teacher's Planning Period	ELD 6	ADVISORY 6
	D	MATH 6	SCIENCE 6	MATH 6	SCIENCE 6	TECHNOLOGY 6	Teacher's Planning Period	ADVISORY 6
7th	E	SOC STD 7	SOC STD 7	TECHNOLOGY 7	Teacher's Planning Period	SOC STD 7	SOC STD 7	ADVISORY 7
	F	ELA 7	ELA 7	ELD 7	Teacher's Planning Period	ELA 7	ELA 7	ADVISORY 7
	G	MATH 7	MATH 7	Teacher's Planning Period	REMEDIAL MATH 7	MATH 7	MATH 7	ADVISORY 7
	H	SCIENCE 7	SCIENCE 7	Teacher's Planning Period	ROBOTICS 7	SCIENCE 7	SCIENCE 7	ADVISORY 7
8th	I	Teacher's Planning Period	ENVRNMNTL STD 8	SCIENCE 8	SCIENCE 8	SCIENCE 8	SCIENCE 8	ADVISORY 8
	J	Teacher's Planning Period	ELD 8	ELA 8	ELA 8	ELA 8	ELA 8	ADVISORY 8
	K	LDRSHP COUNCIL 8	Teacher's Planning Period	SOC STD 8	SOC STD 8	SOC STD 8	SOC STD 8	ADVISORY 8
	L	REMEDIAL MATH 8	Teacher's Planning Period	MATH 8	MATH 8	MATH 8	MATH 8	ADVISORY 8
	M	PE 8	PE 8	PE 7	PE 7	PE 6	PE 6	Teacher's Planning Period
	N	MUSIC BAND 8	ORCHESTRA 8	ORCHESTRA 7	MUSIC BAND 7	MUSIC BAND 6	Teacher's Planning Period	ADVISORY 7
	O	SPANISH 8	SPANISH 8	ELD 7	SPANISH 7	Teacher's Planning Period	SPANISH 6	ADVISORY 8



ANAHEIM CHARTER MIDDLE SCHOOL

Vista Charter Public School

2016-2017 SCHOOL YEAR CALENDAR

CALENDARIO ESCOLAR DE INSTRUCCIÓN

[www.vistacharterpublicschools.org](http://www.vistacharterpublicschools.org)



JULY 2016		AUGUST 2016		SEPTEMBER 2016		OCTOBER 2016		NOVEMBER 2016		DECEMBER 2016	
JULIO		AGOSTO		SEPTIEMBRE		OCTUBRE		NOVIEMBRE		DICIEMBRE	
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	1	2	3	4	5
6	7	8	9	10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	28	29
30	31	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30	31	1	2	3
4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27
28	29	30	31	1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	1
2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	1	2	3	4	5	6
7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30
31	1	2	3	4	5	6	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31	1	2	3	4
5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28
29	30	31	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31	1	2
3	4	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31

JANUARY 2017		FEBRUARY 2017		MARCH 2017		APRIL 2017		MAY 2017		JUNE 2017	
ENERO		FEBRERO		MARZO		ABRIL		MAYO		JUNIO	
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	1	2	3	4	5
6	7	8	9	10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	28	29
30	31	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30	31	1	2	3
4	5	6	7	8	9	10	11	12	13	14	15
16	17	18	19	20	21	22	23	24	25	26	27
28	29	30	31	1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	1
2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	1	2	3	4	5	6
7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30
31	1	2	3	4	5	6	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	31	1	2	3	4
5	6	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	27	28
29	30	31	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31	1	2
3	4	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	1	2	3	4	5	6	7
8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31

NO SCHOOL  
NO HAY CLASES

MINIMUM DAY - DISMISSAL AT 12:35  
Dia Mínimo-Salida a bs. 12:35 pm

Aug 14-15	Vista Charter Public Schools Professional Development (Pupil Free)	Jan 16	Dr. Martin Luther King Holiday - Día Feriado	May 29	Memorial Day Holiday - Día Feriado
Aug 14-16	Incoming 6th Graders Assessment	Jan 29	Vista Charter Public Schools Professional Development (Pupil Free)	Jun 10	Last Day of School - Último Día de Escuela
Aug 15-16	Vista Charter Public Schools Professional Development (Pupil Free)	Feb 13	President's Day - Día Feriado		
Aug 18	First Day of School - Start of the Semester	Mar 23-31	Spring Break - Descanso de Primavera		
Aug 19	Upper Elementary (5th-6th) Field Trip	Mar 31	Cesar Chavez Birthday Observation		
Aug 23	Vista Charter Public Schools Professional Development (Pupil Free)				



# Anaheim Charter Middle School

## Regular Day Bell Schedule

### 2016-2017

#### 6th Grade

	Start Time	End Time	Length
Period 1	8:00 AM	8:55 AM	55 min
Period 2	8:55 AM	9:50 AM	55 min
Passing	9:50 AM	9:53 AM	3 min
Period 3	9:53 AM	10:48 AM	55 min
Lunch	10:48 AM	11:28 AM	40 min
Period 4	11:28 AM	12:23 PM	55 min
Passing	12:23 PM	12:26 PM	3 min
Period 5	12:26 PM	1:20 PM	54 min
Passing	1:20 PM	1:23 PM	3 min
Period 6	1:23 PM	2:17 PM	54 min
Passing	2:17 PM	2:20 PM	3 min
Advisory	2:20 PM	3:00 PM	40 min

#### 7th Grade

	Start Time	End Time	Length
Period 1	8:00 AM	8:55 AM	55 min
Passing	8:55 AM	8:58 AM	3 min
Period 2	8:58 AM	9:53 AM	55 min
Passing	9:53 AM	9:56 AM	3 min
Period 3	9:56 AM	10:50 AM	54 min
Passing	10:50 AM	10:53 AM	3 min
Period 4	10:53 AM	11:47 AM	54 min
LUNCH	11:47 AM	12:27 PM	40 min
Period 5	12:27 PM	1:21 PM	54 min
Passing	1:21 PM	1:24 PM	3 min
Period 6	1:24 PM	2:17 PM	53 min
Passing	2:17 PM	2:20 PM	3 min
Advisory	2:20 PM	3:00 PM	40 min

#### 8th Grade

	Start Time	End Time	Length
Period 1	8:00 AM	8:54 AM	54 min
Passing	8:54 AM	8:56 AM	2 min
Period 2	8:56 AM	9:50 AM	54 min
NUTRITION	9:50 AM	10:00 AM	10 min
Period 3	10:00 AM	10:54 AM	54 min
Passing	10:54 AM	10:56 AM	2 min
Period 4	10:56 AM	11:49 AM	53 min
Passing	11:49 AM	11:51 AM	2 min
Period 5	11:51 AM	12:44 PM	53 min
Lunch	12:44 PM	1:24 PM	40 min
Period 6	1:24 PM	2:17 PM	53 min
Passing	2:17 PM	2:20 PM	3 min
Period 7	2:20 PM	3:00 PM	40 min

**Early Dismissal Every Wednesday at 2:17 PM**



# Anaheim Charter Middle School

## Minimum "A" & "B" Day Bell Schedules

2016-2017

### MIN "A" DAY

#### 6th Grade

	Start Time	End Time	Length
Advisory	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	3 min
Period 1	8:53 AM	9:43 AM	50 min
Passing	9:43 AM	9:46 AM	3 min
Period 2	9:46 AM	10:36 AM	50 min
Lunch	10:36 AM	11:16 AM	40 min
Period 3	11:16 AM	12:09 PM	53 min
Dismissal 12:09			

#### 7th Grade

	Start Time	End Time	Length
Advisory	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	3 min
Period 1	8:53 AM	9:43 AM	50 min
Passing	9:43 AM	9:46 AM	3 min
Period 2	9:46 AM	10:36 AM	50 min
Passing	10:36 AM	10:39 AM	3 min
Period 3	10:39 AM	11:29 AM	50 min
LUNCH	11:29 AM	12:09 PM	40 min
Dismissal 12:09			

#### 8th Grade

	Start Time	End Time	Length
Advisory	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	2 min
Period 1	8:53 AM	9:43 AM	50 min
Lunch	9:43 AM	10:23 AM	40 min
Period 2	10:23 AM	11:13 AM	50 min
Passing	11:13 AM	11:16 AM	3 min
Period 3	11:16 AM	12:06 PM	50 min
Dismissal 12:06			

### MIN "B" DAY

#### 6th Grade

	Start Time	End Time	Length
Advisory	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	3 min
Period 4	8:53 AM	9:43 AM	50 min
Passing	9:43 AM	9:46 AM	3 min
Period 5	9:46 AM	10:36 AM	50 min
Lunch	10:36 AM	11:16 AM	40 min
Period 6	11:16 AM	12:09 PM	53 min
Dismissal 12:09			

#### 7th Grade

	Start Time	End Time	Length
Advisory	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	3 min
Period 4	8:53 AM	9:43 AM	50 min
Passing	9:43 AM	9:46 AM	3 min
Period 5	9:46 AM	10:36 AM	50 min
Passing	10:36 AM	10:39 AM	3 min
Period 6	10:39 AM	11:29 AM	50 min
LUNCH	11:29 AM	12:09 PM	40 min
Dismissal 12:09			

#### 8th Grade

	Start Time	End Time	Length
Advisory	8:00 AM	8:50 AM	50 min
Passing	8:50 AM	8:53 AM	2 min
Period 4	8:53 AM	9:43 AM	50 min
Lunch	9:43 AM	10:23 AM	40 min
Period 5	10:23 AM	11:13 AM	50 min
Passing	11:13 AM	11:16 AM	3 min
Period 6	11:16 AM	12:06 PM	50 min
Dismissal 12:06			





Anaheim Charter Middle School

TESTING DAY BELL SCHEDULE

2016-2017

**TESTING "A" DAY**

**TESTING "B" DAY**

**6th Grade**

**6th Grade**

	Start Time	End Time	Length
Period 1	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 2	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 3	12:57 PM	3:00 PM	123

	Start Time	End Time	Length
Period 4	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 5	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 6	12:57 PM	3:00 PM	123

**7th Grade**

**7th Grade**

	Start Time	End Time	Length
Period 1	8:00 AM	10:04 AM	124
Passing	10:04 AM	10:14 AM	10
Period 2	10:14 AM	12:17 PM	123
Lunch	12:17 AM	12:57 PM	40
Period 3	12:57 PM	3:00 PM	123 min

	Start Time	End Time	Length
Period 4	8:00 AM	10:04 AM	124
Passing	10:04 AM	10:14 AM	10
Period 5	10:14 AM	12:17 PM	123
Lunch	12:17 AM	12:57 PM	40
Period 6	12:57 PM	3:00 PM	123 min

**8th Grade**

**8th Grade**

	Start Time	End Time	Length
Period 1	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 2	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 3	12:57 PM	3:00 PM	123

	Start Time	End Time	Length
Period 4	8:00 AM	10:04 AM	124
Lunch	10:04 AM	10:44 AM	40
Period 5	10:44 AM	12:47 PM	123
Passing	12:47 PM	12:57 PM	10
Period 6	12:57 PM	3:00 PM	123

# VISTA CHARTER PUBLIC SCHOOLS

2900 West Temple Street  
 Los Angeles, CA 90026 T 213 201-4000 | F 213 201-5861  
 www.vistacharterpublicschools.org



Vahe Markarian, Executive Director  
 Eduardo Rodriguez, Chief Operating Officer

I certify that I am a meaningfully interested in teaching at Vista Anaheim Charter Middle School pursuant to the requirements of Education Code section 47605(a)(1)(B)(3).

WE, THE UNDERSIGNED CREDENTIALLED TEACHERS, have read and agree to the contents of the attached charter school proposal dated October 22, 2015. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

Date of Signature	Teacher's Name (Print)		Street Address		Phone Number	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	Teacher's Signature	City, Zip Code							
10/12	Karen Amaya	2578 Remmet Ave	Canoga Park 91304	818 902 1997	Multi Subject	130110987	7/1/18	Spanish	
10/14	Erika Najera	4134 Mercury Ave	LA, CA 90031	5213 422-1496	Education Specialist Instructional Credential	140047212 130127505	9-1-18	Latin American Studies	
10/14	Lurja Kogea	1437 Montgomery St	Tustin, CA 92782	408410 4227	Single subject Teaching Credential	110094654	7/1/16	Sociology and Communication	
10/14	Diana Deunido	1717 N Verdugo	CUENAVALE, 91203	(62)805 9924	Single Subject Teaching Credential	123136347	9/1/17	Counselor and Political Science	
10/21	Acustia Samient	1907 Edgewood Dr.	Alhambra, 91803	626-221- 1750	Multi subject Teaching Credential Single subject Authorization	90158225	7/1/19	Liberal Studies	
10-21	Adrian Rodriguez	72471 Taylor Ct	Castroville, CA	714397 7747	Multi subject	130059219 130059218	5-1-18 5-1-18	History	
10/28/15	Briana Jokerst	10145 La Alameda Ave. Apt. F	Fountain Valley, CA 92708	909-910- 8933	Single subject	150127317	7/1/20	Economics MA-Teaching	

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

**Day of the Special Educator**

**RESOLUTION NO. 2015/16-E-04**

November 5, 2015

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

**WHEREAS, *Day of the Special Educator*** will be observed throughout the nation on Wednesday, December 2<sup>nd</sup>, in recognition of the anniversary of the signing of the nation's first federal special education law by Gerald R. Ford on December 2, 1975; and

**WHEREAS,** the original Public Law (P.L.) 94-142, has been reauthorized several times since 1975, most recently as P.L. 101-457, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004; and

**WHEREAS,** before President Ford signed the nation's first special education law on December 2, 1975, many students with disabilities were denied access to education and opportunities to learn, but this changed with a law that assures a free and appropriate public education to all children with disabilities in states receiving federal funds; and

**WHEREAS,** approximately 679,000 students with disabilities are supported by the state and local school districts throughout the state of California through a variety of direct services to students with special needs and their parents; and

**WHEREAS,** the Anaheim Union High School District provides special education and related services to nearly 3,400 students with disabilities, whose needs represent every disabling condition identified in federal law, including autism, specific learning disabilities, speech and language disorders, visual impairments, deaf and hard-of-hearing disabilities, emotional

**Resolution No. 2015/16-E-04**

disturbances, intellectual disabilities, other health impairments, traumatic brain injuries, orthopedic disabilities, deaf-blindness, and multiple disabilities; and

**WHEREAS**, the Anaheim Union High School District provides a full continuum of special education and related services, through a highly skilled special education staff of teachers and other specialists; and

**WHEREAS**, the Anaheim Union High School District also serves as the Responsible Local Agency (RLA) for the Greater Anaheim Special Education Local Plan Area (SELPA), that provides two program specialists dedicated to providing services to the Anaheim Union High School District, and along with a variety of other specialists, assist in providing program supports and services throughout all of the SELPA member districts; and

**WHEREAS**, the Anaheim Union High School District's general education and district's support staff including principals, assistant principals, teachers, counselors, nurses, bus drivers, food services workers, secretaries and other clerical staff, health services technicians and other site and district staff also provide support and services to students with disabilities;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of the Anaheim Union High School District hereby recognizes December 2, 2015, as **Day of the Special Educator**, in honor of the 40<sup>th</sup> Anniversary of the signing of P.L. 94-142, the accomplishments of our nation under IDEA, and celebrate the students, families, and educators who ensure that students with disabilities have equal access to a free and appropriate public education.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees, on November 5, 2015, by the following roll call vote:

AYES:

NOES:

**Resolution No. 2015/16-E-04**

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 5<sup>th</sup> day of November 2015, 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 5<sup>th</sup> day of November, 2015.

---

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

**SECOND AMENDMENT TO PURCHASE AND SALE OF PROPERTY AGREEMENT  
AND ESCROW INSTRUCTIONS**

**THIS SECOND AMENDMENT TO PURCHASE AND SALE OF PROPERTY AGREEMENT AND ESCROW INSTRUCTIONS** (the "Second Amendment") is made and entered into as of November 6, 2015, by and between the Taormina Family Capital Fund LLC, a California limited liability company (hereinafter referred to as "Seller"), and the Anaheim Union High School District, a California political subdivision of the State of California (hereinafter referred to as "Buyer"), collectively referred to hereinafter, as the "Parties".

**RECITALS**

A. Seller and Buyer have made and entered into that certain Purchase and Sale of Property Agreement and Escrow Instructions, dated September 24, 2014 (the "Agreement"), and related escrow (escrow number 4724208) with Escrow Holder.

B. Seller and Buyer entered into the First Amendment to Purchase and Sale of Property Agreement and Escrow Instructions dated as of June 19, 2015 (the "First Amendment"), in part to provide the community the opportunity to relocate/remove one or more of the residential structures from off the Property, provided that such relocation/removal was completed on or before September 1, 2015.

C. Since no interested purchaser entered into an agreement with Seller to relocate/remove any of the residential structures by the September 1, 2015 deadline, the Parties now desire to amend the Agreement whereby the Seller will be responsible for performing certain work, including demolishing and removing all the structures from the Property prior to the Close of Escrow so that the Buyer will be purchasing the Property in a vacant condition.

B. Seller and Buyer desire to amend the Agreement upon the terms and conditions set forth in this Second Amendment.

**NOW, THEREFORE**, in consideration of the above Recitals, the mutual covenants contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

**AGREEMENT**

1. Section 2.1(a) of the Agreement entitled, "Description of Property" is amended to add ", including all work described in Exhibit "A" (the "Work")" in the third line on page 1 and the word ", Work" on the fifth line of page 2.

2. Section 2.2 of the Agreement is amended to read:

Purchase Price. The purchase price to be paid by Buyer for the Property shall be Two Million Nine Hundred Twenty-Six Thousand Five Hundred Twenty-Three Dollars (\$2,926,523) (the

"Base Purchase Price"), plus the cost to complete the Work at a Not To Exceed Amount of Two Hundred Thirty-Five Thousand Dollars (\$235,000.00), which amount shall be finalized upon the completion and acceptance of the Work as mutually agreed upon by the Parties with the Base Purchase Price adjusted accordingly (the "Adjusted Purchase Price").

3. Section 2.7 of the Agreement entitled, "Due Diligence Investigation" is amended to change the Due Diligence Period from October 1, 2015 to "January 1, 2016."

4. Section 3.1(c) of the Agreement is amended to add "and complete the Work" at the end of the second sentence, and add ", less any costs incurred and expended by Seller towards the completion of the Work required by **Exhibit "A"**" at the end of the Section.

5. Section 3.1(d) of the Agreement is added to read:

(d) Seller shall use commercially reasonable efforts to substantially complete the Work required by **Exhibit "A"** before the Closing Date. If the Work has not been completed by the Closing Date, as evidenced by a written certification from Seller's civil engineer that the Work is complete, the Parties mutually agree to extend the time reasonably necessary to complete the Work.

6. Section 4.1(d)(i) through (v) of the Agreement is numbered and amended to read:

(e) Subject to Seller's performance of its covenants hereunder and satisfaction of the conditions specified in Section 5.6(b) below; (i) Buyer accepts the Property, in its present state and condition and "**AS-IS WITH ALL FAULTS,**" (ii) Buyer accepts the Property subject to any and all Regulations which are now or may hereafter be imposed on or against the Property by any Governmental Authority, and (iii) other than the Work specifically described in **Exhibit "A"**, Seller is not obligated to undertake any grading, restoration, repairs or other work of any kind or nature whatsoever on the Property and, specifically, but without derogating from the generality of the foregoing, Seller is not responsible for any work on or improvement of the Property to meet any applicable Regulations or to be suitable for any particular use. Without limiting the generality of the foregoing, Buyer acknowledges and agrees that Seller specifically disclaims any responsibility for:

(i) Any opinions or conclusions of any soils engineer retained to perform geotechnical and soils studies or to oversee the soils engineering aspect of developing the Property;





(ii) Any opinions or conclusions of any civil engineer retained in connection with developing the Property including the Certification and/or the Work;

(iii) Any opinions or conclusion of any environmental engineer or consultant retained to perform environmental or Hazardous Substance studies or to oversee any environmental related aspects of developing the Property; and

(iv) The existence of any pre-historical, historical, paleontological, or archeological deposits on the Property.

7. Section 5.6(b)(ii) of the Agreement is amended to read:

Seller shall have (aa) terminated all tenant leases affecting the Property, (bb) caused all tenants to vacate the Property, (cc) completed in accordance with Section 2.9 above any relocation of the Residential Structures from the Property by the Relocation Deadline, and (dd) completed the Work required by and listed in **Exhibit "A"** with Seller's certification by its civil engineer to be conclusive for purposes of determining the satisfaction of this closing condition (the "Certification");

8. Except as expressly amended by this Second Amendment, the Agreement as amended by the First Amendment shall remain in full force and effect in accordance with its original terms.

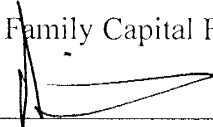
9. Unless otherwise defined in this Second Amendment, all capitalized terms used herein shall have the same meanings as assigned to them in the Agreement and/or First Amendment.

10. This Second Amendment may be executed in two (2) or more counterparts, each of which shall be an original, but all of which shall constitute on in the same Agreement.

**IN WITNESS WHEREOF**, the Parties have executed this Second Amendment as of the date first above written.

**Seller:**

Taormina Family Capital Fund LLC

By:  \_\_\_\_\_

William Taormina

Its: Manager

**Buyer:**

Anaheim Union High School District

By: \_\_\_\_\_

Dianne Poore

Its: Assistant Superintendent, Business





## EXHIBIT "A"

### WORK

The Work to be performed by Seller prior to the Close of Escrow shall specifically include the work specified below (collectively referred to as the "Work").

#### A. Structural Removal

1. The Property contains several structures which until recently were utilized for residential and commercial purposes by tenants pursuant to various lease and rental agreements between said tenants and Seller. Seller, prior to the Close of Escrow on the Property, shall cause all such structures and foundations, including any remaining personal property located within the interior or exterior of each property to be properly removed from the Property.
2. Obtain all required permits and comply with all regulatory requirements to perform the Work, including but not limited to South Coast Air Quality Management District Rule 1403 for asbestos or lead abatement.

#### B. Site Clearing

1. Remove and haul away existing pavement surfaces such as concrete pavement, asphalt pavement, and pavers, including sub-base gravel sections that are within the Property.
2. Remove and dispose of existing trees, shrubs, turf, fence, debris, etc. from the Property.
3. Remove utility lines, boxes, valves, manholes, vaults, etc. (except for those located within easements).
4. To the extent permitted by DTSC, evenly spread the available soil on-site to fill footings and utility trenches maintaining insofar as possible positive drainage. No import of soil will be required.

#### C. Utilities

1. All existing utility improvements serving the Property shall be properly capped-off at the property lines/street right-of-ways. Seller will provide Buyer with as-built/record plans to locate the location,



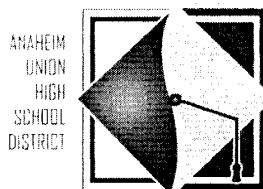
size, depth, and type of the pipes. Seller shall coordinate and obtain approvals for all utility disconnections.

2. Coordinate with electrical company for relocation, protection and/or removal of power poles within the Property, as applicable.

**D. Other Obligations**

1. Seller shall install (a) six foot (6') high chain link temporary fencing, with screening installed, around the perimeter of the Property, and (b) two 12' wide double gates adjacent to the alley behind the existing residences located at 911 and 919 Lincoln Avenue, prior to performing any work required by paragraphs A through C above, and maintain such fencing until the Close of Escrow upon which Seller shall assign all rights to Buyer with regards to the fencing and Buyer shall thereafter be responsible for maintaining or removing the fencing. The final fencing locations shall be coordinated with Buyer.
2. Erosion control and maintenance of erosion control measures, including any and all obligations under the SWPPP/erosion control issued by the City of Anaheim, State Water Resources Control Board and other permitting agencies, if required, shall be maintained by Seller until the Close of Escrow, after which date Buyer shall assume all such responsibility.
3. General site security and repair of any damage done by third parties illegally accessing the Property while performing the Work, consisting of the maintenance of the temporary fencing noted under paragraph D.1. above and the disposal of any illegal dumping.
4. Prepare all required plans and obtain permit from the City of Anaheim and all other controlling/permitting agencies.





## Anaheim Union High School District Title I Program Evaluation 2014-15

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Title I program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the district's entire Title I program. For the Anaheim Union High School District, the evaluation of the District's Title I program has been embedded in the District's Local Control Accountability Plan (LCAP) stakeholder engagement process.

In addition to conducting surveys to determine District needs, five stakeholder engagement meetings were held in the spring of 2015, in which more than 100 stakeholders from the following groups participated: superintendent, assistant superintendents, directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, and community members. All five meetings had high-levels of participation.

Three steering committee meetings were also held to debrief the findings from the stakeholder engagement meetings and to plan next steps. The steering committee was comprised of Educational Services assistant superintendent, and representatives from the following groups: directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents, and community members, including representatives from the District's four local bargaining units.

Throughout the process, data was shared with stakeholders to help determine gaps in educational services. Stakeholders were also placed in focus groups and asked to recommend metrics to help annually gauge the effectiveness of educational services. Student achievement data that was presented at the meetings included graduation rates, A-G completion rates, and standardized testing results for all students and for the following subgroups: Low-Income Pupils, English learners, McKinney-Vento, Foster Youth, and Students With Disabilities. Data sets pertaining to school attendance rates, suspension rates, expulsion rates, and dropout rates were also shared with stakeholders. Additionally, senior-survey data from the 2013-14 year was reviewed to help capture the student voice as related to which educational services should be improved and/or expanded. As part of this process, program effectiveness as related to educational services for Low-Income Pupils was also reviewed.

Based on the identified needs, stakeholders participating in this process determined appropriate actions to improve and/or expand educational services for students who have the greatest academic needs. For example, at one of the stakeholder engagement meetings, these proposed actions were presented to stakeholders, and then a gallery walk was conducted to rank the importance of each of the actions.

Four primary questions also guided the process of determining Title I program effectiveness. (1) Has the Title I program produced positive growth and achievement? (2) What has worked well in the Title I program? (3) What has not worked well in the Title I program? (4) What needs to be changed? To answer these questions, data referenced earlier was analyzed and integrated into the District’s LCAP. Some of the data is also summarized in this document.

**1. Has the Title I program produced positive growth and achievement?**

The District’s Title I program has produced positive achievement outcomes for students. Student achievement data supports this conclusion.

First, the District has 13 Title I schools that run Title I Schoolwide programs. Title I schools and the percentage of Low-Income Pupils are listed below in order of greatest socio-economic need.

School	% Low-Income
Sycamore Junior High School	94.0%
Ball Junior High School	86.8%
South Junior High School	85.9%
Dale Junior High School	84.5%
Brookhurst Junior High School	83.4%
Anaheim High School	82.8%
Orangeview Junior High School	80.2%
Magnolia High School	78.6%
Katella High School	78.4%
Savanna High School	78.2%
Loara High School	74.8%
Western High School	71.2%
Gilbert High School	68.1%

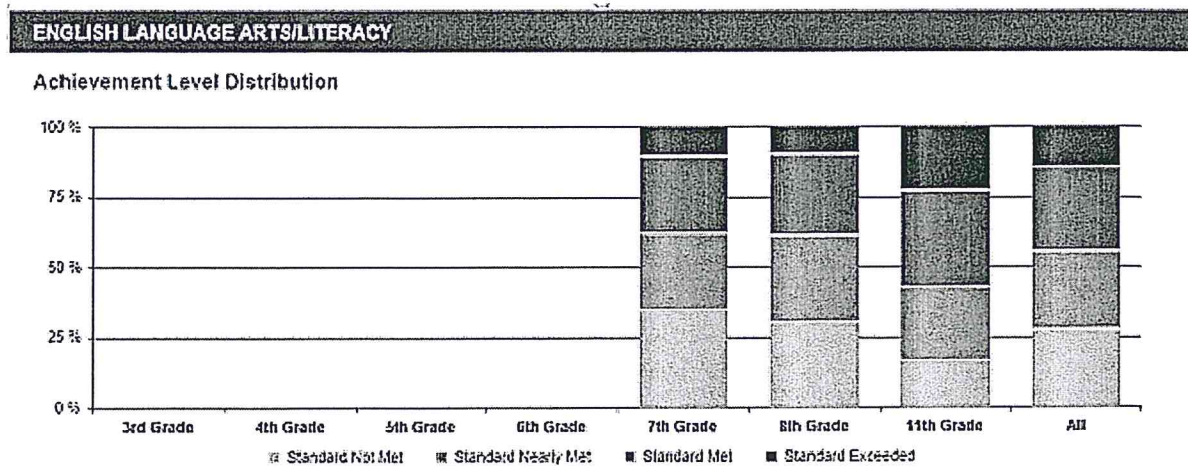
Stakeholders examined multiple sources of data to verify student achievement results, and the data confirms that Title I schools are making steady progress each year. Gains in student literacy results are occurring more quickly than in math. This summary of the evaluation process does not contain the entire data portfolio that was examined, because it is too vast. However, a couple of metrics are included in this report to make the case for steady growth in literacy, and less growth in mathematics.

The state has recently transitioned from the Standardized Testing and Reporting (STAR) program to the California Assessment of Student Performance and Progress (CAASPP) program to measure student academic progress. Trend data from the new assessment system is not yet available. Therefore trend data from the state’s former STAR-testing system is included in this report to illustrate the District’s academic growth over time. The following table illustrates Academic Performance Index (API) growth by subgroup, based upon STAR testing results. District-wide student achievement results improved by 5.4% over a four year-period. (The API is a numeric index/scale that ranges from 200 to 1000 points.) Not included in the table is growth over a 10-year period, which indicates a gain of 16.5%. The District’s API increased from 645 in 2003 to 777 in 2013.

Subgroups	2010 API Growth	2011 API Growth	2012 API Growth	2013 API Growth	3-Year API Average
All Students	734	763	779	777	773
Black or African American	727	735	762	752	750
American Indian or Alaskan Native	^	772^	788^	759	773
Asian	905	916	927	927	923
Filipino	859	866	889	882	879
Hispanic or Latino	698	715	733	734	727
Native Hawaiian or Pacific Islander	746	759	795	793	782
White	805	820	834	819	824
Two or More Races	^	^	^	804	804
Socioeconomically Disadvantaged	706	723	742	746	737
English Learners	681	683	698	685	689
Students with Disabilities	493	501	555	554	537

Current indicators of academic progress in English Language Arts (ELA)/literacy and mathematics are captured by CAASPP results, in which the preceding tables indicate the following District-wide results in ELA/literacy and mathematics by grade level. CAASPP results indicate that during the 2014-15 year, approximately 45% of students across all grades tested met or exceeded standards in ELA/literacy, and approximately 30% of students met or exceeded standards in mathematics.

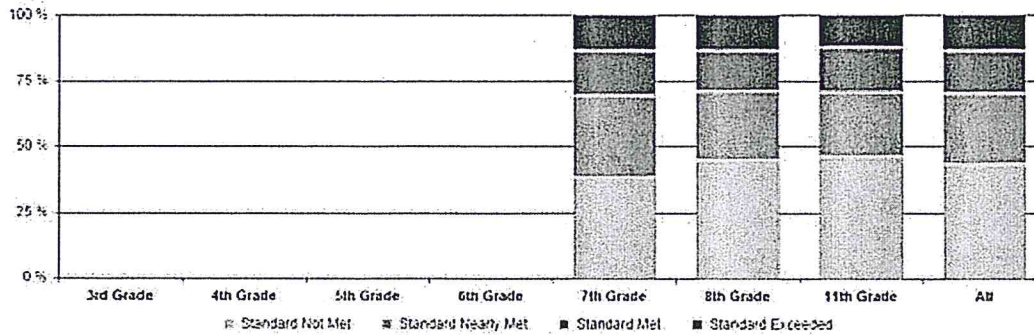
### District-Wide Results





## MATHEMATICS

Achievement Level Distribution

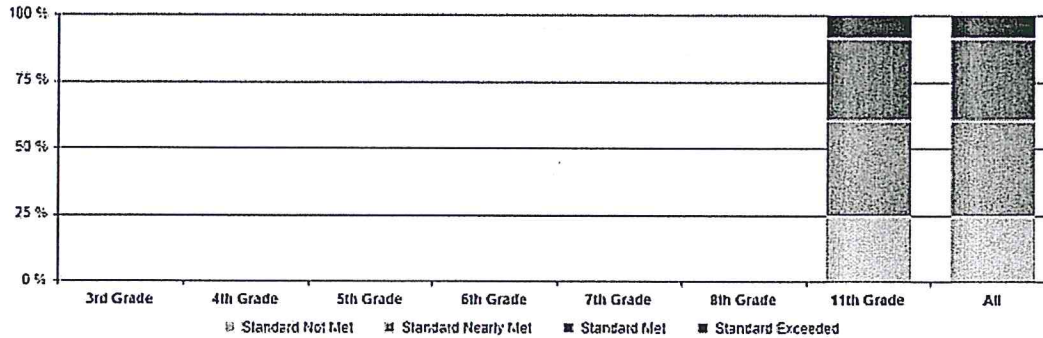


Current indicators of academic progress in ELA/literacy and mathematics are also captured by CAASPP results for each of the District's Title I schools. The preceding tables only include schoolwide results. However, the majority of students at these schools are Low Income Pupils, as evidenced by the table on page 2 (that indicates the percentage of Low Income Pupils at each school). A comparison of the District's Title I schools to similar schools across Orange County suggests that our students are demonstrating comparable student achievement results in ELA/literacy. The data also suggests that students at our Title I schools face greater challenges in mathematics.

### Anaheim High School

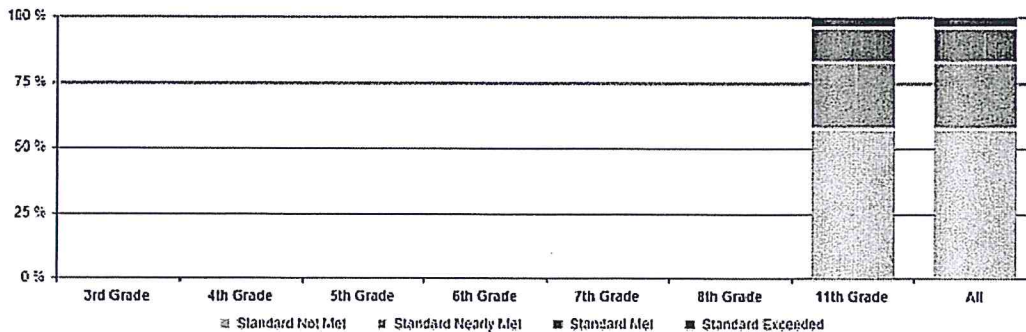
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

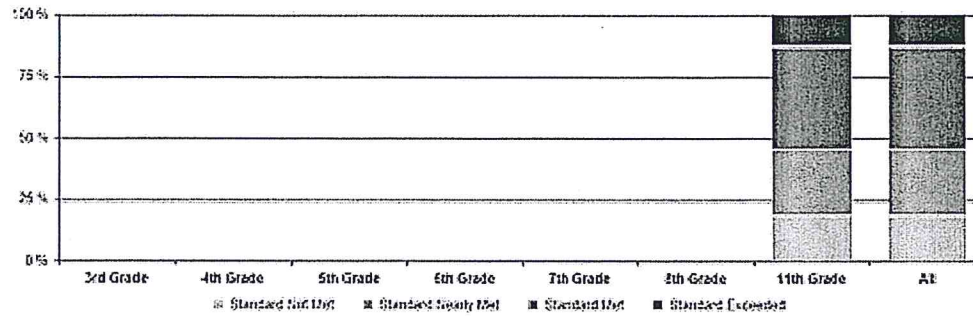
Achievement Level Distribution



# Katella High School

## ENGLISH LANGUAGE ARTS/LITERACY

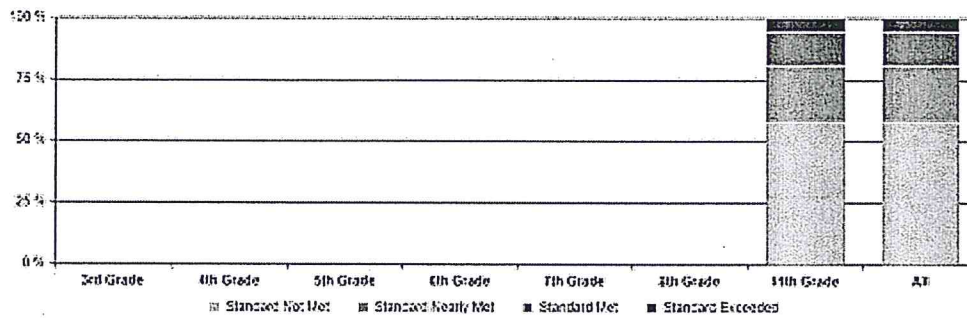
Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

## MATHEMATICS

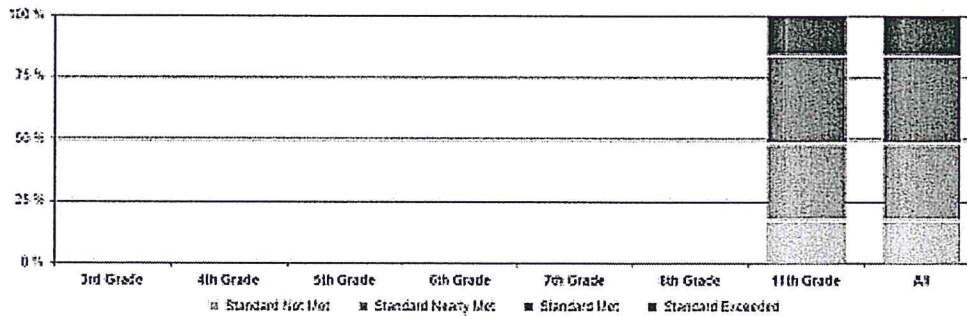
Achievement Level Distribution



# Loara High School

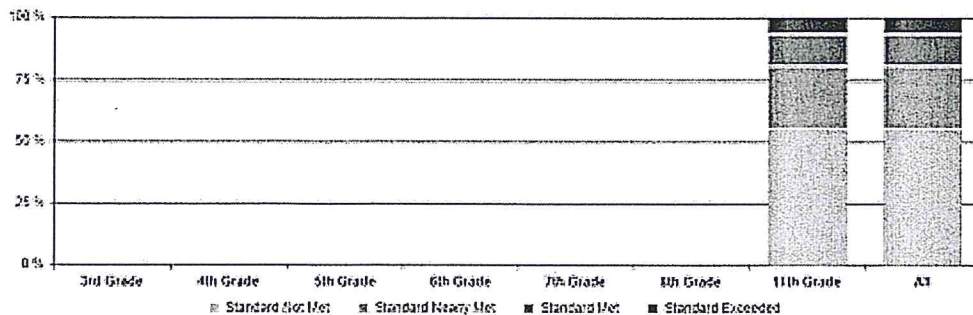
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

Achievement Level Distribution

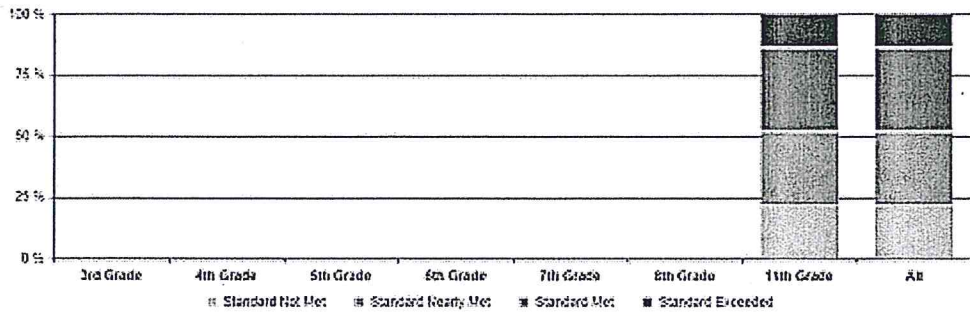




# Magnolia High School

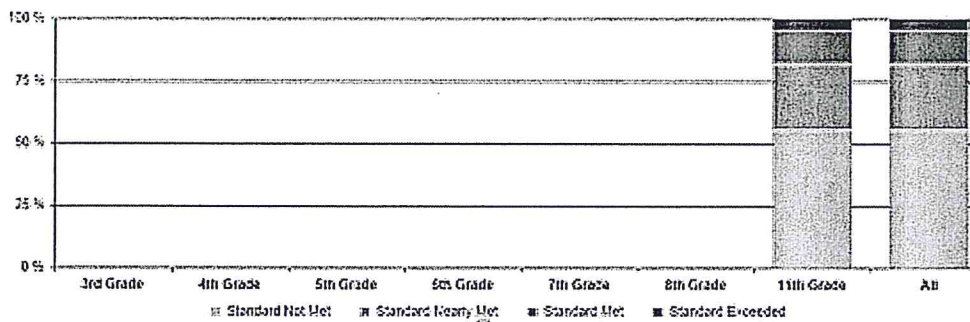
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

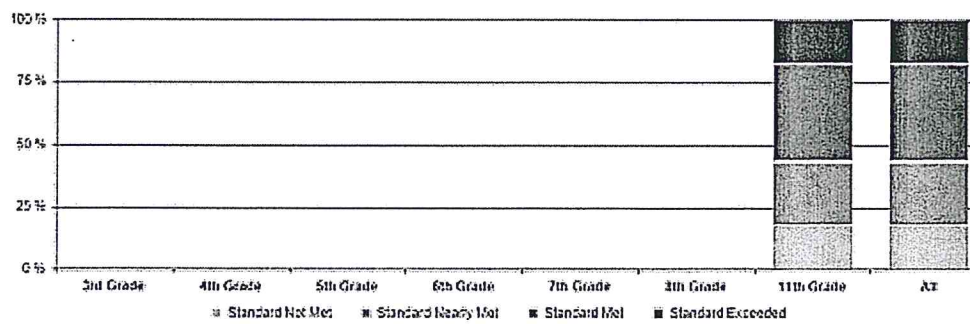
Achievement Level Distribution



# Savanna High School

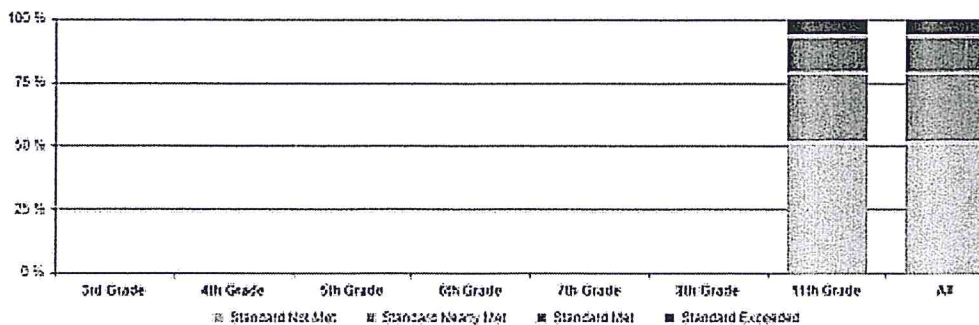
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

Achievement Level Distribution

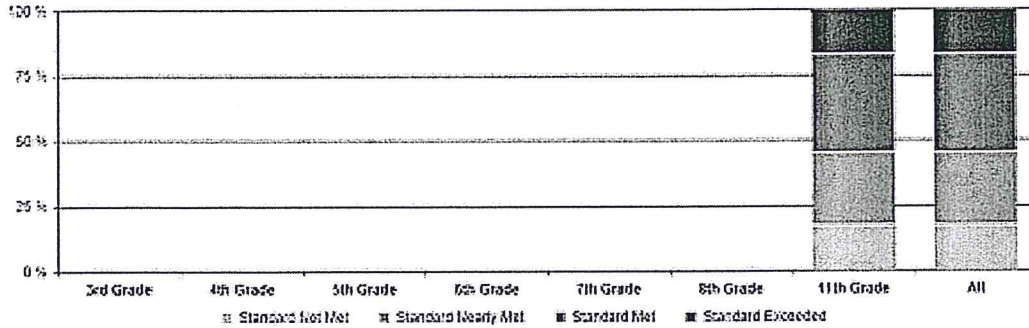




# Western High School

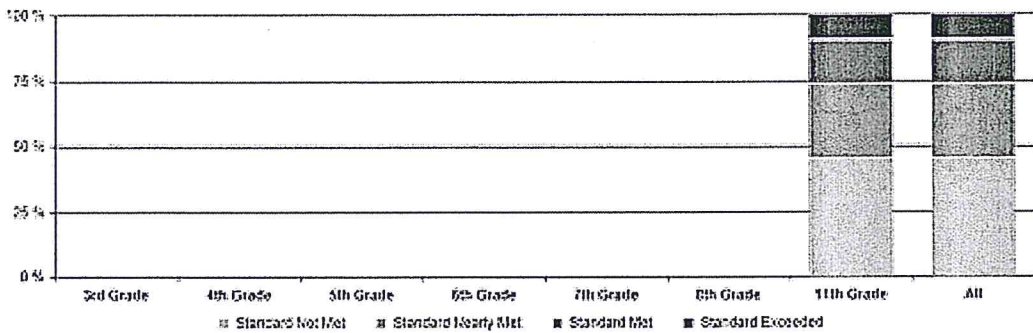
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Achievement Level Distribution



## MATHEMATICS

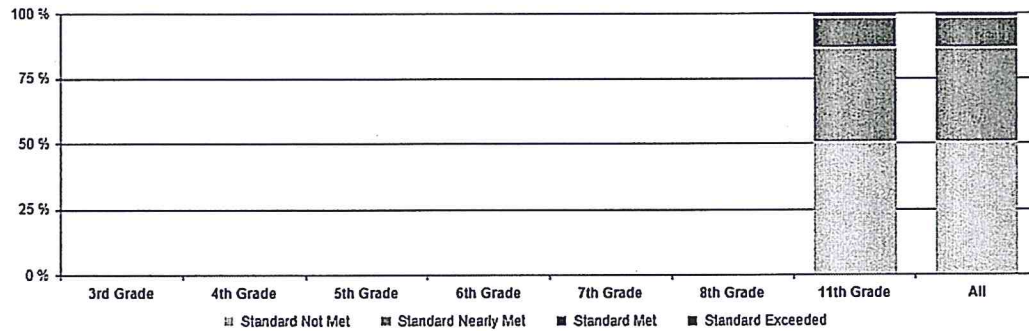
Achievement Level Distribution



# Gilbert High School

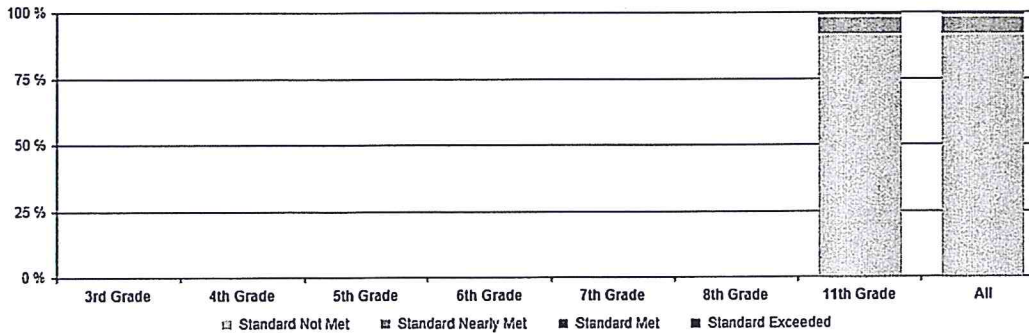
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

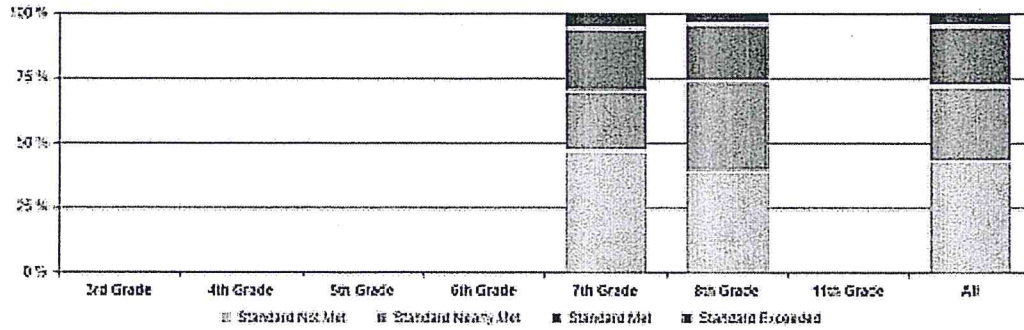
Achievement Level Distribution



# Ball Junior High School

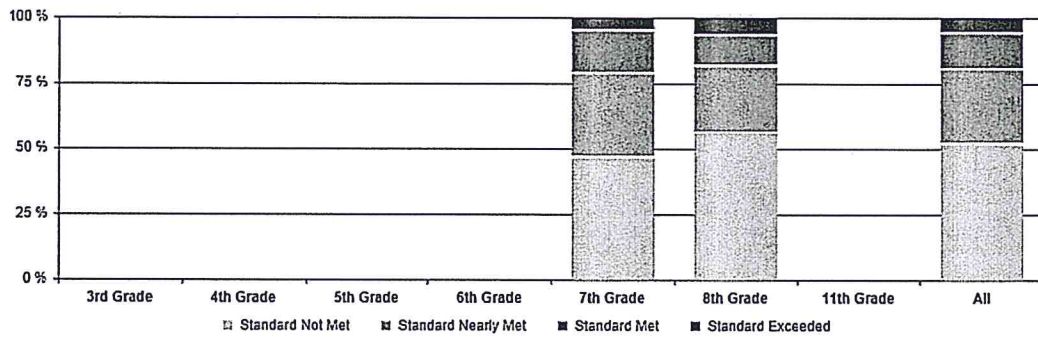
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

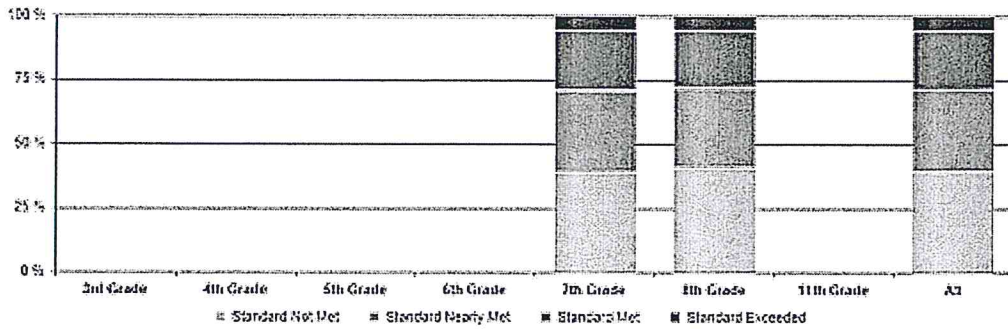
Achievement Level Distribution



# Brookhurst Junior High School

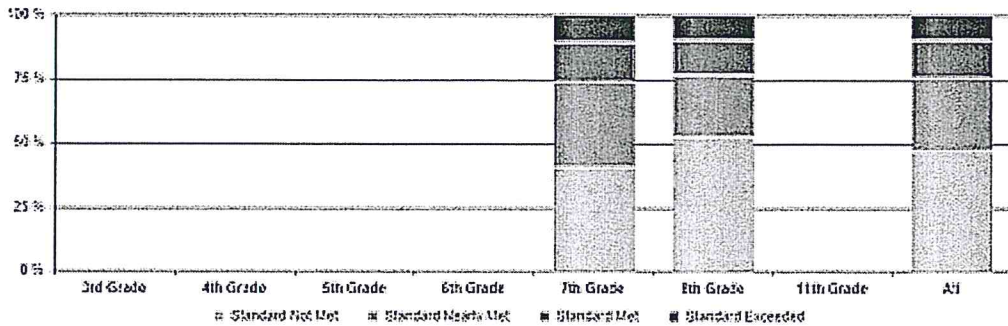
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

Achievement Level Distribution

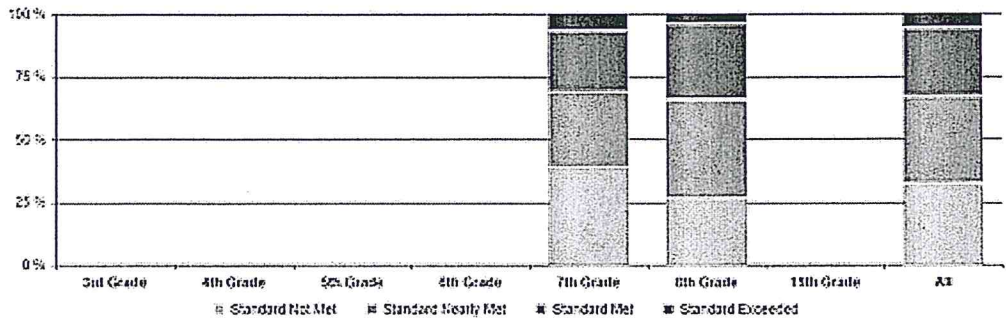




# Dale Junior High School

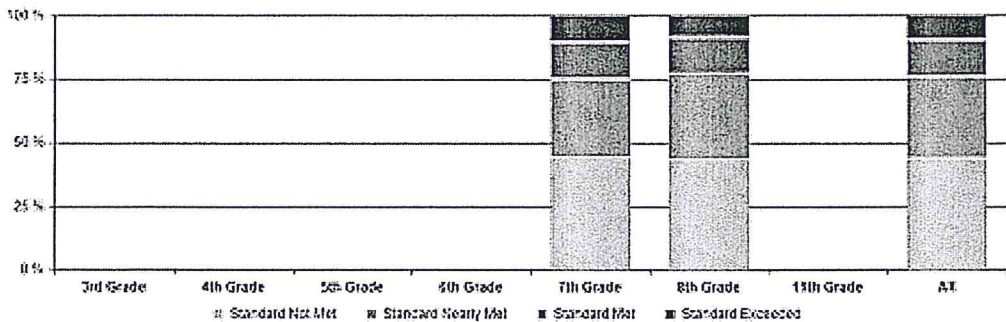
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

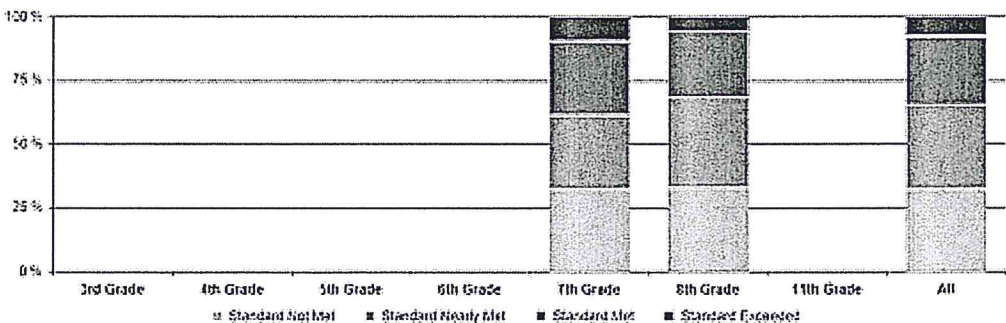
Achievement Level Distribution



# Orangeview Junior High School

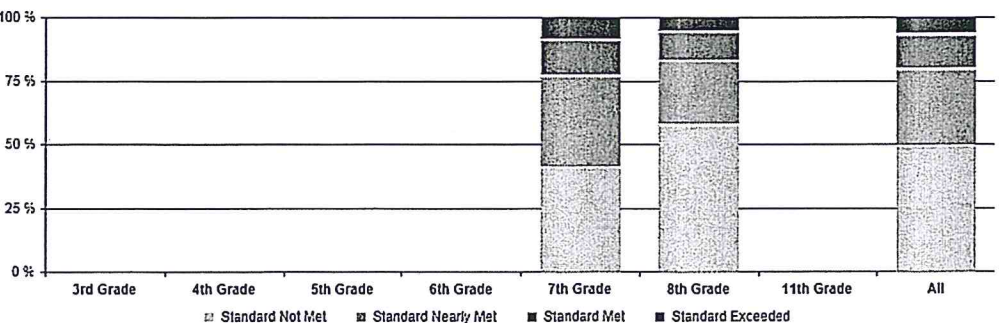
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

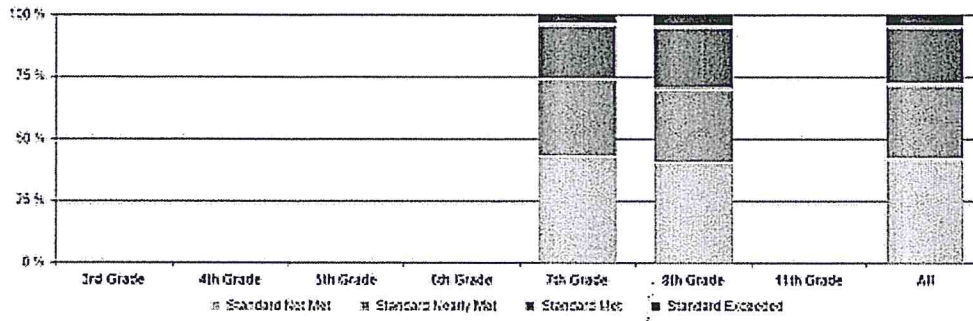
Achievement Level Distribution



# South Junior High School

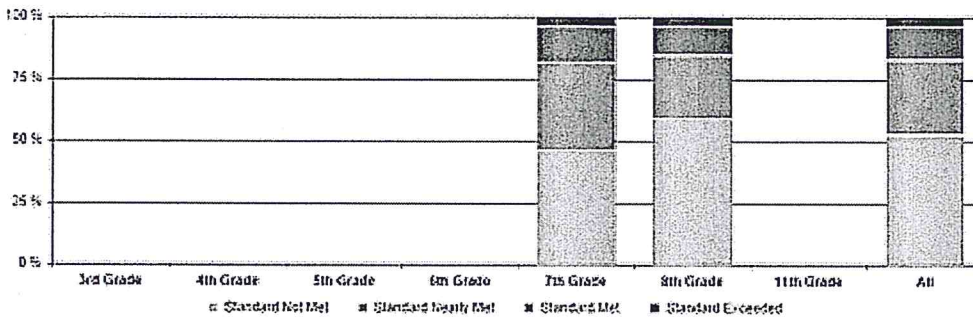
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

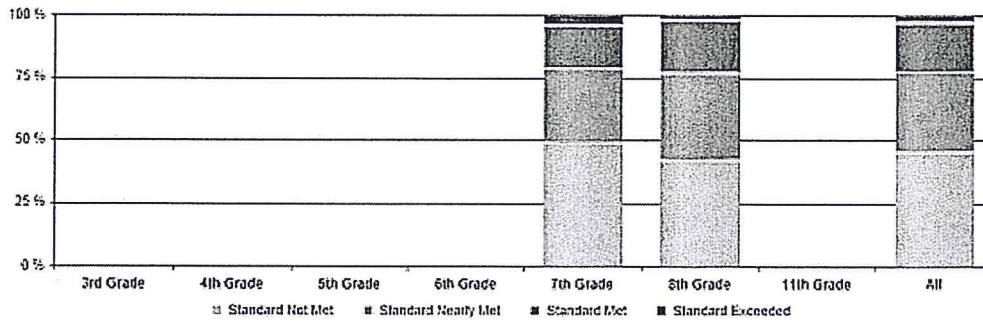
Achievement Level Distribution



# Sycamore Junior High School

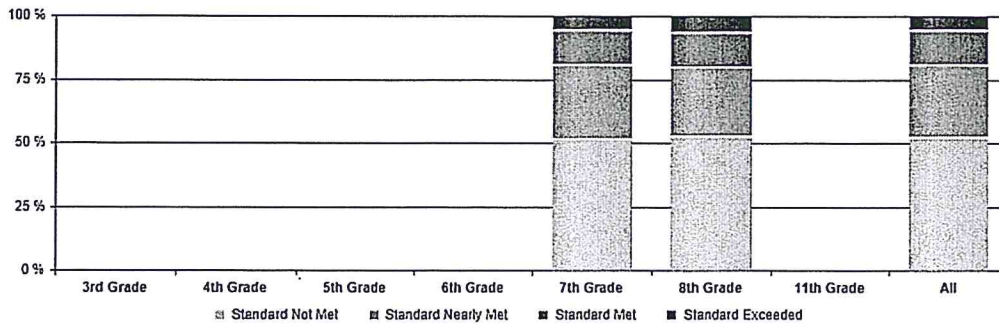
## ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



## MATHEMATICS

Achievement Level Distribution



All of the District's Title I schools are Title I Schoolwide programs, and there are several positions that support improved services for students, which are intended to support improved student achievement results. Typically, either an ELA/literacy teacher(s) and/or a mathematics teacher(s) who serve students with the greatest academic need in these content areas are funded through Title I. However, the District's Lesson Design Specialist Program (LDS) is funded 50%, at Title I schools, using the District's reservation for Local Educational Agency (LEA) Program Improvement. The program has served to improve instructional practices at all of the District's Title I schools. The LDS position at each of these schools provides the support in the following ways:

- Develop sustaining and thoughtful peer coaching relationships with participating LDS teachers characterized by openness, sharing, and reflection.
- Provide on-site support to participating teachers by providing guidance, assistance and information that leads to reflective professional practice based on the AUHSD lesson design model, which includes content objective, language objective, and formative assessment.
- Attend and be actively involved in all LDS training to acquire the skills necessary for using observation-based formative assessment to develop increasingly positive performances in the skills, abilities and knowledge outlined in the AUHSD lesson design model.
- Participate in all professional development activities for LDS.
- Meet with LDS site cohort teachers on a regular basis either through Professional Learning Communities or other dedicated time.
- Train site LDS cohort on elements of the AUHSD lesson design model.
- Conduct the AUHSD lesson design model application, consisting of pre-conferences, classroom observations and closure conferences, requiring approximately one day of work per assessment.
- Model and demonstrate effective teaching using the AUHSD lesson design model and current CSTP.
- Submit monthly reports documenting total hours and also submit separate monthly narrative journals.
- Communicate frequently with district LDS administrator.
- Provide feedback on program effectiveness to LDS administrator.
- Participate frequently in online LDS blogs.
- Participate in LDS coaching cohorts.
- Align support/coaching with state and district content area standards, benchmarks, and assessments.
- Work collaboratively with District curriculum specialists.

Other positions that help to support improved student achievement results include the Multi-Tiered System of Supports (MTSS) Specialist, aka Response to Intervention (RtI) Specialist, who is responsible for the following activities:

- Ensure the development, implementation and monitoring of the RtI<sup>2</sup>/MTSS model at the school sites consistent with achieving district and site initiatives.
- Attends regularly scheduled district meetings as a part of the District RtI<sup>2</sup>/MTSS Task Force.
- Attend district-level meetings and trainings.
- Assists in identifying and implementing clear processes for universal screening, and placement of identified students who need additional support.
- Assists in analyzing student achievement data to identify achievement gaps by subgroup and provide targeted academic interventions and enrichment resources for deficient students.
- Assists in implementing appropriate processes for movement between tiers of prevention and interventions using data.
- Develop and implement data management training on the use of RTI<sup>2</sup>/MTSS assessment measures to inform student placement, instruction, and intervention.

- Facilitates the Instructional Support Teams (IST) at the site to provide support for RtI<sup>2</sup>/MTSS implementation.
- Ensure the development, implementation, and monitoring of a multi-tiered support system at the school site.
- Plans and implements RtI<sup>2</sup>/MTSS teacher in-service and staff development at the school site.
- Assist staff in analyzing student needs and linking student needs to appropriate supports.
- Collaborate and support site LDS coach with implementation of “first, best instructional” practices.
- Provide in-classroom coaching for teachers working with Tier II and III students.
- Establish connections for RtI<sup>2</sup>/MTSS framework and philosophy to other district initiatives.
- Develop, implement, and monitor site-based academic/behavior interventions and supports to reduce student suspensions and to improve student learning.
- Assist site staff with implementation of inclusive services for special needs students.
- Serve as the site Positive Behavioral Interventions and Supports (PBIS) Coordinator.
- Coordinate, plan, implement school wide training and professional development in the implementation of PBIS.
- Utilize monthly discipline reports to identify discipline trends by student subgroup to provide appropriate student behavior interventions and resources.
- Assist school site in analyzing PBIS implementation data; interpret data related to student behavior and social emotional needs and supports.
- Work collaboratively with site Tobacco Use Prevention Education program advisor to implement prevention and intervention activities.
- Work collaboratively with Anaheim Achieves liaison and site supervisor to ensure academic and enrichment support for students.
- Work flexible hours to ensure availability with after-school programs and parent involvement activities.

Each Title I school has a The Title I Specialist who makes sure that all Title I program legislative requirements are implemented with fidelity, which is reviewed bi-annually through the Federal Program Monitoring (FPM) process. Their duties also include the following:

- Involvement in school improvement efforts by providing leadership in the development of the Single Plan for Student Achievement (SPSA). The Program Specialist is a major partner in the development of the SPSA working closely with the principal, school leadership team, department chairpersons, School Site Council, other campus program coordinators, and District personnel.
- Identifies and monitors progress of students receiving Title I services, both direct and indirect. The coordinator monitors information generated from Aeries and Illuminate programs throughout the year for all students receiving direct Title I services.
- Coordinates the Title I budget to provide funding for appropriate staffing, materials and equipment, professional development, and parent involvement through utilization of the program funding sources.
- Maintains time-keeping records and documentation for teachers and staff within the Title I program.
- Through SPSA process works with LDS to Identify, organize, and coordinate appropriate staff development activities. The Title I Program Specialist works closely with the reading, math, English language arts, English language development teachers, and other staff to provide ongoing support related to Title I supplementary services.
- Communicates among categorical program leaders and administrators by facilitating meetings to continually implement components of the SPSA to build student achievement levels.
- Coordinates identified activities related to low-performing students with administration, counseling, high-risk counselor and department chairs.

- Monitors student achievement and maintains documentation. Analyzes test scores and achievement of standards as related to low performing students.
- Coordinates the planning and implementation of parenting activities, parent compacts, communications, and follow-up, integrating with the district wide parenting program. Provides parent training and opportunities for increasing parent involvement through coordination with counseling and administration. Oversees and works closely with the Family Center staff and operations.
- Oversees and works closely with Title I paraprofessionals. Meets quarterly to review schedules and responsibilities.
- Coordinates efforts with school leadership to maintain and support all programs, equipment and computer applications utilized by students, teachers, and staff to provide ongoing support and remediation for students in the Title I program. This includes the computer labs, library, classrooms, and offices.
- Monitors Federal Program Monitoring (FPM) of the Compensatory Education Instrument.

Two other positions that help to support improved student achievement outcomes are the “Educational Technology Coach” who helps teachers learn to wield educational technology in order to implement 21<sup>st</sup> century instructional practices, and the School Community Liaison who works to support parents in their efforts to become more involved in their child’s educational process, and also to strengthen the parents’ connection with the school. The School Community Liaison also helps to connect families with appropriate school and community resources.

## **2. What has worked well in the Title I program?**

All of the previously named positions have helped to shift the culture at our Title I schools to become more inclusive of low-income and/or academically challenged students, and to improve expectations in terms of students’ educational outcomes. The LDS program has very positively helped to reform instructional/teaching practices across all of the Districts Title I schools, even though we know that there is still more work to be completed in this area.

Setting/defining expectations for schools through the District’s Educational Learning Initiatives has been an effective means of shifting the culture at our Title I Schools to one of college and career readiness. (The District Initiatives are included as an attachment to this document.)

The District’s Single Plan for Student Achievement (SPSA) peer review process has also created an opportunity for more vertical articulation between feeder pattern schools, and has produced a venue to have honest conversations regarding the curricular and instructional needs at each Title I school. The conversations also include how well aligned schools are the District’s Educational Learning Initiatives and the next steps that schools should take to ensure the continuance of improved student achievement outcomes.

As a result of these efforts, and more specifically the efforts of the teachers who work with educationally disadvantaged students every day, all Title I schools have seen steady growth in ELA/literacy academic achievement outcomes.

## **3. What has not worked well in the Title I program?**

The District’s Title I schools have also experienced some improved educational outcomes in mathematics, but growth in this area is not happening at the same rate as with ELA/literacy. Many mathematics teachers are struggling with the transition to the District’s new integrated mathematics curriculum, which is aligned with common core state standards. There is also an issue with some of the elementary feeder districts not having quite made the district-wide shift to common core state



Standards. Students who have attended elementary schools that have not implemented the most current state adopted standards in mathematics are lacking the mathematics skills necessary for the successful acquisition of the new mathematics curriculum at the secondary level.

#### 4. What needs to be changed?

1. With regards to improving student achievement results in mathematics, the District has been working with the University of California, Irvine for the past few years to refine mathematics curriculum and to improve mathematics instructional practices. However, more work is needed to help mathematics teachers update their daily instructional practices to support students with the greatest academic needs.
2. The Supplemental Educational Services program, aka free Title I Tutoring, which is a requirement of the current federal Title I program did not produce the dramatic results. Hopefully, when the Elementary and Secondary Education Act is reauthorized, school districts will have more discretion over the expenditure of Title I funds in the area of tutoring that is funded through the Title I program.
3. To address current professional learning needs, the following actions to be taken by the District have been identified through the District's LCAP process as part of Goal 1, "All students will demonstrate college and career readiness," in actions 1.1 and 1.2.
  - 1.1. The District will continue to recruit (as needed), retain, and support highly qualified teachers, support staff, and administrators, who provide first, best instruction and/or 21<sup>st</sup> century learning experiences to all students.
    - 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 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 Long-Term English Learners (LTEL).
  - 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.
    - 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 21<sup>st</sup> 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.”
  - Total professional learning/training 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.).
  - Continue to support 18 FTE Lesson Design Specialists: \$2.1 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: \$675,000 annually (Title I, II, III, and LCFF–duplicated amount from Action 1.1.).
  - 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–duplicated amount from Action 1.1.).

# Educational Learning Initiatives Reflection Guide

2011

Essential Question: How effectively is each initiative improving student learning?

<p><b><u>INITIATIVES</u></b></p>	
<p><b>Partnership for the 21<sup>st</sup> Century (P21)</b></p>	<p>Highly Effective Innovative Systemic - "All Means All"</p>
<p>College &amp; Career Ready <i>Broad 21<sup>st</sup> Century Course Offerings: Career Technical Education (CTE); Science, Technology, Engineering, Arts, Mathematics (STEAM); World Languages</i></p>	<p>ALL students are provided access to a holistic array of curricular choices and have opportunities to make appropriate course selections and pursue a full range of real-world career and educational options.</p> <p>The school provides for career exploration, preparation for post-secondary education, and pre-technical training for ALL students.</p>
<p>21<sup>st</sup> Century Skills</p>	<p>ALL teachers intentionally build creativity, innovation, critical thinking, problem-solving, collaboration, and communication into and across each content area.</p> <p>Pedagogy in ALL classrooms is beyond "teaching to the test" and prepares students to analyze, synthesize, evaluate, and create their own original thoughts through writing and speaking about real-world problems and issues.</p>
<p>e-Learning Options</p>	<p>ALL students have the opportunity to select e-Learning courses as an instructional option for their course schedule.</p>
<p>Seal of Biliteracy</p>	<p>Students are given access to fully develop two or more languages and to earn the state's official Seal of Biliteracy on their diploma.</p>
<p>Monitoring Protocols</p>	<p>Leadership Teams meet regularly to adjust academic programs to meet the needs of ALL students.</p> <p>Principal actively monitors each classroom on a weekly basis, is knowledgeable about course offerings, and collaborates with each PLC team to ensure program accountability.</p>
<p><b><u>Professional Learning Communities (PLCs)</u></b></p>	<p>Highly Effective Innovative Systemic – "All means all"</p>
<p><i>Collaborative Culture</i></p>	<p>School's planning is broad-based, collaborative, and has commitment of ALL stakeholders: staff, students, parents, and community. The school has an atmosphere of trust, respect, and professionalism amongst ALL stakeholder groups.</p>
<p><i>Collaboration Time</i></p>	<p>ALL stakeholders are involved in ongoing analysis and dialogue of school strengths and areas for growth.</p> <p>ALL teachers are placed in, and participate in, one or more grade-level Professional Learning Community (PLC) team. PLC teams meet on a weekly basis.</p> <p>ALL teachers collaborate on curriculum, instruction, and assessment on a regular basis. Any adjustments are to drive student learning.</p>

# Educational Learning Initiatives Reflection Guide

2011

## Essential Question: How effectively is each initiative improving student learning?

<i>Data Analysis &amp; Decision-Making</i>	SPSA and analysis of student achievement data reflection correlates critical academic needs for subgroups and school-wide.
<i>Vertical &amp; Horizontal Alignment</i>	Content area teachers collaborate across same grade levels and between grade levels to develop aligned curriculum, instructional strategies, and common assessments.
<i>Professional Development LDS Program</i>	<u>ALL</u> teachers, across <u>ALL</u> content areas, are actively involved in the LDS program acquiring effective language development, literacy instructional strategies, and participation in learning walks.
<i>Reflective Learning Walks</i>	<u>ALL</u> staff participates in learning walks with the focus on the “walker being the learner”. The collective learning drives school-wide professional development. Includes hosting Parent Learning Walks.
<i>Monitoring Protocols</i>	<u>ALL</u> staff participates in student learning walks that provide for personal instructional reflection. The collective learning is reflected in site professional development and monitored for support by the site Leadership Team.
<b><u>Literacy Across Content Areas</u></b>	<b>Highly Effective Innovative Systemic – “All means all”</b>
<i>Literacy Across The Content Areas</i>	Reading, listening, speaking, and writing in <u>ALL</u> content areas is purposefully infused through-out <u>ALL</u> courses. Full implementation of Writing Journey.
<i>Daily Language Objectives</i>	Daily language objectives are deliberately expressed and taught in <u>ALL</u> classrooms. <u>All</u> students read, listen, write, and speak in every class, every day.
<i>Literacy and Language Support</i>	Teachers collaborate on the effective implementation of literacy and language support courses utilizing multiple measures. Includes EL support courses. Student schedules are flexible enough to allow a student to enter and exit support courses when ready.
<i>Spanish for Spanish Speakers Dual Language Academy</i>	Students are provided effective language development in two or more world languages.
<i>Monitoring Protocols</i>	Site administration conduct weekly walk-throughs to ensure all classrooms are reinforcing literacy skill development. District monitors site master schedules to ensure appropriate courses are offered and the student placement criteria are followed.

# Educational Learning Initiatives Reflection Guide

2011

## Essential Question: How effectively is each initiative improving student learning?

<b><u>Response to Instruction and Intervention (RTI<sup>2</sup>)</u></b>	<p style="text-align: center;"><b>Highly Effective Innovative Systemic – “All means all”</b></p>
<p style="text-align: center;"><i>Grade Level Transitions</i></p>	<p>The transition steps of Placement, Staffing Assignments, Instruction, Interventions, and Monitoring are adhered to. Articulation between feeder pattern schools results in purposeful analysis of multiple measures of <u>ALL</u> student groups to ensure appropriate program and course placement of <u>ALL</u> students transitioning to the next grade level. The school implements strategies and programs to facilitate transitions to each grade level and regularly evaluates their effectiveness.</p>
<p style="text-align: center;"><u>Common Core Readiness</u></p> <p style="text-align: center;"><i>Grade-Level Standards Curriculum Maps</i></p>	<p>Students experience “first, best instruction” with a focus on literacy skill development across <u>ALL</u> content areas. Students are engaged in 21<sup>st</sup> Century skills development and are assessed on a higher critical thinking and application level. School has defined academic standards for each course and <u>ALL</u> courses are taught at grade-level. <u>ALL</u> content areas have curriculum maps for each course and are adhered to by <u>ALL</u> teachers.</p>
<p style="text-align: center;"><i>Content Objectives</i></p>	<p>Daily content objectives are deliberately expressed and taught in <u>ALL</u> classrooms.</p>
<p style="text-align: center;"><i>Response to Instruction &amp; Intervention (RTI<sup>2</sup>) - Academic</i></p>	<p>School culture and academic support protocols are systemic and result in the academic achievement of <u>ALL</u> students.</p> <p>Quality instruction is at the heart of every lesson, in every classroom, every day. Before progressing in a unit, teachers understand and implement re-teaching strategies for struggling students, as well as enrichment strategies for students who are at mastery level.</p> <p>Strategies are used by school leadership and staff to develop personalized approaches to learning and alternative instructional options, which allow access to and progress in the rigorous standards-based curriculum.</p> <p>Special needs students and English Learners are fully included in the least restrictive environment for their academic and behavioral needs across <u>ALL</u> content areas. Special Ed and general Ed teachers work collaboratively to design lessons</p> <p>School culture and behavioral support protocols are systemic and result in a caring, nurturing environment for <u>ALL</u> students.</p>
<p style="text-align: center;"><i>Response to Intervention (RTI) - Behavioral</i></p>	<p>The school leadership and staff ensure that support services and related activities have a direct relationship to student involvement in learning within and outside the classroom, for <u>ALL</u> students.</p>
<p style="text-align: center;"><i>Credit Recovery Options</i></p>	<p>A systemic, tiered, approach to providing credit recovery options for students is available in the classroom, department, and school-wide. Access to each level of support is provided for <u>ALL</u> students.</p>
<p style="text-align: center;"><i>Monitoring Protocols</i></p>	<p>The site RTI<sup>2</sup> team regularly reviews current data to address needed adjustments for students along the continuum of academic and behavioral support services.</p>

# Educational Learning Initiatives Reflection Guide | 2011

## Essential Question: How effectively is each initiative improving student learning?

<b><u>System of Assessments</u></b>	Highly Effective Innovative Systemic – “All means all”
<p><i>(Formative Assessments) Checking for Understanding Common Assessments Performance Task Assessments (Summative Assessments)</i></p>	<p>ALL classrooms, on a daily basis, intentionally utilize a multitude of ways to assess what students know and can do. Emphasis is on performance assessments having students “show what they know”.</p> <p>Multiple measures show acceptable progress for ALL subgroups of students and school wide. Data is used to determine appropriate course level placement of ALL students.</p>
<p><i>Grading Policy &amp; Practices Graduation &amp; Retention Rates</i></p>	<p>Student-centered grading policies and procedures of ALL teachers reflect student mastery of material, not behavior. A large majority of 9<sup>th</sup> grade students remain all four years at the high school and graduate college and career ready within the designated four years. Graduation rates far exceed the District and state average.</p>
<p><i>Monitoring Protocols</i></p>	<p>Site and District will use acceptable assessment protocol to collect, disaggregate, and analyze student performance data along the continuum of Formative Assessments to Summative Assessments. Principals monitor grades to ensure adherence to the grading policy.</p>
<b><u>Leadership Capacity</u></b>	Highly Effective Innovative Systemic – “All means all”
<p><i>Educational Vision</i></p>	<p>School has established a clear, coherent, and well communicated vision of what students should know and be able to do. There is a belief that ALL students can learn.</p>
<p><i>Parent Involvement</i></p>	<p>School has a trusting relationship with parents and provides meaningful educational involvement opportunities for ALL parents.</p>
<p><i>Use of Resources</i></p>	<p>There is a strong relationship between the decisions about resource allocations (personnel, materials, facilities, and financial) and the school’s vision, purpose, and student achievement. The school leadership and staff collaborate on resource allocation decisions.</p>
<p><i>Articulation w/Feeders</i></p>	<p>The school articulates regularly with feeder schools and local colleges and universities to inform stakeholders on program successes and needs. Input is used to adjust program.</p>
<p><i>Capacity to Implement and Monitor the School-Wide Action Plan</i></p>	<p>Process includes both formative and summative data analysis and program evaluation by a collaborative group of stakeholders.</p> <p>The school plan is a collaborative effort of ALL stakeholders.</p> <p>School plan actions are collaboratively evaluated in terms of impact on student achievement with input from all stakeholder groups and results are used to identify priorities and further actions for improvement.</p>



**Title III English Learner  
Program Evaluation Report  
2014-2015**

## Introduction

The Anaheim Union High School District conducts an annual evaluation of programs and services for English Learners (ELs) for the purposes of providing evidence of program effectiveness and for planning for program improvement. The primary goal of all programs for English Learners is, as effectively and efficiently as possible, to ensure that each student develops fluency in English and maintains grade-level appropriate achievement in core content curriculum. This report will objectively assist the schools and in determining the effectiveness of the District's and each school's programs.

The District is committed to providing quality and equitable educational programs for all students, including the more than 6,000 English learners (ELs) it serves each year. has engaged in a number of important initiatives to continue strengthening its EL programming and narrow the opportunity gap between all students and EL students. In 2013-14 and 2014-15, the District expanded services and support with the formation of the English Learner and Multilingual Services department in the Education Division. The department includes the Language Assessment Center, Translation/Interpretation Services, and Curriculum and Instruction for ELs supported by a curriculum specialist, an instructional coach and bilingual instructional assistants. In terms of programs, has continued to provide a variety of services and is implementing a number of instructional models to address the varied needs of ELs, including Designated English Language Development (ELD), push-in (collaborative model), co-teaching and clustering classes. In addition, in 2011-12, the District created the Dual Language Academy at Sycamore Junior High to build upon the language assets students bring. The Seal of Biliteracy was also promoted throughout the District beginning in 2011-12 to recognize the importance of a biliterate citizenry. The advent of the newly adopted ELD standards and English Language Art/ELD state framework has steered the District on a new pathway of improving programs, aligning courses, and providing access to the District's EL students.

The report data consist of language demographics, results from the California English Language Development Test, Annual Measurable Achievement Objectives, Smarter Balanced Assessment results, graduation rates, A-G completion rates, and reclassification trends.

The report also presents a summary of program effectiveness utilizing all of these data sources, implementation successes and challenges, and a brief description of the District's continued focus and vision for English learner success.

## Glossary of Terms

<b>Annual Measurable Achievement Objectives (AMAOs)</b>	Title III of the Elementary and Secondary Education Act (ESEA) sets AMAOs or targets that local educational agencies (LEAs) receiving Title III funds must meet, which in part are based on CELDT results. Reports and information about Title III Accountability are available on the California Department of Education (CDE) Title III Accountability Web page at <a href="http://www.cde.ca.gov/ta/ac/t3/">http://www.cde.ca.gov/ta/ac/t3/</a> .
<b>California English Language Development Test (CELDT)</b>	The CELDT measures limited English proficient students' achievement of California English Language Development (ELD) Standards in kindergarten through grade twelve. Three purposes for the CELDT are specified in state law, including: (1) identifying students as limited English proficient, (2) determining the level of English language proficiency (ELP) for students who are limited English proficient, and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.
<b>English Language Development (ELD)</b>	Instruction that is designed to help English learners learn and acquire English to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English.
<b>English Learner (EL)</b>	An EL is a student in kindergarten through grade twelve who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. State and federal law require that LEAs administer a state test of English language proficiency to newly enrolled students whose primary language is not English and to ELs as an AA. Since 2001, this test for California's public school students has been the CELDT.
<b>Initial Fluent English Proficient (IFEP)</b>	Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the LEA criterion for English language proficiency are identified as IFEP.
<b>Long Term English Learner (LTEL)</b>	Students who are enrolled in any of grades 6 to 12, inclusive, who have been enrolled in schools in the United States for more than six years, have remained at the same English language proficiency level for two or more consecutive years as determined by the CELDT are considered to be Long Term English Learners.
<b>Reclassification</b>	Reclassification is the local process used by LEAs to determine if a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. EC Section 313(d) specifies the four criteria that must be used when making reclassification decisions locally.
<b>Reclassified Fluent English Proficient (RFEP)</b>	Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP.
<b>Specifically Designed Academic Instruction in English (SDAIE)</b>	SDAIE is a teaching approach intended for teaching various academic content to English learners. The instruction is carefully prepared in such a manner so that English learners gain skills in both the subject material and in using English.



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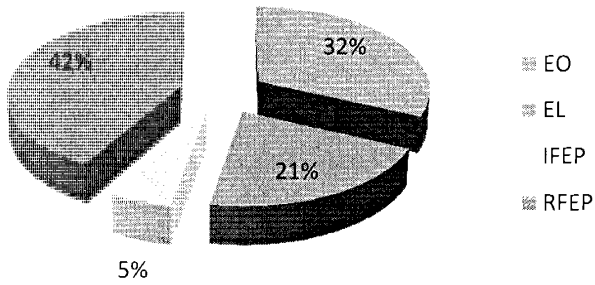
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# Demographics

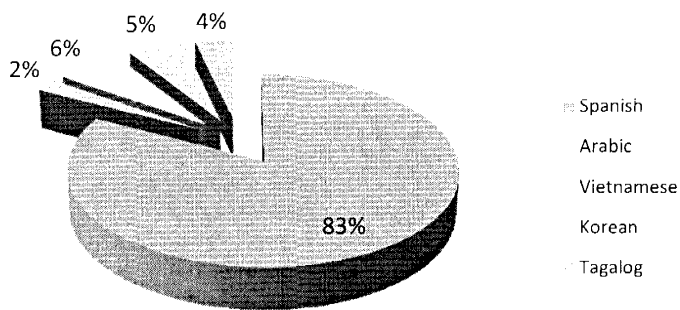
## English Language Acquisition

EO = English Only   EL = English Learner  
IFEP = Initially Fluent English Proficient   RFEP = Reclassified Fluent English Proficient



Source: CALPADS

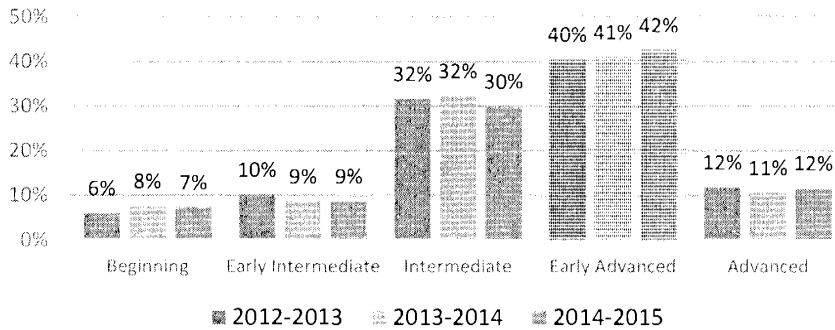
## Top Five Primary Languages Other Than English



Source: Eagle Aeries

# California English Language Development Test

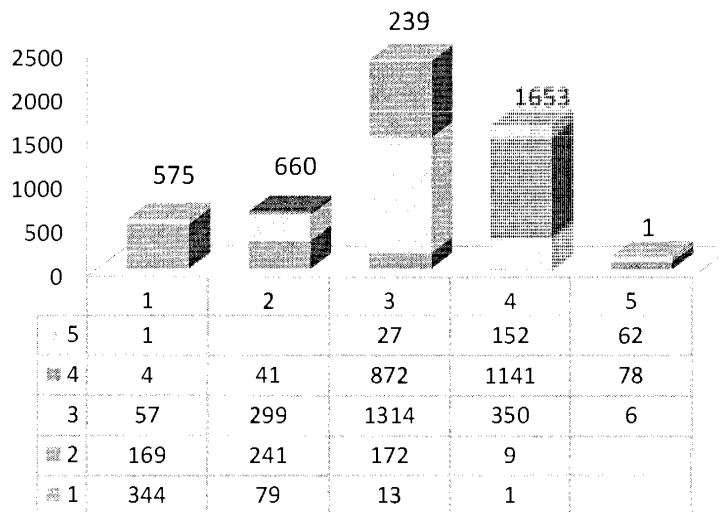
## Anaheim Union High School District CELDT Results by Performance Level



The chart shows the CELDT overall performance level comparison for three academic school years. It is a year to year comparison. The chart indicates that for the 2014-15 academic school year students scored higher on Early Advanced than in previous years.

Source: DataQuest

## CELDT Overall Performance Level Comparison 2013-2014 and 2014-2015



The stack chart shows the CELDT overall performance level comparison between 2013-2014 and 2014-2015 academic school years. These are matched data. For example in 2013-2014, there were 575 students who were at the beginning level. When matched to the 2014-15 academic school year, 344 remained in beginning; 169 moved up a level to early intermediate; 57 moved up two levels to intermediate; 4 moved up three levels to early advanced and 1 moved up four levels to advanced.

Source: Eagle Aeries

### CELDT Levels:

1 = Beginning    2 = Early Intermediate    3 = Intermediate    4 = Early Advanced    5 = Advanced

2014-2015 CELDT Overall Performance Levels by Years in US Schools

Years Enrolled in US School	B	EI	I	EA	A	Total
6	13	17	29	35	4	98
7	60	110	436	302	39	947
8	57	107	360	371	36	931
9	46	74	323	376	36	855
10	30	82	311	350	34	807
11	35	60	246	295	41	677
12	25	37	179	263	38	542
<b>Grand Total</b>	<b>266</b>	<b>487</b>	<b>1884</b>	<b>1992</b>	<b>228</b>	<b>4857</b>

The table shows the number of EL students CELDT levels by the number of years in US schools. Source: Eagle Aeries

2014-2015 CELDT Overall Performance Levels % by Years in US Schools

Years Enrolled in US Schools	B	EI	I	EA	A
6	13%	17%	30%	36%	4%
7	6%	12%	46%	32%	4%
8	6%	11%	39%	40%	4%
9	5%	9%	38%	44%	4%
10	4%	10%	39%	43%	4%
11	5%	9%	36%	44%	6%
12	5%	7%	33%	49%	7%
<b>Grand Total</b>	<b>5%</b>	<b>10%</b>	<b>39%</b>	<b>41%</b>	<b>5%</b>

The table shows the percentage of EL students CELDT overall performance levels by the number of years in US schools.

Note: 6 plus years in US Schools

Source: Eagle Aeries

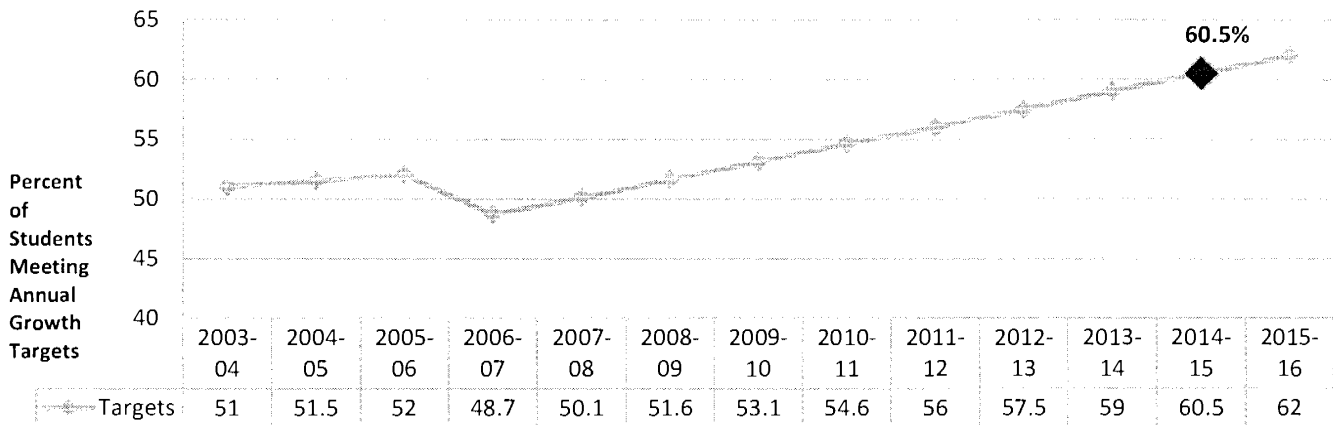
## Brief Description of Title III Annual Measurable Achievement Objectives

The Preliminary Title III Annual Measurable Achievement Objectives (AMAOs) results are now available on DataQuest. AMAOs represent the annual achievement targets for English language learners and districts are accountable for the development and attainment of English language proficiency while meeting State academic content and achievement targets. There are three AMAOs, but only two are being calculated due to the transition from the CSTs ELA/Math to the new Smarter Balanced Assessments:

**AMAO 1 - Making Annual Progress in Learning English.** Progress is defined upon the overall performance on the previous California English Language Development Test (CELDT). ELs at the Beginning, Early Intermediate, and Intermediate levels are expected to gain one performance level per year. ELs at the Early Advanced or Advanced level, who are not yet proficient, are expected to achieve English proficient level on the CELDT in the following year. The following table illustrates the Annual Growth Target:

Most Recent Previous CELDT Overall Performance Level	Annual Growth Target
Beginning	Early Intermediate
Early Intermediate	Intermediate Overall
Early Advanced or Advanced, but not at the English proficient level. One or more domains are below Intermediate in listening, speaking, reading or writing.	Achieve the English proficient level. Overall proficiency level needs to remain at the Early Advanced or Advanced level, and all domains need to be at the Intermediate level or above
Early Advanced or Advanced, and at the English proficient level	Maintain English proficient level.

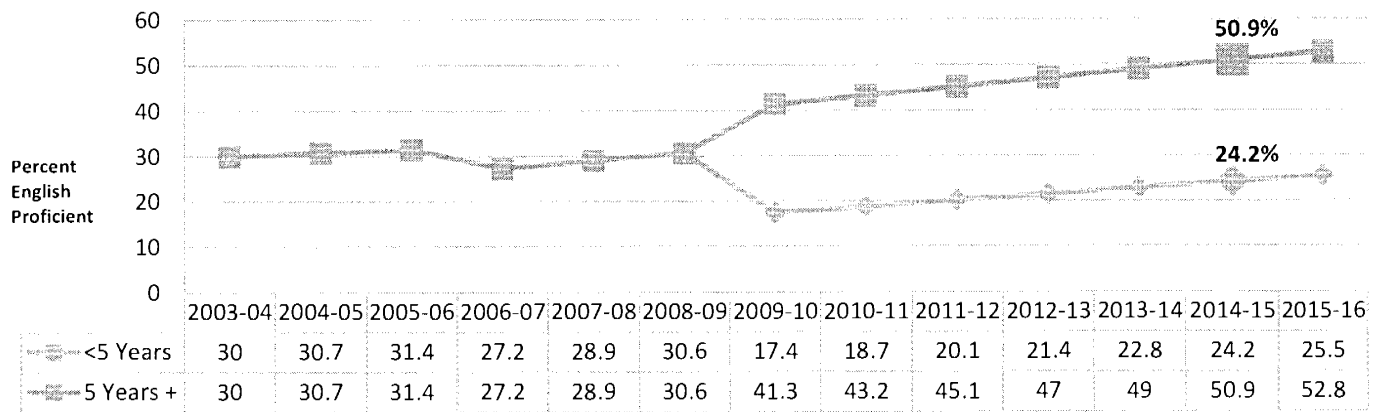
**AMAO 1: Percentage of ELs Making Annual Progress in Learning English**



**AMAO 2 – Attaining English Proficient Level on the CELDT.** English proficient is defined as overall performance level of Early Advanced or Advanced and domain performance level scores of Intermediate and above in listening, speaking, reading and writing. Students in this cohort include Initial CELDT test takers during the Annual Assessment window from July 1 through October 31. There are two cohorts that have been established to determine the percentage of ELs attaining the English proficient on the CELDT:

1. **Less Than Five Years Cohort**  
This cohort contains all ELs who have been in language instruction educational programs for less than five years.
2. **Five Year or More Cohort**  
This cohort contains all ELs who have been in language instruction educational programs for five years or more.

**AMAO 2: Percentage of ELs Attaining the English Proficient Level on the CELDT**



As a District, AUHSD met AMAO 1 and AMAO 2.

**AMAO 3 – Meeting Adequate Yearly Progress Requirements for the EL Subgroup is still pending new calculation determinations.**

## Annual Measurable Achievement Objectives

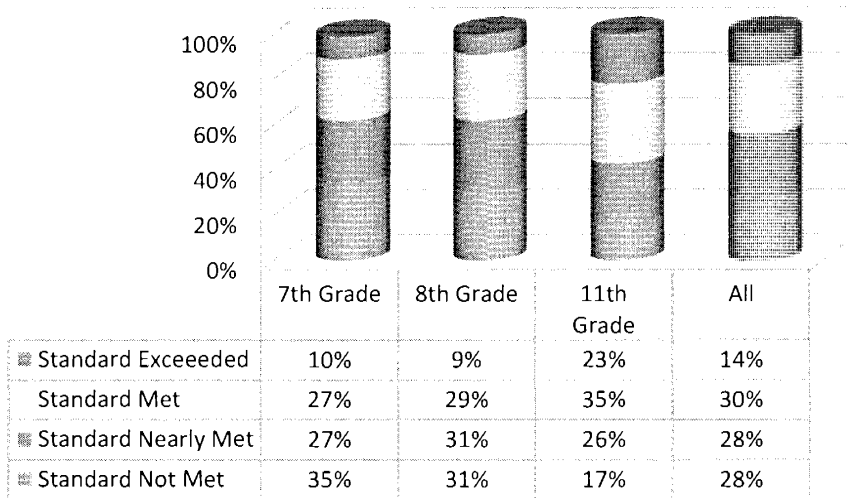
<b>AMAO 1: Percent of EL Students Making Annual Progress in Learning English</b>					
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Target</b>	54.6%	56.0%	57.5%	59.0%	60.5%
<b>Percent Target Met</b>	56.3%	61.7%	58.1%	59.4%	61.2%
<b>Was Target Met? (Y/N)</b>	Y	Y	Y	Y	Y

<b>AMAO 2: Percent of EL Students Attaining English Proficiency - Less than 5 Years Cohort</b>					
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Target</b>	18.7%	20.1%	21.4%	22.8%	24.2%
<b>Percent Target Met</b>	28.4%	33.3%	28.8%	28.4%	28.9%
<b>Was Target Met? (Y/N)</b>	Y	Y	Y	Y	Y

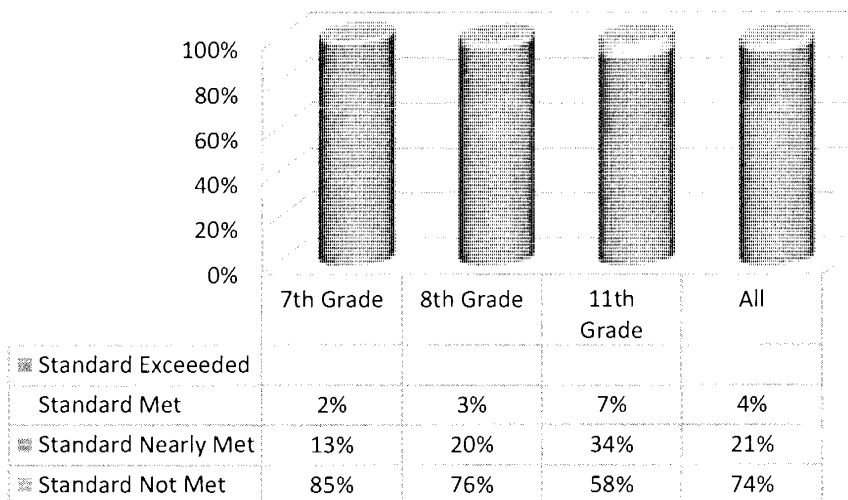
<b>AMAO 2: Percent of EL Students Attaining English Proficiency - 5 Years or More Cohort</b>					
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Target</b>	43.2%	45.1%	47.0%	49.0%	50.9%
<b>Percent Target Met</b>	48.0%	51.2%	50.0%	50.7%	52.1%
<b>Was Target Met? (Y/N)</b>	Y	Y	Y	Y	Y

## Smarter Balanced Summative Assessments

### All Students English Language Arts/Literacy



### English Learners English Language Arts/Literacy

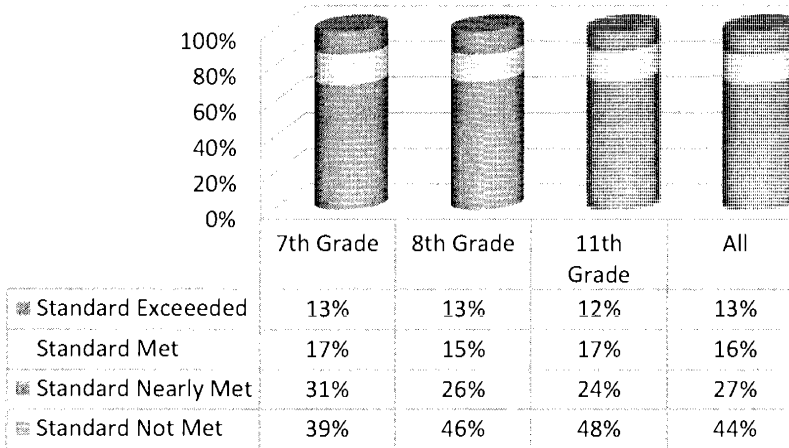


Source: DataQuest

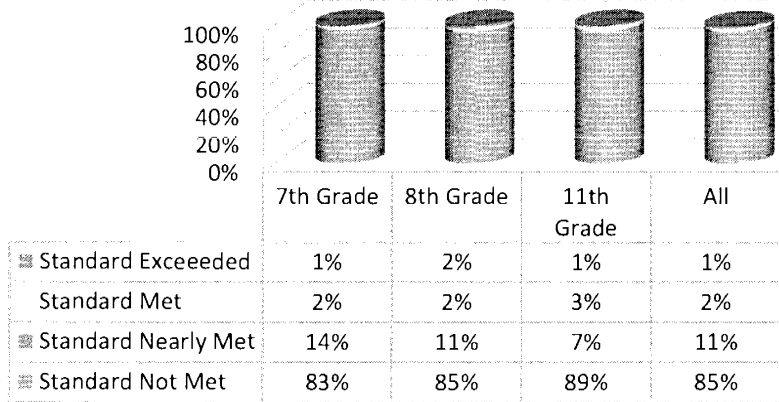


## Smarter Balanced Summative Assessments

### All Students Mathematics



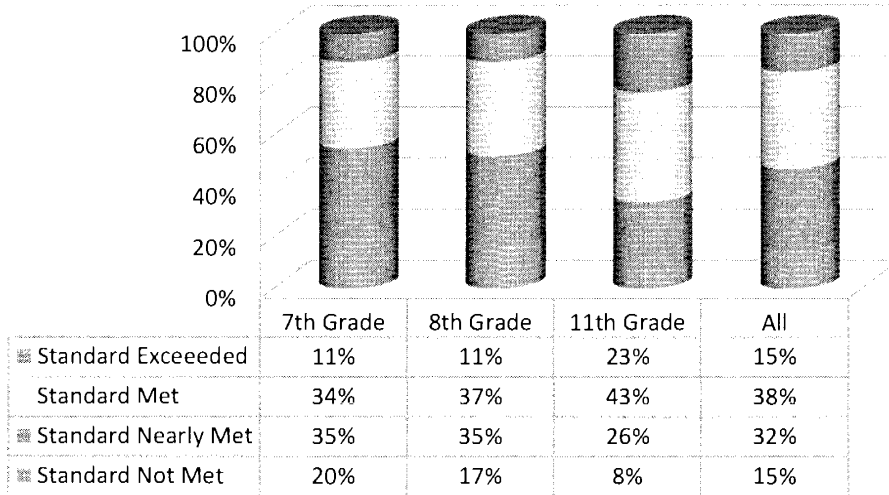
### English Learners Mathematics



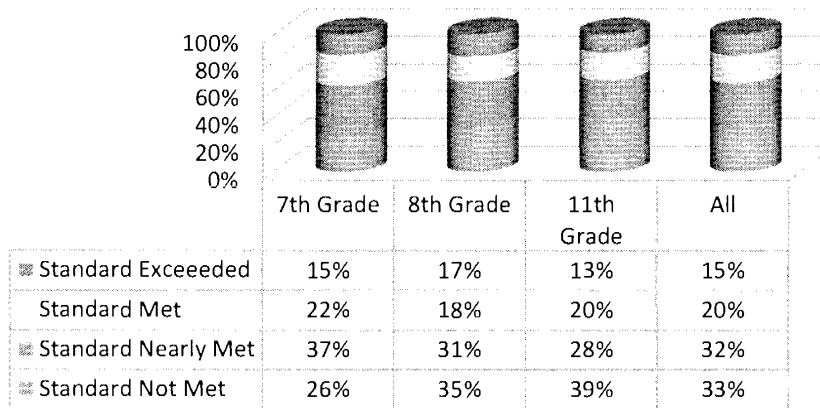
Source: DataQuest

## Smarter Balanced Summative Assessments

### Reclassified Fluent English Proficient English Language Arts/Literacy



### Reclassified Fluent English Proficient Mathematics



Source: DataQuest

# Graduation Rates

## Anaheim Union High School District Graduation Comparison by Program for 2012-13 and 2013-14

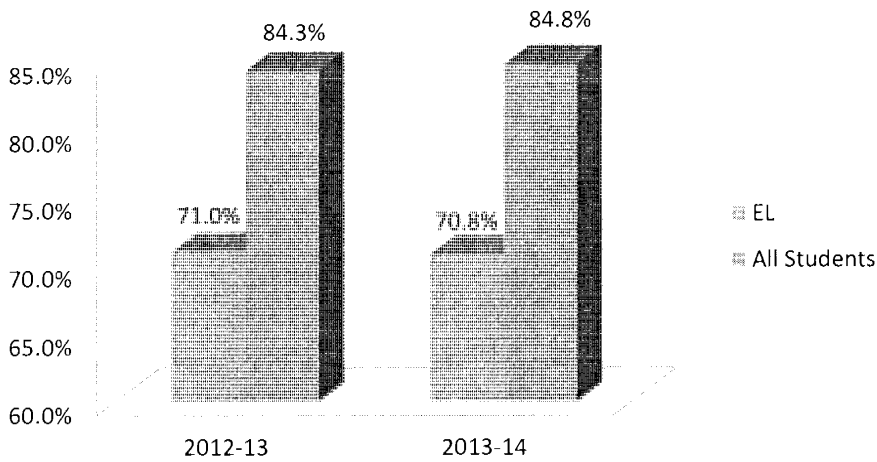
Graduation Data for 2013-14 by Program

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
English Learners	1,437	1,018	70.8	242	16.8	15	1	161	11.2	*	0.1
Migrant Education	*	*	66.7	*	22.2	*	0	*	10.1	*	0
Special Education	518	325	62.4	70	13.5	25	4.8	99	19.1	*	0.2
Socioeconomically Disadvantaged	5,885	3,188	82.1	398	10.2	18	0.5	280	7.2	*	0
All Students	5,189	4,401	84.8	447	8.6	25	0.5	314	6.1	*	0

Graduation Data for 2012-13 by Program

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
English Learners	1,431	1,016	71	226	15.8	53	2.2	157	11	*	0
Migrant Education	*	*	20	*	40	*	0	*	40	*	0
Special Education	462	266	57.6	54	11.7	51	11	91	19.7	*	0
Socioeconomically Disadvantaged	5,665	2,975	81.2	371	10.1	45	1.2	275	7.5	*	0
All Students	5,140	4,355	84.3	444	8.6	51	1	308	6	*	0

### Cohort Graduation Rate



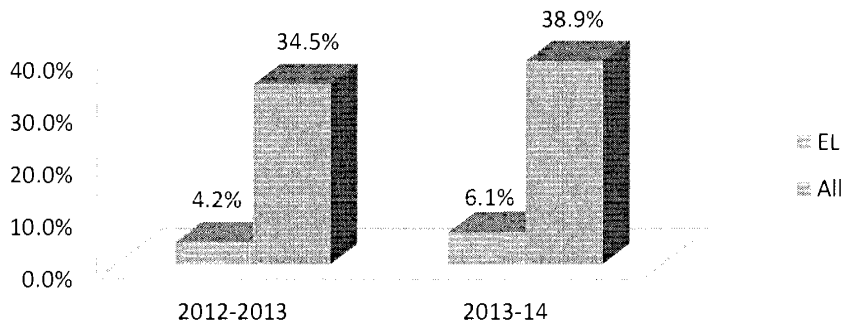
Source: DataQuest

# Graduates Completing A-G Required Courses for UC and/or CSU Entrance

2012 -2014 Cohorts\*  
2014 A - G Projections\*\*

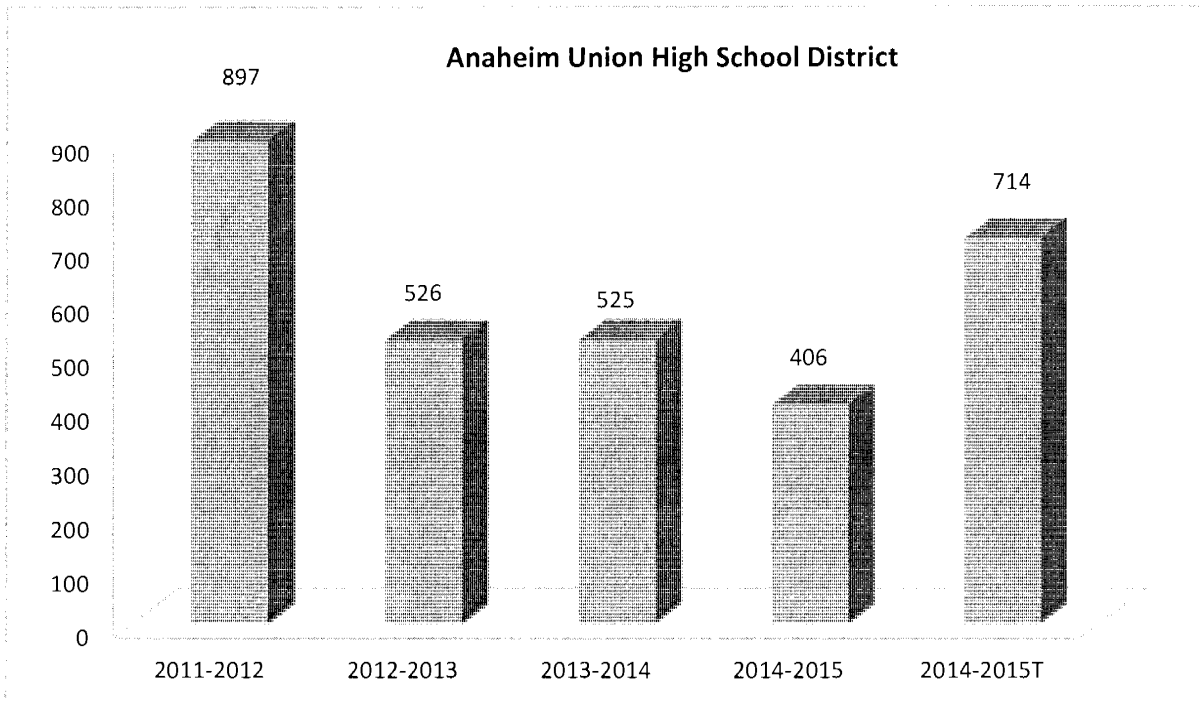
Local Districts																		
Demographics	Male			Female			Hispanic			LEP***			SED			Total		
District/ Cohort Year	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014**
Anaheim Union High	32.5	30.2	33.8	41.4	38.7	43.8	27.2	25.5	29.6	19.8	4.2	6.1	31.7	28.8	33.9	36.9	34.5	38.9
Fullerton Joint Union High	36.6	42.9	48.1	45.8	52.6	56.6	26.1	31.3	36	15.6	2	4.5	27.6	31.2	36.8	41.2	47.7	52.4
Garden Grove Unified	44.2	44.4	47.1	54.6	59.2	61.1	33.5	37.9	39.2	28.1	12.8	13.9	47.8	48.7	51.3	49.6	51.9	54.4
Orange Unified	36	33.5	33.7	40.4	43.2	45.2	19.4	22.2	24.5	8.7	0.6	2.3	20	20.3	22.6	38.1	38.2	39.3
Placentia-Yorba Linda Unified	39.9	45.1	44	47.3	52.7	54.9	24.3	29.5	28.4	9.6	0	0	21.8	25.3	25	43.4	48.9	49.3
Santa Ana Unified	27.6	32.6	36.7	40	47.8	51.6	29.9	36.5	40.2	5.2	5.9	9.9	31.4	37.3	40.1	34.2	40.6	44.5
County Total	38	41.2	43.3	48.7	52.1	54.4	27.1	30.6	33.6	16.1	5.8	7.3	30.8	33.5	36.1	43.3	46.6	48.9
State Total	33.7	34.6	36.7	42.8	44.1	46.9	28	29.1	32.4	22.7	8.9	9.9	29.6	30	32.7	38.3	39.4	41.9

## AUHSD Grads with UC/CSU Required Courses



Source: DataQuest

## Reclassification Trend



Note: In 2014-15, the California Longitudinal Pupil Achievement Data System (CALPADS) collected the number of reclassified fluent English proficient students during the Fall 1 submission which is in October of each year. In the past, the number of reclassified fluent English proficient count was collected during the Spring Language Census which was on March 1<sup>st</sup> of each year; therefore, there are two counts for the above graph. AUHSD reclassified 714 students during the 2014-15T academic school year. The bar graph shows that for the 2014-15T, the number of reclassified students increased compared to the two previous years.

2014-2015 – Data collected in October through the California Longitudinal Pupil Achievement System (CALPADS).  
2014-2015T – “T” stands for traditional data collection in March of the respective academic school year.

## Summary of English Learner Program Effectiveness

The District has consistently met federal targets for Annual Measurable Achievement Objectives (AMAO) 1 and 2. The District will continue to provide English learner (EL) students with designated English Language Development (ELD) instruction so that they will continue to make annual progress in learning English. will continue to meet or exceed federal targets for AMAO 1 and 2 by:

- Strategically placing students in an ELD program until they meet criteria to be placed in mainstream classes. Classes will continue to be leveled by proficiency levels. These courses will be taught by appropriately credentialed teachers.
- Providing continued support for daily instruction in ELD focusing on listening, speaking, reading and writing and utilizing ELD and English language arts/Literacy standards.
- Ensuring that the sites provide access to core content instruction through Specially Designed Academic Instruction in English (SDAIE) /Integrated ELD and ensuring teachers are properly certified. and site administrators and curriculum specialists will monitor the scaffolding of instruction in core courses.
- Implementing professional learning that informs counselors and administrators of research-based methods used to assess and properly place students in appropriate courses, especially ELs with disabilities and Long-Term English learners (LTEs). Optimizing placements will ensure EL students have access to the core along with continued language development in appropriate setting.
- Continuing to review of the implementation of the District's EL program and to ensure that ELs receive effective ELD instruction, have access to the core and are achieving in all areas. We will continue to develop an instructional pathway to effectively address the needs of LTEs and ELs with disabilities that have been in US schools for five or more years.

Based on other achievement data (reclassification, graduation rates and a-g completion rates) it is evident that the District's long-term English learners need additional academic language support. In the past, we had many intervention classes where we did not see much progress for the LTEs and found that they were not receiving as much access to core and a-g coursework. The sites now have less students enrolled in the intervention classes and have hired a Multi-Tiered System of Support (MTSS) specialist for each campus to help monitor and assist teachers with interventions within the core classes. Along with the MTSS specialist, the Lesson Design Specialists (LDS) will continue to work with teachers at their site on delivering first best instruction and differentiating for students with special needs.

Per the recommendation of EL and Multilingual Services, the counselors have intentionally clustered newcomer/emerging level students in mainstream core classes (some with bilingual instructional assistants for primary language support). Before and after school tutoring are also available to students who need more support. For the newcomer students, the District is exploring an after school or summer Language Academy for the spring and/or summer of 2016.

Two new courses are in place for LTEL students this school year: Language and Literacy for ELs (high school) and AVID Excel (junior high school). Students in the Language and Literacy course will fulfill the “g” college prep elective requirement upon successful completion of the course. Teachers assigned to these courses will receive curriculum and instructional support. Curriculum specialists will monitor these classes for proper instruction and application of curriculum.

Continued expansion of the World Languages courses and Spanish for Spanish speakers has promoted more pride in home language and the numbers of Seal of Biliteracy diploma seals has increased significantly over the years. The Dual Language Academy at Sycamore and Anaheim is expected to grow in the coming years as the elementary programs continue to expand. Bilingual authorized teachers are increasing in the District due to the efforts between the District and the local universities. An analysis of these programs will be included in the 2015-16 English Learner Program Evaluation report as many of the students who participate are former ELs (Reclassified Fluent English Proficient).

The District will continue to work with teachers of English learners including long-term English learners and English learners with disabilities, on instruction in ELA and other core content areas that is differentiated to meet the language needs of their students.

The District will also continue to increase the numbers of teachers and parents who participate in Classroom Learning Walks. We have seen more collaboration and sharing of strategies among teachers as the number of teacher participants increases. The teachers develop a continuous feedback loop to better inform site based professional development activities supporting development of academic language and literacy across all content areas. Parents also have a better understanding of the standards and how instructions should look. They also have more to talk about with their students regarding their school experiences.

The District will continue to provide community participation programs, parent outreach and training activities, and extended services to parents of English learner students so that they become an integral part of the District and community and to ensure academic success for their students. Connecting families with needed educational and social services resources is an essential part of creating an atmosphere conducive to academic success. EL parent leaders are encouraged to attend state and local conferences to learn about program and services for English learners with the expectation that they in turn will train other parents. This year, we have instituted a local Parent Leadership Academy for parents to become lead trainers of other parents. This training is offered in English and Spanish.

The importance of reclassification of English learners is an area the District will focus on by ensuring parents and staff have a deeper understanding and are part of the reclassification process. The data demonstrates that when EL students meet the reclassification criteria and are reclassified to Fluent English Proficient (RFEP), they outperform their English Only peers in academic achievement measures. The District recognizes that this is a goal that should be celebrated at the school level by the entire community. For the past four years, the superintendent has awarded a certificate annually to all students who meet the District’s reclassification criteria.

<b>Transportation/Automotive Industry</b>		
Bob Whitney	Partner Owner & Service Director	OC Mazda
Ed Montanez	Jr. Shop Foreman	Fletcher Jones
Stan Rogers	General Manager	Gustafson Brothers
Matt Loftus		Bureau of Automotive Repair
Dave Seroski	Sr. Police Mechanic	Newport Beach Police Department
<b>Business &amp; Finance Industry</b>		
Leila Mozaffari	Director	Orange County America's SBDC
Paul Wigboldy	Founder/ CEO	Flight Deck
Mike Carcano	CEO	Carcano DJ Audio Visual & Light
Henry Morales	Franchise Owner	Allstate
Phil Pisano		Capital Business West
Erick Benz	Founder/ CEO	Position Tech
Kristoffer Quiaoit	Founder	BrightBrain
Tan Rezaei	Founder	Dish Clips, OC Forward
Ruben Gonzalez	Director, Sales & Marketing	Dot Fulfillment
Cliff Wright	Founder	Fortis Financial
Kenha Heang	Financial Service Rep	Fortis Financial
Hope McCluskey		Ingram Micro
Victor Macias	Co-founder, Online Publication	Male Standard
Robin Turner	CPA, Controller	Schools First Credit Union
Kathy Johnson	Partner	CPA Forensics
Zach Smith	Retired Banker	SCORE
<b>Hospitality (Culinary) Industry</b>		
Anthony Hartwell	Director, Food and Beverage	Irvine Marriott
Cyndi Ganahl	Owner	Plums Café and Catering
Gary Maggetti	Director, Food and Beverage	Disney Resort
Naila Auil	Owner	Green Life Fit Food
Zov Kamaradian	Owner	Zov's Catering
Scott McCoy	General Manager	Irvine Marriott
Stephen Ruggiero	General Manager	Knott's Berry Farm Hotel
Cherie Adams	Talent Acquisition Strategist	Pacific Hospitality Group
Maxence Compagnon	Director of Operations	Fairmont Hotel
Greg Cornwell	General Manager	Hyatt - Huntington Beach



Industry Advisory List

2013-2015

<b>Arts, Media &amp; Entertainment Industry</b>		
Brian Desautel	Creative Director	The Buddy Group
Adriano Tosi	web developer- word press tutor	Easy Website Solutions
Bernadette Irizarry	CEO	VLVT/Velvet Hammer
Bill Thompson	Founder/Principle Partner/Creative Director/Photographer	Pencil Box Studios
Jay Hathaway	Senior 3D Character Animator	Fire Forge Games
Kris Wimberly	Storyboard Artist	Disney TV Animation
Jim Rivers	Senior Hiring Manager	Obsidian Entertainment
Patrick Kelly	Animator and Pixel Flogger	Video Resources Inc
Kael Beverly	Co-Owner/Executive Producer	Beverly Boy Production
Mike Smith	Owner	Beard Boy Productions
Travis Sims	Education Department	RED Digital Cinema
Cliff Wright	Founder	HopeSpiration Media
Kevin Strick	Video Editor	The Buddy Group
<b>Engineering &amp; Design Industry and Manufacturing &amp; Product Design Industry</b>		
Huy LeAerospace	Engineer	Gulfstream in Long Beach.
Arnie Bazensky	Western Region Manager	Schott North America.
Faisal Kalam	Mechanical Engineer	Edwards Lifesciences
Tiezheng Zhao	Engineer	CTP Transportation Products
Erik Wolf	Co-Founder	Ariwolf 3D
Christine Adler	Project Engineer	Millie and Severson General Contractors
Efrain Serrano	Sr. Engineer	Edwards Lifesciences
Raymond M. Elledge	Sales and Education Manager	Verisurf 3D Measurement Solutions
Bo Wang	Optical Engineer	Precision Optical
Fred Lawler	Hardware & Manufacturing Payload and Avionics Engineer	IEEE
Tom Murphy	Instructor	AME Consortia
<b>Information &amp; Communications Technologies Industry</b>		
Carl Fong	Executive Director of Information Technology	OC Department of Education
Belinda de la Libertad	Founder and CEO	A-Z Techs
Dan Diniakos	Service Delivery Manager	DynTek Inc.
Eric Smith	Vice President of Technology	State Street
Jim Luckas	Manager of Online Support Engineering	Toshiba
Neil Jain	Co-Founder	Krums
<b>Health Science &amp; Medical Technology</b>		
Christine Newell	Coding manager	Samuel Sunshine.
Veda Boniface	Front and back medical assistant	CareMore medical
Michele Stagnaro	Manager	FCC Irvine/Woodbridge center.

Industry Advisory List  
2013-2015

Cathy Przeklasa	Practice Manager	UCI Family Medical Clinic.
Lorraine Tiffany-Malone	Practice manager	Nautilus Health Care Foundation.
<b>Fashion Design &amp; Merchandising Industry</b>		
Nova Gallegos		Manhattan Beachwear
Megan Cahill	Corporate Stylist and fashion guru	Fashionomics LIVE/Youtube
Sherrri Merrill	Founder	Fashionomics LIVE
Michelle Simpson	Regional Merchandise Presentation Manager	TJ Maxx
Dorothy Pacella	Director of Retail Operations	Working Wardrobes
Nikolas Ambrose		Hybrid Apparel
<b>City of Anaheim - Workforce Development Division</b>		
Ruben Aceves	Workforce Development Manager	Community Development Department

## MEMORANDUM OF UNDERSTANDING

By and between

CSU Fullerton Auxiliary Services Corporation (on behalf of California State University, Fullerton),  
Orange County Asian and Pacific Islander Community Alliance, Inc.

AND Anaheim Union High School District

AND Cypress College

This MEMORANDUM OF UNDERSTANDING establishes a mutual framework governing the respective organizational relationships, responsibilities and activities between CSU Fullerton Auxiliary Services Corporation (CSUF ASC), serving as fiscal and administrative agent of California State University, Fullerton (CSUF), and the Orange County Asian and Pacific Islander Community Alliance, Inc. (OCAPICA) Anaheim Union High School District (AUHSD), and Cypress College collaborative efforts to meet the project objectives of the CSUF North Orange County Allied and other Health Careers Opportunity Program (NOCA HCOP) grant, which creates a pipeline for disadvantaged students from high school through community college and CSUF to allied and other health profession programs. This grant is funded for \$1,765,618. The term of this three-year grant is from November 6, 2015 through August 31, 2018.

CSUF strives to provide high-quality programs that meet the evolving allied health profession needs of our students, community and region. The NOCA HCOP program will recruit to CSUF allied health-motivated high school and community college students, and provide programs that improve their allied health profession identities and readiness to transition to graduate programs.

OCAPICA is a nonprofit community based organization serving more than 33,000 community members a year. With a staff of more than 60 who speak 16 languages, services focus upon health, mental health, youth development and leadership, education, policy, and workforce development.

AUHSD has a student population of approximately 31,000, making it one of the largest school districts in the state. The District covers 46 square miles and stretches across the cities of Anaheim, Cypress, Buena Park, La Palma and Stanton. The students speak 49 different languages in their homes and attend 21 campuses. AUHSD has established 28 career pathways in 12 industries, all designed to lead to meaningful post-secondary employment.

Cypress College, located in northwest Orange County, is a comprehensive two-year, public community college that offers a variety of general education, transfer courses and 145 vocational programs leading to associate degrees and certificates. With an ethnically diverse student population of approximately 15,000, more than 37% are first-generation college students.

The roles and responsibilities of each partner include:

**CSUF** will direct efforts to achieve the following:

1. Identify and recruit economically and educationally disadvantaged students from Orange County high schools and community colleges as NOCA HCOP trainees.
2. Train and support NOCA HCOP trainees through the pipeline from high school to community college and/or CSUF to entry into allied health professions programs.
3. Conduct summer NOCA HCOP Academy for high school and community college students transition to CSUF.
4. Advise NOCA HCOP trainees transition from CSUF to enter into allied health programs.
5. Assist and support OCAPICA and Cypress College in the development and facilitation of early exposure activities.
6. Provide professional and research internships to NOCA HCOP trainees while at CSUF.
7. Perform continuous program improvement assessments to identify and/or address ongoing program processes, challenges and outcomes.

**OCAPICA** agrees to collaborate in the following ways:

1. Conduct outreach and education on allied and other health profession careers to high school students in North Orange County;
2. Recruit disadvantaged 11<sup>th</sup> and 12<sup>th</sup> grade high school students into NOCA HCOP;
3. Conduct the after school NOCA HCOP Academy and provide tutoring, peer mentoring, professional exposure, family engagement and academic advisement;

4. Provide early exposure activities on allied and other health career fields (e.g. workshops, panelists, field trips, etc.).
5. Provide NOCA HCOP evaluators with access to information (reports, data, etc.) pertinent to the progress of NOCA HCOP trainees at OCAPICA;
6. Help resolve any issues that may arise among NOCA HCOP trainees at OCAPICA;
7. Promote successful college preparedness and application to CSUF or community colleges;
8. Collaborate on NOCA HCOP student tracking and support after students transition from high school to college;
9. Participate in discussions about how to sustain the NOCA HCOP after the three-year funding period ends.

**AUHSD** agrees to collaborate in the following ways:

1. Assist OCAPICA in the identification of eligible students for the NOCA HCOP;
2. Provide OCAPICA with access to information (reports, data, etc.) pertinent to the progress of NOCA HCOP trainees at OCAPICA;
3. Participate in discussions about how to sustain the NOCA HCOP after the three-year funding period ends.

**Cypress College** agrees to collaborate in the following ways:

1. Assist in the identification of eligible students for the NOCA HCOP;
2. Outreach and educate disadvantaged community college students from the STEM<sup>2</sup> program and offer alternative allied and other health career education and planning options;
3. Host workshops about allied and other health profession opportunities and programs for NOCA HCOP trainees;
4. Provide supplemental instruction to promote the academic success of NOCA HCOP trainees at Cypress College;
5. Help resolve any issues that may arise among NOCA HCOP trainees at Cypress College;
6. Provide NOCA HCOP evaluators with access to information (reports, data, etc.) pertinent to the progress of NOCA HCOP trainees at Cypress;
7. Participate in discussions about how to sustain the NOCA HCOP after the three-year funding period ends.

Each partnering agency agrees to provide necessary resources, consultation and participation in the various activities for the successful completion of the NOCA HCOP.

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Dr. Shari McMahan  
Multiple Principal Investigator, CSUF

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Frank Mumford  
Executive Director, CSUF ASC

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Mary Ann Foo  
Executive Director, OCAPICA

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Michael Matsuda  
Superintendent, AUHSD

---

Dr. Bob Simpson  
President, Cypress College

1 AGREEMENT NUMBER 42316

2 ANAHEIM UNION HIGH SCHOOL DISTRICT  
3 INCOME AGREEMENT4 This AGREEMENT is hereby entered into this 1st day of September,  
5 2015, by and between the Orange County Superintendent of Schools, 200  
6 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to  
7 as SUPERINTENDENT, and Anaheim Union High School District, 501 North  
8 Crescent Way, Anaheim, California 92803, hereinafter referred to as  
9 DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred  
10 to as the Parties.11 WHEREAS, DISTRICT is authorized by Section 53060 of the  
12 California Government Code to contract with and employ any persons  
13 for the furnishing of special services and advice in financial,  
14 economic, accounting, engineering, legal or administrative matters,  
15 if such persons are specially trained and experienced and competent  
16 to perform the special services required; and17 WHEREAS, DISTRICT is in need of such special services and advice  
18 related to technology training; and19 WHEREAS, SUPERINTENDENT is specially trained and experienced and  
20 competent to perform the special services required by the  
21 SUPERINTENDENT, and such services are needed on a limited basis;

22 NOW, THEREFORE, the Parties hereby agree as follows:

23 1.0 SCOPE OF WORK. DISTRICT hereby engages SUPERINTENDENT as an  
24 independent contractor to perform the following described work and  
25 SUPERINTENDENT hereby agrees to perform said work upon the terms and  
conditions hereinafter set forth. Specifically, SUPERINTENDENT shall  
provide following the services for Instructional Services Programs:

1 1.1 Provide written translation services.

2 1.2 Provide oral interpretation services.

3 2.0 TERM. This AGREEMENT shall commence on September 1, 2015, and  
4 end on June 30, 2016, subject to termination as set forth in this  
5 AGREEMENT.

6 3.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT for services  
7 satisfactorily performed pursuant to Section 1.0 of this AGREEMENT a  
8 total sum not to exceed Ten thousand dollars (\$10,000.00). Payment  
9 shall be made at the rate of Sixty dollars (\$60.00) per hour for  
10 written translations and Ninety dollars (\$90.00) per hour for oral  
11 interpretations. Payment shall be mailed to: Orange County  
12 Superintendent of Schools, Attn: Accounting Manager, 200 Kalmus  
13 Drive, P.O. Box 9050, Costa Mesa, California 92628-9050, or at such  
14 other place as SUPERINTENDENT may designate in writing.

15 4.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of  
16 this AGREEMENT, shall be and act as an independent contractor.  
17 SUPERINTENDENT understands and agrees that he/she and all of his/her  
18 employees shall not be considered officers, employees or agents of  
19 the DISTRICT, and are not entitled to benefits of any kind or nature  
20 normally provided employees of the DISTRICT and/or to which  
21 DISTRICT'S employees are normally entitled, including, but not  
22 limited to, State Unemployment Compensation or Workers' Compensation.  
23 SUPERINTENDENT assumes the full responsibility for the acts and/or  
24 omissions of his/her employees or agents as they relate to the  
25 services to be provided under this AGREEMENT. SUPERINTENDENT shall  
assume full responsibility for payment of all federal, state and

1 local taxes or contributions, including unemployment insurance,  
2 social security and income taxes with respect to SUPERINTENDENT'S  
3 employees.

4 5.0 HOLD HARMLESS.

5 A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold  
6 harmless DISTRICT, its Governing Board, officers, agents, and  
7 employees from liability and claims of liability for bodily injury,  
8 personal injury, sickness, disease, or death of any person or  
9 persons, or damage to any property, real personal, tangible or  
10 intangible, arising out of the negligent acts or omissions of  
11 employees, agents or officers of SUPERINTENDENT or the Orange County  
12 Board of Education during the period of this AGREEMENT.

13 B. DISTRICT hereby agrees to indemnify, defend, and hold harmless  
14 SUPERINTENDENT, the Orange County Board of Education, and its  
15 officers, agents, and employees from liability and claims of  
16 liability for bodily injury, personal injury, sickness, disease, or  
17 death of any persons or persons, or damage to any property, real,  
18 personal, tangible or intangible, arising out of the negligent acts  
19 or omissions of employees, agents or officers of DISTRICT during the  
20 period of this AGREEMENT.

21 6.0 ASSIGNMENT. The obligations of the SUPERINTENDENT pursuant to  
22 this AGREEMENT shall not be assigned by the SUPERINTENDENT without  
23 prior written approval of DISTRICT.

24 7.0 TOBACCO USE POLICY. In the interest of public health, the  
25 SUPERINTENDENT provides a tobacco-free environment. Smoking or the  
use of any tobacco products are prohibited in buildings and vehicles,

1 and on any property owned, leased or contracted for by the  
2 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to  
3 abide with conditions of this policy could result in the termination  
4 of this AGREEMENT.

5 8.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they  
6 will not engage in unlawful discrimination in employment of persons  
7 because of race, color, religious creed, national origin, ancestry,  
8 physical handicap, medical condition, marital status, or sex of such  
9 persons.

10 9.0 TERMINATION. Either party may terminate this AGREEMENT with or  
11 without reason with the giving of thirty (30) days written notice to  
12 the other party. DISTRICT shall compensate SUPERINTENDENT only for  
13 services satisfactorily rendered to the date of termination. Written  
14 notice by DISTRICT shall be sufficient to stop further performance of  
15 services by SUPERINTENDENT. Notice shall be deemed given when  
16 received by the SUPERINTENDENT or DISTRICT or no later than three (3)  
17 days after the day of mailing, whichever is sooner.

18 10.0 NOTICE. All notices or demands to be given under this AGREEMENT  
19 by either party to the other, shall be in writing and given either  
20 by: (a) personal service or (b) by U.S. Mail, mailed either by  
21 registered or certified mail, return receipt requested, with postage  
22 prepaid. Service shall be considered given when received if  
23 personally served or if mailed on the third day after deposit in any  
24 U.S. Post Office. The address to which notices or demands may be  
25 given by either party may be changed by written notice given in



1 accordance with the notice provisions of this section. At the date  
2 of this AGREEMENT, the addresses of the parties are as follows:

3 DISTRICT: Anaheim Union High School District  
4 501 North Crescent Way  
5 Anaheim, California 92801  
6 Attn: \_\_\_\_\_

7 SUPERINTENDENT: Orange County Superintendent of Schools  
8 200 Kalmus Drive  
9 P.O. Box 9050  
10 Costa Mesa, California 92628-9050  
11 Attn: Patricia McCaughey

12 11.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek  
13 redress for violation of, or to insist upon, the strict performance  
14 of any term or condition of this AGREEMENT shall not be deemed a  
15 waiver by that party of such term or condition, or prevent a  
16 subsequent similar act from again constituting a violation of such  
17 term or condition.

18 12.0 SEVERABILITY. If any term, condition or provision of this  
19 AGREEMENT is held by a court of competent jurisdiction to be invalid,  
20 void, or unenforceable, the remaining provisions will nevertheless  
21 continue in full force and effect, and shall not be affected,  
22 impaired or invalidated in any way.

23 13.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall  
24 be governed by the laws of the State of California with venue in  
25 Orange County, California.

14.0 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

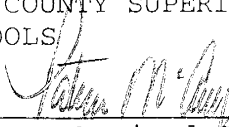
1 amended only by a written amendment executed by both Parties to the  
2 AGREEMENT.

3 IN WITNESS WHEREOF, the Parties hereto set their hands.

4 DISTRICT: ANAHEIM UNION HIGH  
5 SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

6 BY: \_\_\_\_\_  
Authorized Signature

BY:  \_\_\_\_\_  
Authorized Signature

7 PRINT NAME: \_\_\_\_\_

PRINT NAME: Patricia McCaughey

8 TITLE: \_\_\_\_\_

TITLE: Coordinator

9 DATE: \_\_\_\_\_

DATE: October 14, 2015

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

**EDUCATIONAL CONSULTING AGREEMENT**

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

5th	day of	November	2015
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by and between

Kenneth Woog, MBA, Psy.D.
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Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

**WHEREAS** the District is in need of special services and advice;

**WHEREAS** such services and advice are not available at no cost from public agencies;

and

**WHEREAS** Consultant is specially trained, experienced, and competent to provide the special services and advice required; and

**WHEREAS** such services are needed on a limited basis.

**NOW, THEREFORE**, the parties hereto agree as follows:

1. Services to be provided by Consultant:

<p><b>Dr. Woog will provide one evening workshop open to all parents in the Anaheim Union High School District. The workshop will be held at Savanna High School. The topic will be, "Problematic Computer/Video Gaming and Electronic/Social Media Use".</b></p>
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Site/School:	Anaheim Union High School District	Funds (Cost Center):	<b>LCFF Funds</b>
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2. List of Other Supportive Staff or Consultants:

No other support is required.
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3. Consultant shall commence providing services under this AGREEMENT on:

Date:	December 9, 2015
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and shall diligently perform as specified and complete performance by:

Date:	December 9, 2015
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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:

Consultant will be provided with the facilities to conduct the training,

5. District shall pay Consultant the maximum amount of

\$600.00

for services rendered

to # of people:	100 parents	# hours per day:	2	# of days:	1 total
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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:

Dr. Woog will present a workshop to parents on "Problematic Computer/Video Gaming and Electronic/Social Media Use". The workshop will be held at Savanna High School and open to all parents in the Anaheim Union High School District

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

Dr. Woog will presenting this workshop on one evening only.

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

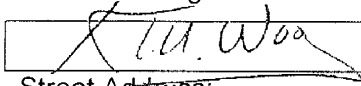
Technology set-up will be provided at Savanna High School.

**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:

<b>CONSULTANT:</b>	<b>DISTRICT:</b>
Typed Name of consultant (same as page 1):	
Kenneth Woog, MBA, Psy.D.	Anaheim Union High School District
Typed Name/Title of Authorized Signatory:	
Kenneth Woog, MBA, Psy.D.	<b>Dr. Jaron Fried</b>
Authorized Signature:	
	Signature of Assistant Superintendent:
Street Address:	
23591 El Toro Rd., Suite 163	501 N. Crescent Way, P.O. Box 3520
City, State, Zip Code	
Lake Forest, CA 92630	Anaheim, CA 92803-3520
Date:	
10/22/15	Date: 11/6/15

Mark Appropriately:

Independent/Sole Proprietor:	<b>Yes</b>
Corporation:	No
Partnership:	No
Other/Specify:	No

Social Security Number\*or

Federal Identification Number\*

466-02-8687	
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\*Or, initial below:

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

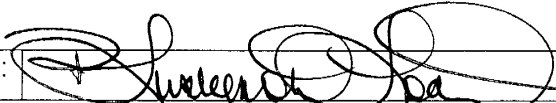
Email Address:

949-422-4120	kwoog@wooglabs.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:

Signature: 	Date: 10/22/15
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Anaheim Union High School District  
Education Division  
**APPLICATION FOR STUDENT-INITIATED,  
NON-CURRICULUM RELATED ORGANIZATION**

CLICK AND ENTER DATA

<b>School:</b>	Anaheim High School	<b>Date of Application:</b>	9/9/15
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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:**

Bridges
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**Purpose of the group:**

We work with the AHS community to build a campus environment that is respectful of diversity, where ALL students, staff and parents feel safe, welcome and respected.
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**Frequency of group meetings:**

1x a week
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**Proposed meeting day, time and location:**

Day:	Tuesday	Time:	2:45-3:30	Location:	Room 107
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Applicant's Signature:	<i>Genesis Escobar</i>	Date:	9-11-15
Printed Name:	Genesis Escobar		

Advisor's Signature:	<i>Ceane Fuquay</i>	Date:	9-9-15
Printed Name:	Ceane Fuquay		

Principal's Signature:	<i>Anna Corral</i>	Date:	9-10-15
Printed Name:	Anna Corral		

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

Assistant Superintendent's Signature:	<i>[Signature]</i>	Date:	10/21/15
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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

<b>School:</b>	Anaheim High School	<b>Date of Application:</b>	10/5/2015
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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:**

Make a Wish Club

**Purpose of the group:**

To provide donated gifts to economically disadvantaged and/or ailing children.

**Frequency of group meetings:**

Twice a month

**Proposed meeting day, time and location:**

Day: Wed Time: 2:45 pm Location: Room 52 at AHS

Applicant's Signature:	<i>Scarlett Castro</i>	Date:	10/5/2015
Printed Name:	Scarlett Castro		

Advisor's Signature:	<i>Lisa Newman</i>	Date:	10/5/2015
Printed Name:	Lisa Newman		

Principal's Signature:	<i>Anna Corral</i>	Date:	10/13/15
Printed Name:	Anna Corral		

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

Assistant Superintendent's Signature:	<i>[Signature]</i>	Date:	10/27/15
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**Following approval, the completed application will be returned to the school principal.**

Anaheim Union High School District  
 Education Division  
**APPLICATION FOR CURRICULUM-RELATED STUDENT ORGANIZATION**

CLICK AND ENTER DATA IN THE APPROPRIATE AREAS (DOUBLE CLICK SHADED BOXES)

<b>Name of Organization:</b>	<b>School:</b>
OC Varsity Arts	Anaheim

**Name(s) of student(s) making application:**  
 Berlin Ballard, Alexia Rosa, Daniel Chavez, Vanessa Galvan

**Staff Sponsor(s):**  
 Sharon King

**List purposes, objectives, and activities of organization (attach copy of Constitution and By-Laws)**  
 Connect students from all arts programs and students not involved in an arts program to support and encourage awareness of the arts in schools and the community.

**Proposed meetings:**

<b>Day(s):</b>	The 2nd and 4th Friday of the month	<b>Time(s)</b>	3:00- 3:30	<b>Location</b>	room 5
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**Special equipment?**  No  Yes – Describe:  
 \_\_\_\_\_

**Qualifications for membership, if any:**  
 none

<b>How are officers elected?</b>	<b>Term?</b>
Students apply and are referred by teachers as representatives from each program	year

**State relationship to curriculum and/or instructional program of the district, and describe**  
 how the organization will serve as an extension of or adjunct to the curriculum. Include specific reference to the courses of study, classes, or programs which the organization is intended to supplement; the instructional materials or learning resources which will be used; the skills, concepts, or attitudes which are planned to be developed; and the evaluation techniques which will be used to assess whether or not the objectives have been achieved:

Students will be networking with each other as well as students from other school's, OC Varsity Arts clubs, that are involved in the activities sponsored through the OC Register and their community partners. Students will be participating in arts events, community service, and field trips that broaden their understanding, perspective, and artistic participation in multiple disciplines. Many students do not have the capacity in their schedules to take more than one discipline, this club provides access to artists of various interests and levels. Students will learn to analyze, evaluate, and reflect on cross-disciplines of art, art outside of their discipline, by exploring and discussing creativity and process, historical perspectives, and artistic expression.

**Describe the function of the staff adviser in the promotion, supervision, and leadership of the organization:**

The advisor monitors promotional materials, guides leadership, supervises after school and weekend field trips, meetings, and community service.

**Will this organization be raising funds for any purpose?**  No  Yes – Describe how funds will be raised and for what purpose:

Students will be selling grams and tickets to events. The students will use the money for transportation and tickets to events, performances, and exhibits.

**The undersigned agree to comply with all applicable district policies, school guidelines, and rules, as adopted and amended:**

<b>Signature of student making application:</b>	<i>Berlin Ballard</i>	Berlin Ballard
<b>Signature of faculty sponsor:</b>	<i>Anna Corral</i>	Anna Corral

**Faculty sponsor:** I have reviewed this application and

X the application is complete                      X the Constitution/By-Laws are attached

the application is not complete (explain):

<i>Sharon King</i>	Sharon King	10/13/15
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Signature of School Principal:

Date:

<i>Anna Corral</i>	Anna Corral	
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Signature of Assistant Superintendent of Education:

Date:

<i>[Signature]</i>		10/24/15
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Education Office Use Only:

Board of Trustees action:	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied	Date:	
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Submit completed form to the Assistant Superintendent of Education (mail location #15).

Anaheim Union High School District  
Education Division

**APPLICATION FOR CURRICULUM-RELATED STUDENT ORGANIZATION**

CLICK AND ENTER DATA IN THE APPROPRIATE AREAS (DOUBLE CLICK SHADED BOXES)

**Name of Organization:**

Save the Children

**School:**

Anaheim High School

**Name(s) of student(s) making application:**

Alejandra Tafoya, Madeline Villasenor, Alejandra Ramirez

**Staff Sponsor(s):**

Lizzette Barrios-Gracian

**List purposes, objectives, and activities of organization** (attach copy of Constitution and By-Laws)

Support the organization that goes by the same name to help children in the US and around the world who are in a time of crisis.

**Proposed meetings:**

<b>Day(s):</b>	Every first and third Tuesday of the month.	<b>Times:</b>	2:40-2:55	<b>Location</b>	
				<b>:Room</b>	902

**Special equipment?**  No  Yes – Describe:

None

**Qualifications for membership, if any:**

None

**How are officers elected?**

Elected

**Term?**

A year

**State relationship to curriculum and/or instructional program of the district, and describe**

how the organization will serve as an extension of or adjunct to the curriculum. Include specific reference to the courses of study, classes, or programs which the organization is intended to supplement; the instructional materials or learning resources which will be used; the skills, concepts, or attitudes which are planned to be developed; and the evaluation techniques which will be used to assess whether or not the objectives have been achieved:

The Club will promote community service and a global perspective.


**Describe the function of the staff adviser in the promotion, supervision, and leadership of the organization:**

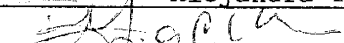
The staff adviser will supervise all meetings, fund raisers, and after-school activities

**Will this organization be raising funds for any purpose?**  No  Yes – Describe how funds will be raised and for what purpose:

Funds will be raised through activities on campus, sales of items, and food on campus. Funds will be sent to Save the Children, used for club t-shirts, and to provide for any purchase needed to distribute information.

**The undersigned agree to comply with all applicable district policies, school guidelines, and rules, as adopted and amended:**

**Signature of student making application:**  Alejandra Tafoya


**Signature of faculty sponsor:** 

**Faculty sponsor: I have reviewed this application and** Lizzette Barrios-Gracian

the application is complete  the Constitution/By-Laws are attached

the application is not complete (explain):


**Signature of School Principal:**

 Anna Corral

**Date:**

9/10/15

**Signature of Assistant Superintendent of Education:**



**Date:**

10/21/15

**Education Office Use Only:**

Board of Trustees action:	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied	Date:	
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Submit completed form to the Assistant Superintendent of Education (mail location #15).

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

<b>School:</b>	KATELLA HIGH SCHOOL	<b>Date of Application:</b>	10/2/15
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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:**

Katella Pep and Spirit Club
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**Purpose of the group:**

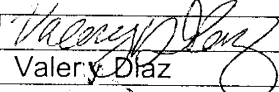
To promote spirit among Katella's student body and faculty on campus, evening performances and athletic events. The goal of our club is to help students develop pride and enjoy their high school days, because high school is a special time that only lasts a few short years
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**Frequency of group meetings:**

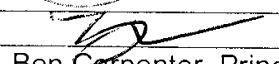
Once a week, Wednesdays
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**Proposed meeting day, time and location:**

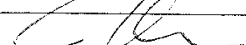
Day:	Wednesday	Lunch	Location:	Room 2-112
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Applicant's Signature:		Date:	10/2/15
Printed Name:	Valery Diaz		

Advisor's Signature:		Date:	10/2/15
Printed Name:	Carlos Ayala, teacher		

Principal's Signature:		Date:	10/2/15
Printed Name:	Ben Carpenter, Principal		

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

Assistant Superintendent's Signature:		Date:	10/21/15
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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

<b>School:</b>	Loara High school	<b>Date of Application:</b>	9/23/2015
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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:**

Dungeons and Dragons club
---------------------------

**Purpose of the group (Please describe thoroughly):**

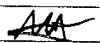
To bring students together to play a tabletop roleplaying game called Dungeons and Dragons, which boosts imagination, creativity and mathematics. We will also be teaching new players how to play, so they may join the fun and creativity as well.
--

**Frequency of group meetings:**

Weekly
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**Proposed meeting day, time and location:**

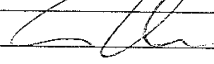
Day:	Tuesday	Time:	2:40	Location:	Classroom 155
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Applicant's Signature:		Date:	9/23/15
Printed Name:	Andrew M. Mullins		

Advisor's Signature:		Date:	9/23/15
Printed Name:	Nicholas C. Pastis		

Principal's Signature:		Date:	9/24/15
Printed Name:	John Briquet		

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

Assistant Superintendent's Signature:		Date:	10/21/15
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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

<b>School:</b>	Loara High School	<b>Date of Application:</b>	September 9, 2015
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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:**

Video Game and Theorist Club
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**Purpose of the group (Please describe thoroughly):**

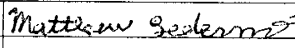
Students will discuss and learn the mysteries about video games' lores. Students will also theorize why these games were left with a cliffhanger ending. Also, Students will be playing these games in order to find evidence that could lead to a possible ending. Lastly, Students will play other games so they can socialize and meet new people.
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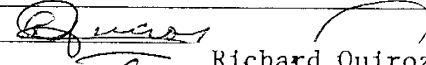
**Frequency of group meetings:**

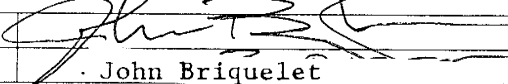
Twice a week
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**Proposed meeting day, time and location:**

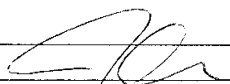
Day:	Monday	Time:	3:00	Location:	Mr. Quiroz's Room (Room 704)
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Applicant's Signature:		Date:	9-9-15
Printed Name:	Matthew Ledesma		

Advisor's Signature:		Date:	9-9-2015
Printed Name:	Richard Quiroz		

Principal's Signature:		Date:	9/5/15
Printed Name:	John Briquetlet		

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

Assistant Superintendent's Signature:		Date:	10/24/15
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Anaheim Union High School District  
 Education Division  
**APPLICATION FOR STUDENT-INITIATED,  
 NON-CURRICULUM RELATED ORGANIZATION**  
 CLICK AND ENTER DATA

<b>School:</b>	Magnolia	<b>Date of Application:</b>	9/22/15
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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: /**

Magic Club
------------

**Purpose of the group:**

In order to have more healthy and useful activities, Magic Club is provided to students who have an interest in magic and who want to know more about magic. This club is not only for teaching magic tricks, it's also a place where people share experiences, socialize, and cultivate soft skills (e.g speaking, presenting). This club will also study the history of magic in the world generally, and in the United States in particular. In exchange for learning magic, members of the club will perform occasionally for the public.
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**Frequency of group meetings:**

Weekly
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**Proposed meeting day, time and location:**

Day:	Friday	Time:	3:00	Location:	Counseling Center
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Applicant's Signature:	<i>Team</i>	Date:	9/22/15
Printed Name:	Toan Tran		

Advisor's Signature:	<i>Mitch Parsons</i>	Date:	9/22/15
Printed Name:	Mitch Parsons		

Principal's Signature:	<i>Robert Cunard</i>	Date:	9-22-15
Printed Name:	Robert Cunard		

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

Assistant Superintendent's Signature:	<i>[Signature]</i>	Date:	10/2/15
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Anaheim Union High School District  
Education Division

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

<b>School:</b>	Western High School	<b>Date of Application:</b>	9/24/15
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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:**

Journalism Club

**Purpose of the group:**

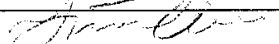
The purpose of the group is to work as a team of journalists (writers and photographers) to organize a school newspaper in order to allow avid and aspiring writers and photographers to showcase their skills to the student body and acknowledge on and off campus events for the benefit of all students. The ultimate goal of the group is to update students on current events and major student accomplishments in order to create an awareness pertinent to academic, extracurricular, and community-associated activities among students. This group will learn to develop communication skills and expand on writing and photography through dedication, commitment, and appropriate time management.

**Frequency of group meetings:**

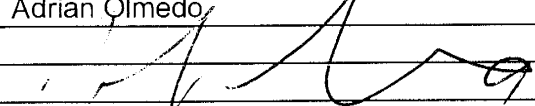
Twice a week

**Proposed meeting day, time and location:**

<b>Day:</b>	Mondays and Wednesdays	<b>Time:</b>	2:45PM	<b>Location:</b>	Room 74
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<b>Applicant's Signature:</b>		<b>Date:</b>	9/24/15
<b>Printed Name:</b>	Janice Montecillo		


<b>Advisor's Signature:</b>		<b>Date:</b>	9/24/15
<b>Printed Name:</b>	Adrian Olmedo		

<b>Principal's Signature:</b>		<b>Date:</b>	9/24/15
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the application is not complete (explain):

**Signature of School Principal:**

**Date:**



Joe Carmona

10/9/15

**Signature of Assistant Superintendent of Education:**

**Date:**



11/24/15

**Education Office Use Only:**

Board of Trustees action:

Approved

Denied

Date:

Submit completed form to the Assistant Superintendent of Education (mail location #15).

Anaheim Union High School District  
Education Division  
**APPLICATION FOR CURRICULUM-RELATED STUDENT  
ORGANIZATION**

CLICK AND ENTER DATA IN THE APPROPRIATE AREAS (DOUBLE CLICK SHADED BOXES)

**Name of Organization:**

The Pioneer Press Club

**School:**

Western High School

**Name(s) of student(s) making application:**

Kevin Tran, Jacob Burt, Jennifer Hartman

**Staff Sponsor(s):**

Adrian Olmedo

**List purposes, objectives, and activities of organization** (attach copy of Constitution and By-Laws)

Please look at the Constitution for this information

**Proposed meetings:**

**Day(s):** Wednesday

**Time(s):** Lunch Time

**Location:** Room 74

**Special equipment?**  No  Yes – Describe:

Video and Audio Equipment

**Qualifications for membership, if any:**

Students must be part of the Arts, Media and Entertainment Career Pathway.

**How are officers elected?** By Vote

**Term?** Annually

**State relationship to curriculum and/or instructional program of the district, and describe**

how the organization will serve as an extension of or adjunct to the curriculum. Include specific reference to the courses of study, classes, or programs which the organization is intended to supplement; the instructional materials or learning resources which will be used; the skills, concepts, or attitudes which are planned to be developed; and the evaluation techniques which will be used to assess whether or not the objectives have been achieved:

The organization will be an extension of the Broadcast Journalism courses – this includes creating original content that is relevant to the student body by using industry standards software and hardware; skills and traits developed will include: creativity, communication, decisiveness, drive, grace under pressure, flexibility, problem-solving, technology-savvy and vision; assessments will include critiques and insight/feedback from industry professionals.

**Describe the function of the staff adviser in the promotion, supervision, and leadership of the organization:**

The staff adviser will serve as the Creative Director and will oversee all content produced by the organization.

**Will this organization be raising funds for any purpose?**  No  Yes – Describe how funds will be raised and for what purpose:

Raise funds for field trips to pathway related industries and colleges

**The undersigned agree to comply with all applicable district policies, school guidelines, and rules, as adopted and amended:**

**Signature of student making application:**

*Jacob Burt*

**Printed name of student making application:**

Jacob Burt

**Signature of faculty sponsor:**

*Adrian Olmedo*

**Printed name of faculty sponsor:**

Adrian Olmedo

**Faculty sponsor: I have reviewed this application and**

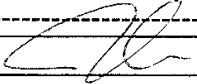
the application is complete

the Constitution/By-Laws are attached

Printed Name:	Joe Carmona	
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**Send signed form to #15, Assistant Superintendent/Education, for approval.**

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Assistant Superintendent's Signature:		Date:	10/24/18
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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

<b>School:</b>	Western	<b>Date of Application:</b>	10/1/15
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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:**

Theatre Club
--------------

**Purpose of the group:**

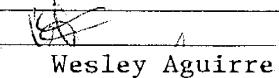
To provide students theatrical and improvisational performance opportunities
--

**Frequency of group meetings:**

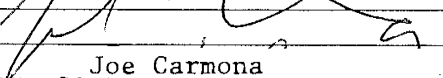
Weekly
--------

**Proposed meeting day, time and location:**

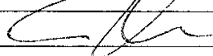
Day:	Friday	Time:	11:55	Location:	Room 23
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Applicant's Signature:		Date:	10/1/15
Printed Name:	Wesley Aguirre		

Advisor's Signature:		Date:	10/1/15
Printed Name:	Pete Nguyen		

Principal's Signature:		Date:	10/1/15
Printed Name:	Joe Carmona		

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

Assistant Superintendent's Signature:		Date:	10/21/15
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Following approval, the completed application will be returned to the school principal.

Anaheim Union High School District  
Education Division

**APPLICATION FOR CURRICULUM-RELATED STUDENT ORGANIZATION**

CLICK AND ENTER DATA IN THE APPROPRIATE AREAS (DOUBLE CLICK SHADED BOXES)

**Name of Organization:**

**School:**

C<sup>4</sup>SI (Communicative, Collaborative, Critical Thinking and Creative Spartan Investigators)

Brookhurst Junior High School

**Name(s) of student(s) making application:**

Nalley Gonzalez 1018392

**Staff Sponsor(s):**

Chris Wright, Geoff Morganstern, Karen Pollack, Jennifer Bergren, Jamie Loren, Ken Kanouse

**List purposes, objectives, and activities of organization (attach copy of Constitution and By-Laws)**

To create a student leadership group dedicated to promoting, exploring, researching and the vigorous exchange of ideas designed to enrich the school-wide theme of social issues

**Proposed meetings:**

<b>Day(s)</b>	Tuesdays	<b>Time(s)</b>	2:30-4:00	<b>Location</b>	Room 8
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**Special equipment?**  No  Yes – Describe:

No special equipment is needed

**Qualifications for membership, if any:**

7<sup>th</sup> and 8<sup>th</sup> graders currently enrolled at Brookhurst JHS

**How are officers elected?**

**Term?**

C<sup>4</sup>SI Officers will be elected by club at-large members

One year

**State relationship to curriculum and/or instructional program of the district, and describe**

how the organization will serve as an extension of or adjunct to the curriculum. Include specific reference to the courses of study, classes, or programs which the organization is intended to supplement; the instructional materials or learning resources which will be used; the skills, concepts, or attitudes which are planned to be developed; and the evaluation techniques which will be used to assess whether or not the objectives have been achieved:

21<sup>st</sup> Century Skills, 4 Cs, inquiry, research, perspective, debate, multi-disciplinary literacy and promotion of the "Habits of Mind"

**Describe the function of the staff adviser in the promotion, supervision, and leadership of the organization:**

The adviser will support and coordinate club activities, coach the debate team / TED talks and literacy-centered activities.

**Will this organization be raising funds for any purpose?**  No  Yes – Describe how funds will be raised and for what purpose:

Yes, to pay for club expenses, supplies, enrichment activities, field trips, debates, video equipment

**The undersigned agree to comply with all applicable district policies, school guidelines, and rules, as adopted and amended:**

**Signature of student making application:**

*Nalley Gonzalez*

**Printed name of student making application:**

Nallely Gonzalez

**Signature of faculty sponsor:**

*Chris Wright*

**Printed name of faculty sponsor:**

Chris Wright

**Faculty sponsor: I have reviewed this application and**

- the application is complete
- the Constitution/By-Laws are attached
- the application is not complete (explain):

Signature of School-Principal:

Date: 9/3/15

Sam Joo

Signature of Assistant Superintendent of Education:

Date: 10/21/15

[Handwritten signature]

Education Office Use Only:

Board of Trustees action:	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied	Date	
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Submit completed form to the Assistant Superintendent of Education (mail location #15).



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

<b>School:</b>	Lexington JHS	<b>Date of Application:</b>	10/7/15
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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:**

Extreme Ice
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**Purpose of the group (Please describe thoroughly):**

To share our enthusiasm for ice sports with each other, watch great hockey and skating competitions on video, and maybe go skating together.
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**Frequency of group meetings:**

Once a week
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**Proposed meeting day, time and location:**

Day	Wednesday	Time:	11:56	Location:	Room 702
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Applicant's Signature:	<i>Muriel Heise Mohamed Badereldean</i>	Date:	10/7/15
Printed Name:	Issac Melgarejo, Mohamed Badereldean, <i>Issac Melgarejo</i> Muriel Heise		

Advisor's Signature:	<i>Eilis Hind</i>	Date:	10/7/15
Printed Name:	Eilis Hind		

Principal's Signature:	<i>Darrick Garcia</i>	Date:	10/7/15
Printed Name:	Darrick Garcia		

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

Assistant Superintendent's Signature:	<i>[Signature]</i>	Date:	10/25/15
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**NONDISCRIMINATION/HARASSMENT**

8900

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so. (Education Code 234.1)

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

The district designates the individual identified below as the employee responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual shall also serve as the compliance officer specified in Board Policy 91200 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1; 5 CCR 4621)

The coordinator/compliance officer is the Assistant Superintendent of Human Resources and may be contacted at:

Assistant Superintendent Human Resources  
501 N. Crescent Way, Anaheim CA 92803  
(714) 999-1512

Legal Reference:

#### EDUCATION CODE

200-262.4	Prohibition of discrimination
48900.3	Suspension or expulsion for act of hate violence
48900.4	Suspension or expulsion for threats or harassment
48904	Liability of parent/guardian for willful student misconduct
48907	Student exercise of free expression
48950	Freedom of speech
48985	Translation of notices
49020-49023	Athletic programs
51500	Prohibited instruction or activity
51501	Prohibited means of instruction
60044	Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

Board of Trustees:

E

**PREGNANT AND/OR MARRIED STUDENTS**  
**MARRIED/PREGNANT/PARENTING STUDENTS**

8605

~~The Board of Trustees recognizes that students who either marry early or become pregnant outside of marriage need health counseling services and education available in the public schools. These students shall have the same educational opportunities as their peers.~~

~~Arrangements for attendance, health counseling, and placement is made after conferring with the parents and the student's physician. The best interests of the individual student shall determine the arrangements to be made for the student's education.~~

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The district shall not discriminate against any student, male or female, on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. (Education Code 230; 20 USC 1681-1688)

Any education program or activity, including any class or extracurricular activity, that is offered separately to such students shall be comparable to that offered to other district students. A student's participation in such programs shall be voluntary. (34 CFR 106.40)

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP 91200 - Uniform Complaint Procedures.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

**Pregnant and Parenting Students**

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program. The classroom setting

shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or his/her child.

When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the district to provide such certification. (34 CFR 106.40)

To the extent feasible, educational and related support services shall be provided, either through the district or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities
2. Parenting education and life skills instruction
3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28
4. Health care services, including prenatal care
5. Tobacco, alcohol, and/or drug prevention and intervention services
6. Academic and personal counseling
7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with Board Policy for Absences and Excuses.

The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related

recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)

A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

Legal Reference:

#### EDUCATION CODE

230 Sex discrimination  
8200-8498 Child Care and Development Services Act  
48205 Excused absences  
48220 Compulsory education requirement  
48410 Persons exempted from continuation classes  
49553 Nutrition supplements for pregnant/lactating students  
51220.5 Parenting skills and education  
51745 Independent study  
52610.5 Enrollment of pregnant and parenting students in adult education  
54740-54749 Cal-SAFE program for pregnant/parenting students and their children

#### FAMILY CODE

7002 Description of emancipated minor

#### HEALTH AND SAFETY CODE

104460 Tobacco prevention services for pregnant and parenting students

#### CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures  
4950 Nondiscrimination, marital and parental status

#### CODE OF REGULATIONS, TITLE 22

101151-101239.2 General licensing requirements for child care centers  
101351-101439.1 Infant care centers

#### UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Education Act Amendments

#### UNITED STATES CODE, TITLE 42

1786 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 7

246.1-246.28 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

Board of Trustees

November 22, 1972

Revised: March 26, 1987

Revised: January 16, 1990

Reviewed: September 1993

Reviewed: May 1998

Reviewed: October 2004

Reviewed:

E



~~Procedures for continuing the education of pregnant students:~~

- ~~1.0 Since pregnancy is not legally an illness, pregnant students shall continue their education at their assigned school or in one of the following ways:~~
  - ~~1.1 As the first alternative, the student will be counseled and encouraged to enroll in Gilbert High School and if the student wishes, participate in the pregnant student class as an elective.~~
  - ~~1.2 If the student does not wish to transfer to Gilbert High School, the student would be eligible for other alternative programs.~~
- ~~2.0 In cases of incapacitating illness, a home teacher is assigned in the manner prescribed for any other student. Requests for home teachers for pregnant students will be processed through the Special Youth Services office.~~

Board of Trustees

November 22, 1972

Revised: March 26, 1987

Revised: January 16, 1990

Reviewed: September 1993

Reviewed May 1998

Reviewed October 2004

E

**SECRET SOCIETIES****EXTRACURRICULAR ACTIVITIES /CLUBS / ORGANIZATIONS****8603.05**

Membership in secret fraternities or sororities, or in other clubs not sponsored by established and recognized adult nonprofit agencies or organizations, is prohibited. Secret fraternities, sororities, or clubs have been adjudged by the courts to include those social clubs, operating off campus, which nevertheless derive their membership wholly or in part from the public schools; which practice a process of selection designed to create an exclusive membership; and which seek to maintain the club's segregation, distinction, and caste system of self-perpetuation through rushing, pledging, and undemocratic selection of new members.

Extracurricular activities, clubs, organizations, or fraternities/sororities associated with the District or any the schools within the District may not discriminate against or refuse participation in such activity, club, organization, or fraternity/ sorority on the basis of a student's ~~sex, sexual orientation, gender, ethnic group identification, race ancestry, national origin, religion, color, or mental or physical disability.~~ race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information, the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics.

(See: ~~Robinson vs. Sacramento City Unified School District, 245 Calif. App., 2d, 278)~~

Board of Trustees

July 9, 1970

Reviewed: January 20, 1987

Reviewed: January 16, 1990

Reviewed: August 1993

Reviewed: August 2000

Reviewed: December 2004

Reviewed: February 2012

Amended:

E

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination. The District also is mindful that, at times, behavior that is rude or insensitive may nevertheless be constitutionally protected in the context of a public school environment. Such conduct can best be combatted and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the Anaheim Union High School District. (Educ. Code § 234.1 (a).) This policy also reminds school personnel of their obligation to intervene, when safe to do so, as required by Education Code section 234.1(b)(1).

**ADMINISTRATIVE REGULATIONS****DEFINITIONS**

A. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

While not an exhaustive list, examples of bullying/cyberbullying might include:

- direct physical contact, such as hitting or shoving;
- threats to harm another person;
- oral or written assaults, such as teasing or name-calling;
- social isolation or manipulation;
- posting harassing messages, direct threats, social cruelty or other harmful texts, sounds or images on the Internet, including social networking sites;
- posting or sharing false or defamatory information about another person;
- posting or sharing information about another person that is private;
- pretending to be another person on a social networking site or other electronic communication in order to damage that person's reputation or friendships;
- posting or sharing photographs of other people without their permission;

- spreading hurtful or demeaning materials created by another person (e.g., forwarding offensive e-mails or text messages); and
- retaliating against someone for complaining that they have been bullied.

B. “Electronic act” means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

C. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

#### PROHIBITION OF BULLYING

The District prohibits bullying, as defined in this policy, at any district school or school related activity. This includes, but is not limited to, bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics. ~~discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Educ. Code §§ 234.1(a); 48900(r).) [cf. Board Policy 7703/7703-R (Uniform Complaint Procedures) and Board Policy 8708/8708-R (Sexual Harassment of Students)]~~

In addition, the District prohibits retaliation against complainants.

#### FREE SPEECH PROTECTION

This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, Education Code sections 48907 and 48950, and other applicable law.

**DUTIES AND RESPONSIBILITIES OF SCHOOL EMPLOYEES**

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code §234.1(b)(1).)

The district will use the following procedure for those complaints specified in Education Code 35186. Regular uniform complaint procedures will continue to be used, as required, for complaints alleging discrimination, harassment, intimidation or bullying (Board Policy ~~7703~~ 91200, Uniform Complaint Procedures).

**REPORTING AND INVESTIGATING COMPLAINTS; COMPLAINT OFFICER**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible. The site administrator shall notify the District's Nondiscrimination Officer within 24 hours. Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible. Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation. Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the District's Uniform Complaint Procedure, Board Policy/Administrative Regulation ~~7703/7703-R~~ 91200.

The District's Nondiscrimination Officer is:

*Assistant Superintendent, Human Resources  
501 Crescent Way, Anaheim, Ca. 92803  
(714) 999-3552*

The Nondiscrimination Officer/designee is responsible for ensuring the District's compliance with nondiscrimination laws impacting California public school districts. The Nondiscrimination Officer/designee shall notify the parents of the reported victim and the alleged perpetrator of the complaint and, if appropriate, law enforcement officials. The Nondiscrimination Officer/designee may refer the victim, perpetrator and others to counseling and mental and other health services,

as appropriate. The Nondiscrimination Officer/designee shall maintain documentation of complaints and their resolution for a minimum of one CPM review cycle. (Educ. Code § 234.1(e).)

### CONFIDENTIALITY

The identity of a complainant alleging discrimination, harassment, intimidation, or bullying shall remain confidential as appropriate within the dual contexts of the District's legal obligation to ensure a learning environment free from discrimination, harassment, intimidation and bullying, and the right of the accused to be informed of the allegations. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the District will comply with requests for confidentiality to the extent possible.

### DISCIPLINARY CONSEQUENCES

Students who violate this policy may be subject to discipline, including suspension and expulsion pursuant to the District's discipline policies and procedures, Board Policy/Administrative Regulation 8700/8700-R.

### NOTIFICATIONS

The District shall publicize this policy, including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board and the general public. The information shall be translated pursuant to Education Code section 48985. This policy shall be posted in all schools and offices, including staff lounges and pupil government meeting rooms. (Educ. Code § 234.1(c) and (d).)

### ANTI-BULLYING EDUCATION; TRAINING FOR EDUCATORS

The District has an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity. The District shall undertake educational activities to prevent bullying and counter discriminatory incidents that impact the school environment and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity. (Educ. Code § 201(g).)

As part of its Educational Technology plan and Acceptable/Responsible Use Policy, the District educates pupils about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. (Board Policy/Administrative Regulation ~~7901.03/7901.03-R~~ 91200.) The District also educates pupils and

teachers on the appropriate and ethical use of information technology in the classroom and Internet safety.

### INTER-DISTRICT TRANSFERS

A pupil who has been determined by personnel of either the district of residence or the district of proposed enrollment to have been the victim of an act of bullying committed by a pupil of the district of residence shall, at the request of the person having legal custody of the pupil, be given priority for inter-district attendance under any existing inter-district attendance agreement or, in the absence of an agreement, be given additional consideration for the creation of an inter-district attendance agreement. (Educ. Code § 46600(b).)

#### Legal References:

##### Board Policy

- 91200 Uniform Complaint Procedures
- 7901.03/7901.03-R Use of Technology
- 8700/8700-R Student Discipline
- 8708/8708-R Sexual Harassment of Students

##### Education Code

- 201 (g) Equal Educational Opportunity
- 220 Harassment characteristics
- 234.1 (a), (b)(1), (c), (d), (e)
- 35351 Discrimination
- 46600 (b) Inter-district Attendance
- 48900 (r) Bullying
- 48900.2 Sexual Harassment
- 48900.3 Hate Violence
- 48900.4 Harassment, Intimidation
- 48980 Notification of Parent or Guardian

#### Penal Code References:

- 422.55

Board of Trustees

Revised: 8/16/2012

Revised:



**ANAHEIM PERSONNEL AND GUIDANCE  
ASSOCIATION  
(APGA)**

**INITIAL CONTRACT PROPOSAL TO**

**ANAHEIM UNION HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
(AUHSD)**

**FOR THE 2015-2016 SCHOOL YEAR CONTRACT**

**October 20, 2015**

# Anaheim Personnel and Guidance Association (APGA) Initial Contract Proposal for 2015-16

The Anaheim Personnel and Guidance Association (APGA) wishes to continue with the 2013-2014 contract as it currently reads for the 2015-2016 school year with the exception of the items noted below. The Association reserves the right to add to, delete or modify the articles reopened in this proposal as well as those reopened by the District.

## Article 11: Pupil : Counselor Ratio

- 11.1 Reduce counselor caseloads thereby increasing the amount of direct 1:1 career, academic, and socio/emotional counseling services for all students

## Article 14: Wages and Items Related to Wages

- 14.1 Present a proposal for salary for the 2015-2016 school year

## Article 15: Health and Welfare Benefits

- 15.1 Adjust the Benefits Cap to cover employee premiums

## Appendices A – I: All MOU's

ANAHEIM UNION HIGH  
SCHOOL DISTRICT  
(AUHSD)

PROPOSAL TO

CALIFORNIA SCHOOL EMPLOYEES  
ASSOCIATION  
(CSEA)

FOR THE PERIOD JULY 1, 2015, TO JUNE 30, 2016

November 5, 2015

**Anaheim Union High School District  
November 5, 2015**

**District's Initial Negotiation Position for Collective Bargaining  
Purposes with the  
California School Employees Association**

The District will open negotiations with the California Schools Employee Association for a successor collective bargaining agreement for the period of July 1, 2015, to June 30, 2016, subsequent to a public hearing before the Board of Trustees.

The District intends to open negotiations on the following contract articles:

**Article 2      Health and Welfare**

The District reserves the right to present a proposal for District and employee contributions towards the cost of health and welfare benefits, program design changes and eligibility.

Move language from MOU (Appendix L) to contract.

**Article 6      Transfer Procedures**

The District will propose language changes related to transfers.

**Article 11     Wages and Items Related to Wages**

The District reserves the right to present a proposal for salary for the 2015-16 fiscal year and remove language no longer relevant.



California School Employees Association and its Anaheim High Chapter # 74  
 Initial Proposal  
 to  
 Anaheim Union High School District  
 For the 2015-2016 Re-opener Negotiations

To: Governing Board of the Anaheim Union High School District  
 From: California School Employees Association (CSEA) and its Anaheim High Chapter 74  
 Subject: Proposal; Contract Re-openers 2015-2016

The California School Employees Association and its Chapter 74 respectfully request to begin the negotiation process in accordance with its current contract on the subject of re-openers for the 2015-2016 school year.

**ARTICLE 2 – HEALTH AND WELFARE**

CSEA has an interest in maintaining fair and equitable medical benefits.

**ARTICLE 11 – WAGES AND ITEMS RELATED TO WAGES**

CSEA has an interest in a fair and equitable salary schedule increase.

CSEA has an interest in full restoration of work.

CSEA has an interest in adjusting the salary schedule to promote equity between hourly and monthly employees.

CSEA has an interest in clarifying and updating language.


**ARTICLE 12 – LEAVES**

CSEA has an interest in modifying and clarifying language related to bereavement and jury leave.

CSEA has an interest in updating and clarifying language.

**All other provisions of the collective agreement in force to June 30, 2017 shall remain in full force and effect and shall be incorporated within the provisions of the agreement.**

**CSEA reserves the right to make additional proposals at any time during the bargaining process; including but not limited to responses to proposals made by the District.**

  
 Sharon Yager, President  
 CSEA, Chapter 74

ANAHEIM UNION HIGH  
SCHOOL DISTRICT  
(AUHSD)

INITIAL CONTRACT PROPOSAL TO

AMERICAN FEDERATION OF STATE,  
COUNTY AND MUNICIPAL EMPLOYEES  
AFL-CIO, LOCAL 3112 (COUNCIL 36)  
(AFSCME)

FOR THE PERIOD JULY 1, 2015, TO JUNE 30, 2016

Board of Trustees Meeting  
November 5, 2015

Anaheim Union High School District  
November 5, 2015

District's Initial Negotiation Proposal for Collective Bargaining Purposes with  
the  
American Federation of State, County and Municipal Employees  
AFL-CIO, Local 3112 (Council 36)

The District will open negotiations with the American Federation of State, County and Municipal Employees, AFL-CIO, Local 3112 (Council 36) for the 2015-2016 contract subsequent to a public hearing before the Board of Trustees.

The District intends to open negotiations on the following contract articles:

**Article 2      Health and Welfare**

The District reserves the right to present a proposal for District contributions towards the cost of health and welfare benefits and/or program design changes.

**Article 6      Transfer Procedures**

The District will propose to add language related to transfers.

**Article 11     Wages**

The District reserved the right to present a proposal for a salary increase for the 2015-2016 school year.

# AFSCME Reopeners for 2015-16

RECEIVED OCT - 6 2015

(For approval at October membership meeting...)

*approval*



## ARTICLE 2 HEALTH AND WELFARE

The District shall contribute towards the cost of medical, dental, life, vision care, short term income protection, and accidental death/dismemberment insurance benefits for active employees who are within the unit as indicated below:

- 2.1.1 See Attachment E regarding PERB proceeding, LACE5741-E
- 2.1.2 Life and accidental death/dismemberment insurance for employees and life insurance protection for employee's spouse and eligible children.
- 2.1.3 Dental insurance for employee and eligible dependents (no deductible) \$1,500/\$1,700 yearly maximum per person including 70% coverage for major dental procedures or Delta Care PMI dental insurance.
- 2.1.4 Vision health services with special contact lens provisions for employees and eligible dependents.
- 2.1.5 Alcohol, drug abuse and psychological care utilizing MHN Company for employees, spouse, and eligible dependents.
- 2.1.6 Short term income protection plan. Up to two years, \$5,000 maximum, 66.6% of income with a sixty (60) day elimination period. American Fidelity Assurance Company shall be the administrator and the plan provider.
- 2.1.7 Hearing aids and annual hearing examination for employees only.
- 2.2 The Union shall have the right to contact the Health and Welfare contract administrator directly for any information it wishes relative to the plan.
- 2.3 In the event an employee expires while in paid status, currently covered surviving dependents shall be extended District health and dental benefits coverage at District expense for a period of six (6) additional calendar months following the month of the employee's death. (Increase to six months from one (1) month effective January 1, 2005.)

2.4 The District will maintain a self-insurance plan, using the contract administrator of its choice. The District shall consult with the Union through the District Insurance Committee if it wishes to change contract administration.

2.5 Employees, spouse, and dependents may select the doctor of their choice and reimbursement will be approved at a reasonable and customary rate set by the foundation doctors and/or insurance companies.

2.6 **Retirees**

See Attachment E regarding PERB proceeding, LACE5741-E

2.7 **Insurance Committee**

See Attachment E regarding PERB proceeding, LACE5741-E

2.8 **Eligibility**

All employees who work at least four (4) hours per day shall be covered under the Health and Welfare program.

## **ARTICLE 5: WORKING HOURS**

### **5.1 Workday**

The full time employee's regular workday shall consist of eight (8) hours of work. Any change in the number of hours of the work day of a full time employee shall be negotiated with AFSCME.

### **5.2 Workweek**

~~The employee's regular workweek shall consist of five (5) consecutive days from Monday through Friday, inclusive. It is recognized, however, that the actual workweek is a seven (7) day period, Monday through Sunday, inclusive, and that the Board may, for valid operational reasons only, assign employees to consecutive workdays other than Monday through Friday within this seven (7) day period. The District will meet and consult with the AFSCME before making any permanent decisions.~~

### **5.3 Work Year**

No employee's work year shall be reduced except by voluntary agreement between AFSCME and the District.

Warehouse Worker-Nutrition Services shall bid and receive routes based on seniority. Also, at the same time drivers, in order of seniority, will select a truck that has been designated as appropriate to the type and size of the route.

In the classification of Maintenance Service Worker, the work assignment of the filter crew will be assigned to the two least senior employees in this classification.

Eleven and one-half month employees shall receive no less than half of the days of pay in their half month when it occurs within a fixed, calendar month, and no less than twelve (12) days of pay for their half month when their half month is scheduled by the District at different times throughout the calendar year.

### **5.4 Lunch Periods**

Each employee who works five (5) hours or more shall be granted an unpaid duty-free lunch period of at least one-half (1/2)hour, which shall be scheduled by the immediate supervisor at or about the midpoint of each shift or as mutually agreed upon.

5.5 **Rest Period**

Each employee who works more than three (3) but less than six (6) hours per day shall be provided with one (1) fifteen (15) minute rest period per day. Six (6) to eight (8) hour per day employees shall be provided two (2) fifteen (15) minute rest period(s) each day. Rest periods will be taken at times approved by the immediate supervisor, except rest periods shall not be scheduled by a supervisor at the end of the shift. Rest periods are a part of the regular workday and shall be compensated at the regular rate of pay for the employee and shall be taken in addition to and exclusive of the scheduled lunch period. Rest periods shall not be accumulated for any purpose.

Nothing in subsections 5.4 or 5.5 shall deprive any employee of a lunch or rest period he or she is currently receiving.

5.6 **Extra Hours**

Prior to January 1, 2016, the District shall rank by seniority all part time central kitchen food service ones and twos. Effective January 1, 2016, the top twenty part time food service ones and twos by seniority in the Central Kitchen shall be converted to full time, and given two rest periods a day.

The District shall make a good faith effort to ensure that all part-time regular employees are given an equal opportunity to work extra hours and extra assignments. When the opportunity to work extra hours arises, and the extra hours do not conflict with regular employees' work schedules, regular employees shall be favored over substitutes. These extra hours shall be on a rotation based on seniority. Long-term openings shall be rotated after every two (2) weeks.

~~The parties agree that the above language is not meant to apply to or create overtime opportunities or health benefits.~~

5.6.1 In the Food Services Department, blue sheets will be updated on a regular basis, at a minimum of twice a year.

5.7 The Anaheim Union High School District shall provide an overtime/extra hours report which shall be posted monthly at each location. In order to comply with this section, the District shall post in plain view at each location all AFSCME and related substitute time sheets with names, social security numbers and ID numbers redacted.

5.8 Effective November 1, 2015, the thirty five most senior bus drivers shall be guaranteed eight (8) hours a day and the next twenty eight bus drivers shall be guaranteed six (6) hours a day

5.8 **Overtime**

Employees shall be compensated at the rate of one and one-half (1 1/2) times the employee's regular rate of pay for any time worked in excess of eight (8) hours in any one (1) day except that it shall be after ten (10) hours for all time worked during the 10 hour/4 day work week during the summer recess and any time in excess of forty (40) hours in any calendar week. Overtime shall be specifically assigned and authorized in advance by the supervisor.

5.8.1 For the purposes of computing the number of hours worked, time during which an employee is excused from work because of paid leave shall be considered as time worked by the employee.

5.8.2 An employee having an average workday of four (4) hours or more shall be compensated for any work required to be performed on the sixth (6<sup>th</sup>) or seventh (7<sup>th</sup>) day following the commencement of the normal workweek at a rate equal to one and one-half (1 1/2) times his/her regular rate of pay. The regular workweek shall begin at 12:01 a.m. Monday.

5.8.3 An employee having an average workday of less than four (4) hours per day shall be compensated for any work required to be performed on the seventh (7<sup>th</sup>) day following the commencement of the normal workweek at a rate equal to one and one-half (1 1/2) times his/her regular rate of pay.

5.9 **Overtime Pay on Holidays**

Employees required to work on Board authorized holidays shall receive compensation, or compensatory time off, at one and one-half (1 1/2) times the regular rate of pay in addition to the regular rate of pay for the holiday. Compensatory time off may be given in lieu of compensation only with the voluntary agreement of the employee involved. An employee who is assigned to a contract site will follow the contract site calendar as long as the number of compensated holidays is equal to the District's calendar.

5.9.1 For the purposes of computing the number of hours worked, time during which an employee is excused from work because of paid leave shall be considered as time worked by the employee.

5.9.2 An employee having an average workday of four (4) hours or more shall be compensated for any work required to be performed on the sixth (6<sup>th</sup>) or seventh (7<sup>th</sup>) day following the commencement of the

normal workweek at a rate equal to one and one-half (1 ½) times his/her regular rate of pay. The regular workweek shall begin at 12:01 a.m. Monday.

- 5.9.3 An employee having an average workday of less than four (4) hours per day shall be compensated for any work required to be performed on the seventh (7<sup>th</sup>) day following the commencement of the normal workweek at a rate equal to one and one-half (1 ½) times his/her regular rate of pay.

**5.10 Compensatory Time Off, Overtime - Right of Refusal**

A supervisor may grant compensatory time off at the same prorated ratio as overtime cash payment. Compensatory time off may be given in lieu of compensation only with the voluntary agreement of the employee involved.

An employee may be assigned overtime only when (1) there is an emergency, (2) all other employees in the relevant classifications decline voluntary overtime, and (3) he/she is the employee within the relevant classification with the least overtime worked during the fiscal year. In the case of custodians and kitchen workers at the site, number three (3) in the sentence above shall read, "when he/she is the employee within the relevant classifications at the site with the least overtime worked during the fiscal year."

**5.11 Compensatory Overtime**

Compensatory overtime off for overtime in excess of eight (8) hours in one (1) day or forty (40) hours in one (1) week shall be taken within twelve (12) months of the payroll period in which it is earned as scheduled and approved by the immediate supervisor.

**5.12 Assignment of Voluntary Overtime**

The Anaheim Union High School District shall provide an overtime/extra hours report which will be posted monthly at each location. Except in emergencies, the opportunity to work overtime at a site to which assigned will be rotated in order of seniority, with the following exceptions:

- 5.12.1 Overtime at Handel and Glover Stadiums and graduation shall be offered to Maintenance and Grounds employees on a rotation basis according to seniority. Each June, one (1) list will be created of those regular employees who desire to work stadium and graduation overtime. Friday morning stadium clean up will be offered to custodial employees on a rotation basis, according to seniority. Saturday morning overtime for "clean-up" at Handel and Glover will be assigned on a rotating seniority basis to Maintenance and Grounds employees, Custodians assigned to the day shift and Senior Custodians under the

direction of the athletic facilities technician. For purposes of this section only, the designation "day" refers to permanent (non-probationary) custodians who are assigned to the daytime shift (not evenings) as of the start of each student school year. The District and the Union will review the list of "day custodians" and agree upon the list. Any questions as to the rotation of overtime for this section shall be first discussed internally between the District and the Union. If sufficient coverage is not available, the opportunity to work stadium and graduation overtime will be offered to all Operations employees as necessary.

5.12.2 For purpose of rotation, overtime declined shall count the same as overtime worked, except in the event such overtime is offered with twenty-four (24) hours or less advance notice, in which case the declined overtime will not count at all.

**5.13 Night Work Differential**

(See Article 11: Wages, 11.4)

**5.14 Minimum Call-In Time**

Any employee called in to work on a day when the employee is not scheduled to work shall receive a minimum of three (3) hours pay at the appropriate rate of pay under this Agreement.

**5.15 Call Back Time**

Any employee called back to work after having left the work location upon completion of his/her regular assignment shall be compensated for at least three (3) hours of work at the overtime rate, irrespective of the actual time less than that required to be worked.

**5.16 Transportation**

Special rules of bus drivers, driver trainer, and dispatchers which modify and add to this Article and to this Agreement are contained in Article 15. They shall be considered a full and integral part of this Agreement.

## **ARTICLE 11: WAGES**

### **11.1 Salary**

Effective July 1, 2015, the 2015-16 salary schedule shall be increased by twelve percent (12%).

#### **11.1 Status After Classification Review**

When positions have been reallocated to lower classifications, employees in this category will remain on their present salary range and receive all rights, benefits, successive steps, future salary raises, etc., as long as they remain in the classification in which they are presently employed.

### **11.2 Salary Increase**

If any other employee 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 this Agreement. If the salary increase referred to above is made retroactive by the District for any other employee, such salary increase shall be made retroactive to the same date for all employees covered by this agreement.

~~It is agreed between the District and the Union that no employee organization receive a higher increase than the Union for the 2014-15 school year.~~

### **11.3 Night Work Differential**

All positions (excluding custodians, Article 11.5), the regularly assigned time of which requires the employee to work one-half (1/2) time or more between the hours of 5:00 p.m. and 7:00 a.m., shall be paid \$165 per month higher than the range for daytime employees.

### **11.4 Custodial Shift Differential**

All night and day differential amounts have been added to the base salary for custodians.

### **11.5 Refrigerated Area Differential**

The three percent (3%) differential for Food Service Assistant I's working in the refrigerated area of the Central Kitchen shall continue as in the past. This shall include customary six (6) month rotation into the refrigerated area, by seniority. Substitutes shall receive the 3% differential for each day in the refrigerated



area. For employees working in refrigerators, the District will provide, without charge, insulated coats and appropriate gloves. For purposes of this section, "substitutes" shall mean regular employees temporarily assigned to the refrigerated area in order to fill in for a regular employee. In addition, employees working in the classification of Food Service Assistant II or Custodian shall receive a 3% differential, if in any pay period they are assigned to work in the refrigerated area of the Central Kitchen for more than 30% of their work time.

#### 11.6 Equity Fund

An amount equal to .4% of wages shall be contributed by the parties to a Joint Labor Management Committee established herein:

The parties hereby agree by November 1, 2015, that they shall create a Joint Labor Management Committee which will meet monthly for the purpose of (1) reducing the need for written grievances, (2) improving punctuality and attendance, and (3) reducing inequities in prior grievance settlements caused by information which was not timely or was wrong. The phrase "prior grievance settlements" in the previous sentence shall include grievances which were not in the final analysis, pursued through the final step.

#### 11.7 **Pay Increases After Promotion**

An employee who receives a promotion to a class\* allocated to a higher salary range shall be placed on the first (1st) step of the salary range that reflects at least a five percent (5%) increase, provided the new classification salary range permits this increase. Additional advancement will occur on the first (1st) of the month, following completion of six (6) months of service, regardless of step placement, and at one (1) year intervals thereafter until the maximum is achieved.

\*Class: A group of positions sufficiently similar in duties and responsibilities that the same descriptive title may be used to designate each position allocated to the class; substantially the same requirement of education, experience, knowledge, and ability are

demanded of incumbents; substantially the same tests of fitness may be used in choosing qualified appointees; and the same salary range may be applied with equity.

#### 11.8 Longevity

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

2% plus \$521 after ten (10) years of service with Anaheim Union High School District

4% plus \$1,727 after fifteen (15) years of service with Anaheim Union High School District

6% plus \$2,926 after twenty years (20) of service with Anaheim Union High School District

9% plus \$3,746 after twenty-five (25) years of service with Anaheim Union High School District

12% plus \$4,146 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.

#### 11.9 Working Out of Classification

Employees shall not be required to perform duties which are not fixed and prescribed for the position by the governing board in accordance with Section 45109, unless the duties reasonably relate to those fixed for the position by the Board, for any period of time which exceeds five (5) working days within a pay period except as authorized herein. An employee may be required to perform duties inconsistent with those assigned to the position by the governing board for a period of more than five (5) working days provided that his/her salary is adjusted upward for the entire period s/he is required to work out of classification. Such adjustments upward shall be consistent with the salary placement given a unit member who receives a promotion as indicated in Article 11.6.

#### 11.10 Mileage

Any employee who uses a private vehicle for school district business shall be reimbursed for mileage at the standard IRS business mileage rate.

In addition to mileage, the employee will stay on the clock during authorized travel time. Travel time will be part of overall blue sheet time. The use of private vehicles for school district business is subject to the approval of the immediate supervisor.

When an employee uses a private vehicle for school district business, the school district may not require the employee to carry more auto liability insurance than the minimum required by the State of California for an individual to carry on her or his own personal vehicle, unless such additional auto liability insurance is successfully negotiated with the Union.

#### 11.11 Replacement of Personal Property

The District shall pay the cost of replacing or repairing certain property of an employee when such items are damaged or stolen in the line of duty as a result of malicious acts and without fault of the employee.

Covered items are:

11.1011 prescription eye glasses, hearing aides, watches, articles of clothing, or other items necessarily worn or carried by the employee.

11.11.2 vehicles

11.11.3 other personal property of the employee, when approval for the use of the personal property in the line of duty was given in writing by the site administrator or designee before the property was brought to the work site, and when the value of the property was agreed upon in writing by the person or persons bringing the property and the site administrator, or designee, at the time the approval for its use was given.

The following items are excluded from coverage under this article:

11.11.4 Vehicle collision (including hit and run incidents).

11.11.5 Such personal items as tape recorders, radios, telephones, pagers, or compact disc players belonging to the employee, unless approved by the District in item 11.11.3 above. This includes items in a vehicle, regardless of whether the item is fixed or removable from the vehicle.

11.11.6 Purses or wallets, or the contents thereof (credit cards, cash, etc.).

11.11.7 Cash, credit cards, or other cash equivalent items. The maximum payment of any one claim is \$1,500 or actual cost whichever is less in the case of vehicles and \$1,000 or actual cost whichever is less for other property. Loss or damage shall be reported to the principal or supervisor, and, if appropriate, to the police as soon as the employee becomes aware of such loss or damage. Claim forms are available in the Business Division and should be forwarded through the principal or supervisor to the Business Division when completed.

Any losses, or damages, which are compensable wholly or partially, under the employee's private insurance policy, or policies, shall to such extent not be compensable under the terms of this policy.

#### 11.12 **Bilingual Pay**

Employees who wish to be considered for bilingual pay shall pass a competency test in a language other than English required by the assignment.

Principals and District department heads (Directors) shall be aware of employees who have voluntarily tested for and passed competency requirements in any language other than English. If an employee is selected for a bilingual assignment, the employee shall be compensated an additional \$205 per month for conversing, reading, and/or writing in a language other than English.

No employee assigned bilingual duties under the above provision shall have their performance evaluation lowered or be reprimanded if they are unable to complete their regular work assignments as a result of being assigned the above referenced bilingual duties. No employee will be assigned the duties of another employee because that employee has been assigned bilingual duties.

#### 11.13 **Professional Growth Program**

(See attached Memorandum of Understanding.)

## CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 5th day of November, 2015 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Blvd, Suite 223, Westlake Village, California, 91362 and Anaheim Union High School District ("Customer"), with principal offices located at 501 N. Crescent Way Anaheim, CA 92801-5401.

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.

2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.

3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue until all consulting services described on Schedule 1 have been performed, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination.

4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.

5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.

6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.

7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.

8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.

9. Preservation of Confidential Information. Both Consultant and Customer shall preserve the confidentiality of all Confidential Information received hereunder as follows:

A. Confidential Information shall include all information provided by Consultant to

Customer and by Customer to Consultant relating to the Parties' business including, without limitation, patent and patent applications, trade secret, proprietary information, ideas, techniques, sketches, drawings, works of authorship, models, inventions, know-how, processes, methodologies, analyses, data, apparatuses, algorithms, software application programs, software application source documents, software application source codes. Confidential Information shall also include all information relating to the essence, operational policies and procedures of the Parties' services. Confidential information shall also include any communication in any form between the Parties, whether specifically designated as confidential or not, including any information provided prior to the execution of this Agreement, unless both Parties agree otherwise in writing.

B. Either party in producing its services may disclose Confidential Information only to those within its own organization who need access to that Confidential Information for the sole purpose of assisting in the development of proposals, policies, agreements, products or services, subject to prior approval by the other Party; and to third parties, if such disclosure is necessary for recipient to provide its services, provided recipient receives from such third parties a confidentiality agreement covering the Confidential Information substantially in the same form as applicable provisions of this Agreement.

C. Parties shall use Confidential Information only as reasonably required in connection with the purpose of all agreements, oral or written. Recipient shall not otherwise use, copy or disclose such Confidential Information.

D. To maintain the confidentiality of the Confidential Information, each Party agrees:

i. not to use, or allow the use for any purpose of any Confidential Information, including any notes, summaries, reports, analyses, or other material derived in whole or part from the Confidential Information, except for the specific purposes specified herein;

ii. not to disclose, or allow disclosure of, any Confidential Information except to its officers, directors, employees and or third parties to the extent necessary to permit such persons to assist in the purposes specified in this Agreement;

iii. not to disclose or allow disclosure to any other consultant or competitor, whether known or reasonably should have known to be a Parties' competitor; and

E. Recipient shall not be liable for disclosure of any Confidential Information if the same:

i. Is now or hereafter comes into the public domain without breach of this Agreement and through no fault of recipient; or

ii. Is free from any obligation of confidence; or,

iii. Is disclosed by recipient with the written approval of the other Party; or subsequent to recipient receiving such Confidential Information, is lawfully received from a third party whose rights therein are without any restriction to disseminate such Confidential Information;

F. The obligations of recipient hereunder shall not apply to disclosures made by recipient pursuant to a subpoena or other court order served upon recipient compelling such disclosure. Recipient shall notify the other Party promptly upon receipt of such subpoena or order and assist in any defense of the confidentiality of the Confidential Information.

10. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

11. Limitation of Liability. CONSULTANT SHALL IN NO WAY BE LIABLE FOR ANY LOSS OF REVENUE OR LOSS OF GOOD WILL OR FOR ANY SPECIAL, INCIDENTAL, INDIRECT, OR CONSEQUENTIAL DAMAGES SUFFERED BY CUSTOMER IN CONNECTION WITH THIS AGREEMENT EVEN IF CONSULTANT IS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

12. General.

a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. None of Consultant's employees are employees of Customer for any purpose, including but not limited to, employee welfare and pension benefits, fringe benefits of employment, workers' compensation, disability insurance or compensation for services. Consultant warrants that it will be responsible for all legally required tax withholding for itself and its employees. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.

b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.

c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"  
TOTAL COMPENSATION SYSTEMS, INC.

Signed: [Handwritten Signature]

By: [Handwritten Signature]

Title: President

Date: 11/05/15

"CUSTOMER"  
ANAHEIM UNION HIGH SCHOOL DISTRICT

Signed: \_\_\_\_\_

By: Dianne Poore

Title: Assistant Superintendent, Business

Date: November 5, 2015



## SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer in connection with Customer's self-funded medical and dental plans:

Actuarial estimate of plan costs including a consulting report for California Education Code Sections 17566 and 17567 compliance.

Services do not include Consultant's attendance at any meetings, unless requested at the fee shown in Schedule 2.

## SCHEDULE 2

Customer shall pay Consultant a total of \$4,600 in two installments. Customer shall pay \$2,300 within 30 days of the effective date of this agreement. Customer shall pay the remainder, or \$2,300, within 30 days of delivery by Consultant to Customer of the preliminary consulting report (or within 30 days of contract termination, if earlier).

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of \$1,600 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting.



Vavrinek, Trine, Day & Co., LLP  
Certified Public Accountants

VALUE THE DIFFERENCE

August 20, 2015

Dianne Poore  
Assistant Superintendent, Business Services  
Anaheim Union High School District  
P.O. Box 3520  
Anaheim, California 92803-3520

Dear Dianne

We are pleased to confirm our understanding of the services we are to provide Anaheim Union High School District. We will perform the required annual financial audit of the proceeds from the sale of the bonds and the required performance audit to ensure that the funds have been expended only on the specific projects listed for the period beginning May 7, 2015 and ending June 30, 2015, in accordance with the compliance requirements of Section 1 of Article XIII A of the California Constitution.

#### **Financial Audit**

We will audit the financial statements of the Building (Measure H) Fund of Anaheim Union High School District as of and for the period ended June 30, 2015. The financial statements will present only the Building Fund (Measure H) and will not purport to, and will not be intended to present fairly the financial position and results of operations of the Anaheim Union High School District in conformity with accounting principles generally accepted in the United States of America.

#### **Audit Objectives**

The objective of our audit is the expression of opinions as to whether the Building Fund (Measure H) financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the accounting records of Anaheim Union High School District and other procedures we consider necessary to enable us to express such opinions. If our opinions on the financial statements are other than unmodified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and compliance will include a statement that the report is intended solely for the information and use of management, the body or individuals charged with governance, others within the entity, and specific legislative or regulatory bodies and are not intended to be and should not be used by anyone other than these specified parties. If during our audit we become aware that Anaheim Union High School District is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

### **Management Responsibilities**

Management is responsible for the Building Fund (Measure H) financial statements and all accompanying information as well as all representations contained therein. As part of the audit, we will assist with preparation of your financial statements and related notes. You are responsible for making all management decisions and performing all management functions relating to the financial statements and related notes and for accepting full responsibility for such decisions. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you are required to designate an individual with suitable skill, knowledge, or experience to oversee any nonaudit services we provide and for evaluating the adequacy and results of those services and accepting responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the Anaheim Union High School District, in conformity with U.S. generally accepted accounting principles.

Management is also responsible for making all financial records and related information available to us and for ensuring that management and financial information is reliable and properly recorded. Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants for taking timely and appropriate steps to remedy any fraud, illegal acts, violations of contracts or grant agreements, or abuse that we may report.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

### **Audit Procedures - General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors are limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

### **Audit Procedures - Internal Controls**

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

### **Audit Procedures - Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Anaheim Union High School District's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

### **Performance Audit**

The purpose of the Performance Audit is to meet the Proposition 39 requirement for the (Measure H) Bond proceeds to ensure compliance with Section 1 of Article 13A of the California Constitution. This includes that the Proposition 39 Bond proceeds are expended only on the specific projects listed in the bond language approved by the voters and no Bond proceeds are being spent on administrative salaries or any other expenses that would otherwise be the obligation of the District's General Fund. The Performance Audit will be conducted in accordance with Generally Accepted Government Auditing Standards.

Our procedures for the Performance Audit will be as follows:

- A. Obtain an understanding of the internal control over the procurement system for the Bond Fund, including a review of the controls exercised over approval of Change Orders. We will determine whether the District is using its architects and professional estimators, as available, to determine estimated costs and bids for projects. We will document the District's procedures on re-bidding during the year and evaluate, based upon our sample, whether re-bidding occurred as required.
- B. Determine that the procurement procedures were in accordance with procurement laws and regulations. We will determine if the District's bid plans include the use of "bid alternatives and deducts". We will determine that the District procurement procedures include a "constructability review procedure" prior to going out for bid.
- C. Review compliance with the expenditure provisions/restrictions in the Measure H Bond Initiative, including testing that administrative costs have not been charged to the Fund and making a statement that no administrative costs were charged based upon our testing. We will review the District's procurement of interim housing including documenting arrival dates of interim housing and date of construction of related projects. We will document that the District's facilities department is communicating budget summaries by project, including funding sources, budgeted hard and soft costs, and monthly budget to actual expenditures.
- D. Reconcile the general ledger of the Bond Fund, as of the period ended, with the financial reports of budgets and expenditures prepared for the Citizens' Oversight Committee for the same period.
- E. Test appropriateness of the allocations of Bond expenditures to the Bond Fund expenditure classifications (programs and objects of expenditure).

- F. Review the controls exercised over approval of change orders, including testing purchase orders which had change orders written, to determine if change orders are approved in accordance with the District's policies and procedures and the Public Contract Code. We will also document the change order review/approval process, including participants in the approval process, and state whether the District complied with its policy based upon our testing.
- G. We will evaluate whether the District obtained State funding during the year, where applicable.

### **Engagement Administration, Fees, and Other**

The audit documentation for this engagement is the property of Vavrinek, Trine, Day & Co., LLP and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to third parties for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Vavrinek, Trine, Day & Co., LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies. With regard to using the auditors' report, written consent must be obtained prior to reproduction or use of our report in bond offering official statements or other documents.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, the California State Controller, or during any pending board investigation, disciplinary action, or legal action involving the licensee or the licensee's firm.

Jeffrey A. Carter is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. Our fee for the Financial Audit and Performance Audit services will be \$3,000 for the period ending June 30, 2015. In addition to such payments for personal services, auditors will be reimbursed for such travel as may be necessary, with mileage computed at the approved Internal Revenue Service rate per mile. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 90 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

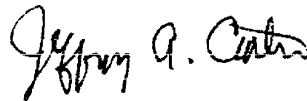
If a dispute arises among the parties hereto, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Commercial Mediation Rules before resorting to litigation. The costs of any mediation proceedings shall be shared equally by all parties. The District and Auditors both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the rules of the American Arbitration Association. Such arbitration will be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF DISPUTE OVER FEES, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.

Vavrinek, Trine, Day & Co., LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business and Professions Code. It is not anticipated that any of the non-licensure owners will be performing audit services for the agency.

*Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2011 peer review report accompanies this letter.

We appreciate the opportunity to be of service to Anaheim Union High School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign below and return to us in the enclosed envelope, and please keep the enclosed copy for your records.

Very truly yours,



Jeffrey A. Carter  
of VAVRINEK, TRINE, DAY & CO., LLP

JAC/sab

RESPONSE:

This letter correctly sets forth the understanding of Anaheim Union High School District.

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



# YANARI WATSON MCGAUGHEY P.C.

DALE M. YANARI (1947-2004) ♦ RANDY S. WATSON ♦ G. LANCE MCGAUGHEY  
FINANCIAL CONSULTANTS/CERTIFIED PUBLIC ACCOUNTANTS

## System Review Report

May 25, 2012

To the Partners of  
Vavrinek, Trine, Day & Co., LLP  
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Vavrinek, Trine, Day & Co., LLP (the firm) applicable to non-SEC issuers in effect for the year ended December 31, 2011. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary).

As required by the standards, engagements selected for review included engagements performed under the *Government Auditing Standards*; audits of employee benefit plans.

In our opinion, the system of quality control for the accounting and auditing practice of Vavrinek, Trine, Day & Co., LLP applicable to non-SEC issuers in effect for the year ended December 31, 2011, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*; *pass with deficiency(ies)* or *fail*. Vavrinek, Trine, Day & Co., LLP has received a peer review rating of *pass*.

*Yanari Watson McGaughey P.C.*  
Yanari Watson McGaughey P.C.

9250 East Costilla Avenue, Suite 450  
Greenwood Village, Colorado 80112-3647  
(303) 792-3020 FAX (303) 792-5153

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

<b>Quantity</b>	<b>Description</b>
1	Bookcase – Metal 3-Shelf
4	Bookcases
3	Bulletin Boards
12	Chairs
6	Computer Tables
3	Conveyer Lines
2	Feminine Dispensers
14	File Cabinets
3	Lunch Tables
1	Metal Desk
1	Metal Desk & Press
2	Metal Rolling Carts-Overhead
21	Metal Transport Carts
1	Microwave Cart
1	Oven
4	Park Benches
1	Safe (18" x 16-1/2") American Security
1	Safe (22-1/2" x 17") Sentry
1	Safe (Large)
4	Side Rails for Choir Risers
12	Student Desks
6	Tables
3	Teacher Desks
8	TV Carts
3	Wardrobe Cabinets

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

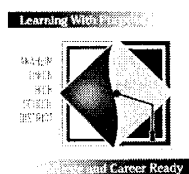
<b>Quantity</b>	<b>Type of Equipment</b>
26	A/C Adapters
1	Attachments – Cheese Grater (Set)
36	Computers
2	Dough Hooks – Lg.
5	Keyboards

5	Keyboards
11	LCD Projectors
1	Meat Slicer
3	Mixers - Hobart
2	Mixers - Sm. Kitchen Aid
28	Monitors
1	Mouse
1	Oscillating Spin Sander
4	Overhead Projectors
5	Printers
2	Scrap Fabric Tubs
5	Sewing Machines
100	Stackable Plastic Tubs - 12 x 8 x 3
11	Televisions
1	Truck Refrigeration Unit
3	VHS

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

Description*	Quantity	Publication Date	General Condition	Reason for Disposition	Compliant with Current Instructional Standards (Yes or No) **
<b>COMPUTER BOOKS</b>					
Accounting	36	Outdated	Fair	Obsolete	No To be sold
Basic Typewriting	132	Outdated	Fair	Obsolete	No To be sold
Century 21	112	Outdated	Fair	Obsolete	No To be sold
Computer Concepts	74	Outdated	Fair	Obsolete	No To be sold
Desktop Publishing	45	Outdated	Fair	Obsolete	No To be sold
Misc. Computer Books	234	Outdated	Fair	Obsolete	No To be sold
Web Collection	35	Outdated	Fair	Obsolete	No To be sold
XP Office	122	Outdated	Fair	Obsolete	No To be sold
<b>LITERATURE BOOKS</b>					
Elements of Literature	24	Outdated	Fair	Obsolete	No To be sold
Literature American Experience	70	Outdated	Fair	Obsolete	No To be sold
The American Spirit	194	Outdated	Fair	Obsolete	No To be sold

The Language of Literature	22	Outdated	Fair	Obsolete	No To be sold
<b>SCIENCE BOOKS</b>					
Chemistry Chang 7 <sup>th</sup> Edition	4	Outdated	Fair	Obsolete	No To be sold
Virtual Chemistry	26	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

November 5, 2015

<u>Location</u>	<u>Donated By</u>	<u>Item</u>
Cypress	Juice City	\$30, Tennis Program
	Angel Benko	\$25, Tennis Program
	Helen Min	\$50, Tennis Program
	Yoonhee Lee	\$25, Tennis Program
	Mi Jung Park	\$100, Tennis Program
	Heesook Pyo	\$100, Tennis Program
	Yoo Sin Kang	\$50, Tennis Program
	Cendrawati Than	\$150, Tennis Program
	Visalakshi Anandeswry	\$150, Tennis Program
Katella	Mr. & Mrs. Pat Stewart	Sound Equipment, Visual & Performing Arts Program
Savanna	Carrey J. Nelson	IMAC 21.5 computer and software (value \$1,358)
Walker	Cypress Dairy Queen	\$100, Walker's Builder's Club
	Mira Quilaton	Books & DVD player, Media Center (value \$70)
	Ms. Corona	\$30, Choir Program
	M/M Flores	\$30, Choir Program

M/M Grommet	\$30, Choir Program
M/M Haguisan	\$30, Choir Program
M/M Cartier	\$30, Choir Program
M/M Isidro	\$30, Choir Program
M/M Kugler	\$30, Choir Program
M/M Lim	\$30, Choir Program
M/M Marvin	\$30, Choir Program
M/M Mills	\$30, Choir Program
M/M McDermott	\$30, Choir Program
Ms. Meza	\$30, Choir Program
M/M Paez	\$30, Choir Program
M/M Parayno	\$30, Choir Program
M/M Peiris	\$30, Choir Program
Ms. Ruby	\$30, Choir Program
Ms. Spurlock	\$30, Choir Program
M/M Van Wie	\$30, Choir Program
M/M Augustus	\$20, Theater Program
M/M Dumas	\$30, Theater Program
M/M Espinosa	\$40, Theater Program
M/M Contreras	\$30, Theater Program
M/M Gonzalez	\$30, Theater Program
M/M Igama	\$30, Theater Program
M/M Kim	\$30, Theater Program
M/M De La Rosa	\$30, Theater Program
M/M Perez	\$30, Theater Program
M/M Trujillo	\$30, Theater Program
M/M Washington	\$30, Theater Program

**ANAHEIM UHSD**

**PURCHASE ORDER DETAIL REPORT**  
BOARD OF TRUSTEES MEETING 11/05/2015

FROM 10/13/2015 TO 10/26/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
J64A0154	CULVER NEWLIN	2,116.11	1,299.09	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC
			817.02	0104104072 4410	CERT HR/GENL ADM / EQUIPMENT -
J64A0155	CULVER NEWLIN	3,685.57	3,685.57	0124000910 4310	LO/LCFF-CONCENTRATION/INSTR /
J64A0156	CULVER NEWLIN	20,452.00	20,452.00	0127000010 4310	KE/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64A0157	ARAMARK UNIFORM SERVICE	3,100.00	3,100.00	0179113036 4388	GARAGE/TRANS-REG ED/TRANSPORT /
J64A0158	CULVER NEWLIN	1,348.29	1,348.29	0127000010 4310	KE/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64A0159	CULVER NEWLIN	1,685.89	390.86	0127000010 4310	KE/INSTR / INSTRUCTIONAL MATL & SUPPLIES
			1,295.03	0127000010 4410	KE/INSTR / EQUIPMENT - NON-CAPITALIZED
J64A0160	HEINEMANN	5,200.00	5,200.00	0153000921 5810	SP PROG/LCFF (EIA)/SUPRV INSTR /
J64A0161	CULVER NEWLIN	2,496.96	1,270.62	0172000831 4310	SAFE SCHOOLS/LCFF/GUIDANCE / INSTRUCTIONAL
			1,226.34	0172000831 4410	SAFE SCHOOLS/LCFF/GUIDANCE / EQUIPMENT -
J64A0163	CABE	2,250.00	2,250.00	0163379021 5805	TITLE IIIA / LIMITED ENG PROG / INSTRUCTIONAL
J64A0164	CULVER NEWLIN	564.54	564.54	0104104072 4410	CERT HR/GENL ADM / EQUIPMENT -
J64A0165	AVID CENTER	65,059.00	3,770.00	0120381010 5310	ANAHEIM/ECIA/INSTR / DUES AND MEMBERSHIPS
			3,770.00	0122381010 5310	MA/ECIA/INSTR / DUES AND MEMBERSHIPS
			3,770.00	0123381010 5310	SA/TITLE I/INSTR / DUES AND MEMBERSHIPS
			3,770.00	0124381010 5310	LO/TITLE I/INSTRUCTIONAL / DUES AND
			3,770.00	0125381010 5310	KA/ECIA/INSTR / DUES AND MEMBERSHIPS
			3,770.00	0131381010 5310	BR/ECIA/INSTR / DUES AND MEMBERSHIPS
			4,370.00	0132381010 4210	OR/ECIA/INSTR / BOOKS AND REFERENCE
			5,592.00	0132381010 5210	OR/ECIA/INSTR / TRAVEL AND CONFERENCE
			3,295.00	0132381010 5310	OR/ECIA/INSTR / DUES AND MEMBERSHIPS
			3,770.00	0135381010 5310	DALE/ECIA/INSTR / DUES AND MEMBERSHIPS
			3,770.00	0137381010 5310	SY/ECIA/INSTR / DUES AND MEMBERSHIPS
			3,770.00	0138381010 5310	BALL/ECIA/INSTR / DUES AND MEMBERSHIPS
			3,770.00	0140381010 5310	SOUTH/ECIA/INSTR / DUES AND MEMBERSHIPS
			300.00	0153381010 4210	SP PR ADM/ECIA/INSTR / BOOKS AND REFERENCE
			13,802.00	0153381010 5310	SP PR ADM/ECIA/INSTR / DUES AND



**ANAHEIM UHSD**

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J64A0166	CULVER NEWLIN	3,810.78	3,810.78	0127000010 4310	KE/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64A0168	APPROACH LEARNING AND ASSESME	71,214.41	71,214.41	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0169	APPROACH LEARNING AND ASSESME	48,759.54	48,759.54	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
J64A0171	CULVER NEWLIN	5,647.32	3,669.41 1,977.91	0172000831 4320 0172000831 4410	SAFE SCHOOLS/LCFF/GUIDANCE / OTHER SAFE SCHOOLS/LCFF/GUIDANCE / EQUIPMENT -
J64C0018	CULVER NEWLIN	535.79	535.79	0113113036 4410	TRANS/REG-ED/TRANSPORTATION / EQUIPMENT -
J64C0072	UC REGENTS	345.00	345.00	0153399021 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64C0074	EBSCO PUBLISHING	37,000.00	37,000.00	0153000910 5880	SP PR/LCFF-SUPPLEMENTAL / OTHER OPERATING
J64C0075	RUSSELL SIGLER INC.	751.66	751.66	0127235081 4410	KE/HVAC/MO / EQUIPMENT - NON-CAPITALIZED
J64C0076	DHK PLUMBING AND PIPING INC	650.00	650.00	0169239081 5610	TRIDENT/PLUMB/MO / REPAIRS/MAINT - O/S
J64C0077	MONTGOMERY HARDWARE CO.	1,063.80	1,063.80	0127236081 4355	KE/LOCKS/MO / MAINTENANCE SUPPLIES
J64C0078	LEONARD CHAIDEZ TREE SERVICE	400.00	400.00	0122222081 4347	OPERATIONS - GROUNDS / OPERATIONS SUPPLIES
J64R0588	SCHOOL SPECIALTY INC	68.94	68.94	0147257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL
J64R0591	RELIABLE WORKPLACE SOLUTIONS	65.12	65.12	0137000010 4320	SY/INSTR / OTHER OFFICE/MISC SUPPLIES
J64R0597	MEDCO SPORTS MEDICINE	783.60	783.60	0123028034 4320	SAVANNA/ATHLETICS/HEALTH / OTHER
J64R0601	RELIABLE WORKPLACE SOLUTIONS	3,313.09	3,313.09	0135000010 4310	DALE/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64R0602	JUNIORS WESTCOAST GOLF CARTS	6,560.00	6,560.00	0127000081 4410	KE/MO / EQUIPMENT - NON-CAPITALIZED
J64R0603	FLAGHOUSE INC	1,147.00	1,147.00	0119276519 4310	MOD-ADAP PE/SE OTHER/SEV / INSTRUCTIONAL
J64R0608	PEARSON EDUCATION	18,266.52	18,266.52	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
J64R0609	GOPHER SPORTS EQUIPMENT	890.82	890.82	0119276519 4310	MOD-ADAP PE/SE OTHER/SEV / INSTRUCTIONAL
J64R0610	EASTBAY	291.42	291.42	0135400010 4310	DA/MANDATED 1-TIME FUNDS/INSTR /
J64R0611	US GAMES	1,271.13	739.78 531.35	0135400010 4310 0135400010 4410	DA/MANDATED 1-TIME FUNDS/INSTR / DA/MANDATED 1-TIME FUNDS/INSTR /
J64R0612	KUSTOM IMPRINTS	2,681.10	2,681.10	0135400010 4310	DA/MANDATED 1-TIME FUNDS/INSTR /

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J64R0613	RELIABLE WORKPLACE SOLUTIONS	65.12	65.12	0119283039 4320	SYS/OTHER PUPIL / OTHER OFFICE/MISC SUPPLIES
J64R0614	ACCURATE LABEL DESIGNS INC.	161.99	161.99	0127140027 4320	KE/SCH ADM / OTHER OFFICE/MISC SUPPLIES
J64R0615	DECKER INC	530.72	530.72	0122200081 4347	MA/MO / OPERATIONS SUPPLIES - MISC
J64R0616	MYSTERIES BY MOUSHEY INC.	434.20	109.20 325.00	0124005010 4310 0124005010 5880	LOARA/THEATER/INSTR / INSTRUCTIONAL MATL LOARA/THEATER/INSTR / OTHER OPERATING
J64R0617	STAPLES ADVANTAGE	58.06	58.06	0128140027 4320	CY/SCH ADM/SCH ADM / OTHER OFFICE/MISC
J64R0618	ACORN MEDIA	662.78	662.78	0131000010 4410	BR/INSTR / EQUIPMENT - NON-CAPITALIZED
J64R0619	MEDCO SPORTS MEDICINE	603.44	603.44	0121028034 4320	WESTERN/ATHLETICS/HEALTH / OTHER
J64R0620	BUDDY'S ALL STARS INC	292.16	292.16	0121028010 4310	WESTERN/ATHLET/INSTR / INSTRUCTIONAL MATL
J64R0621	SOCCER ONE	2,138.96	1,069.48 1,069.48	0122000010 4310 0122028010 4310	MA/INSTR / INSTRUCTIONAL MATL & SUPPLIES MA/ATHLET/INSTR / INSTRUCTIONAL MATL &
J64R0622	SOCALGRAD	2,038.50	2,038.50	0127000031 4310	KE/GUID / INSTRUCTIONAL MATL & SUPPLIES
J64R0623	BSN SPORTS	92.63	92.63	0123027010 4310	SA/PHYS ED/INSTR / INSTRUCTIONAL MATL &
J64R0624	BARNES AND NOBLE	1,933.09	1,933.09	0116468010 4150	LOTTERY/RESTRICTED/INSTR / TEXTS - STATE
J64R0625	NCS PEARSON INC.	320.79	320.79	0119119010 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64R0626	SCHOOL HEALTH CORPORATION	112.23	112.23	0119283021 4320	SYS/SUPV INST / OTHER OFFICE/MISC SUPPLIES
J64R0627	RELIABLE WORKPLACE SOLUTIONS	106.41	106.41	0124000010 4320	LOARA/INSTR / OTHER OFFICE/MISC SUPPLIES
J64R0628	ESPECIAL NEEDS LLC	551.66	551.66	0119119010 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
J64R0629	US BANK SUPPLY	659.62	659.62	0123140027 4410	SA/SCH ADM/SCH ADM / EQUIPMENT -
J64R0630	BELLFLOWER MUSIC	3,654.77	3,654.77	0134000010 4410	WA/INSTR / EQUIPMENT - NON-CAPITALIZED
J64R0631	JIM'S MUSIC CENTER	8,023.75	2,059.99 5,963.76	0121400010 4410 0121400010 6490	WE/MANDATED 1-TIME FUNDS/INSTR / WE/MANDATED 1-TIME FUNDS/INSTR /
J64R0632	MC CORMICKS ENTERPRISES INC	13,338.78	2,144.86 2,860.92 8,333.00	0121400010 4310 0121400010 4410 0121400010 6490	WE/MANDATED 1-TIME FUNDS/INSTR / WE/MANDATED 1-TIME FUNDS/INSTR / WE/MANDATED 1-TIME FUNDS/INSTR /

**ANAHEIM UHSD**

**PURCHASE ORDER DETAIL REPORT**  
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J64R0633	SCHOLASTIC INC.	1,478.95	1,478.95	0122381010 4210	MA/ECIA/INSTR / BOOKS AND REFERENCE
J64R0634	JIM'S MUSIC CENTER	25,128.31	25,128.31	0124007010 6490	LOARA/INS MUS/INSTR / EQUIPMENT - OTHER
J64R0635	COLLEGE BOARD	84.96	84.96	0121004010 4310	WESTERN/ENGLISH/INSTR / INSTRUCTIONAL
J64R0636	OCDE	118.80	21.60	0104104072 4310	CERT HR/GENL ADM / INSTRUCTIONAL MATL &
			75.60	0115115021 4210	EDUCATION/SUPV INST / BOOKS AND REFERENCE
			10.80	0119283039 5880	SYS/OTHER PUPIL / OTHER OPERATING EXPENSES
			10.80	0131140027 4320	BR/SCH ADM/SCH ADM / OTHER OFFICE/MISC
J64R0637	SOCALGRAD	3,985.60	3,985.60	0125140027 4320	KA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
J64R0638	STAPLES ADVANTAGE	971.97	971.97	0125140027 4320	KA/SCH ADM/SCH ADM / OTHER OFFICE/MISC
J64R0639	COURTYARD BY MARRIOTT CYPRESS	2,558.70	2,558.70	0142141072 5210	OX/WASC/ADM / TRAVEL AND CONFERENCE
J64R0640	WEST COAST LANYARDS INC.	216.96	216.96	0135025040 4310	DALE/ANCIL / INSTRUCTIONAL MATL & SUPPLIES
J64R0641	WENGER CORP	5,261.62	5,261.62	0135400010 4310	DA/MANDATED 1-TIME FUNDS/INSTR /
J64R0642	SCHOLASTIC INC.	247.34	247.34	0132252011 4210	OR/MILD MODERATE/SE SEP CL/NSE / BOOKS AND
J64R0643	UNITED INDUSTRIES	339.84	339.84	0137022010 4310	SY/WOOD/INSTR / INSTRUCTIONAL MATL &
J64R0644	PROTECT COMPUTER PRODUCTS	658.66	658.66	0140002010 4310	SOUTH/BUS ED/INSTR / INSTRUCTIONAL MATL &
J64R0645	LUCYS FLUFF N FOLD AND LAUNDRO	256.05	256.05	0123028081 5560	SAVANNA/ATHLETICS/MAINT / LAUNDRY
J64R0646	MATHEMATICAL OLYMPIADS	109.00	109.00	0137024010 4310	SY/MATH/INSTR / INSTRUCTIONAL MATL &
J64R0647	GILBERT SOUTH ASB	240.00	240.00	0168000910 5880	GI/LCFF-CONCENTRATION/INSTR / OTHER
J64R0648	LACASE	30.00	30.00	0119283011 5210	SYS/INSTR / TRAVEL AND CONFERENCE
J64R0649	DECKER INC	554.84	554.84	0132000010 4320	OR/INSTR / OTHER OFFICE/MISC SUPPLIES
J64R0650	LACASE	30.00	30.00	0119283011 5210	SYS/INSTR / TRAVEL AND CONFERENCE
J64R0651	MD INSTALLATIONS INT'L INC.	6,345.00	6,345.00	0105105072 5610	CLASS HR/GENL ADM / REPAIRS/MAINT - O/S
J64R0652	WORKABILITY 1 REGION 1	250.00	250.00	0119473010 5210	SYS/WORKABILITY/INSTR / TRAVEL AND
J64R0653	OCDE	60.00	60.00	0128399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64R0654	OCDE	600.00	600.00	0131381010 5210	BR/ECIA/INSTR / TRAVEL AND CONFERENCE

**ANAHEIM UHSD**

**PURCHASE ORDER DETAIL REPORT**  
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FROM 10/13/2015 TO 10/26/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
J64R0655	BLICK ART MATERIALS	646.06	646.06	0118118072 5810	GRAPHICS/GENL ADM / NON-INSTRUCTIONAL
J64R0656	IBNA	1,478.00	1,478.00	0127399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64R0657	INTERNATIONAL INSTITUTE FOR	350.00	350.00	0122000910 5210	MA/LCFF-CONCENTRATION/INSTR / TRAVEL AND
J64R0658	CAHPERD	340.00	340.00	0144399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64R0659	ANATOMY WAREHOUSE	355.75	355.75	0125000910 4310	KA/LCFF-CONCENTRATION/INSTR /
J64R0660	TOBACCOFREE.ORG	223.84	223.84	0172489521 4310	SAFE SCHOOLS/SUPV INSTR / INSTRUCTIONAL
J64R0661	WENGER CORP	2,063.16	2,063.16	0123000910 4310	SA/LCFF-CONCENTRATION/INSTR /
J64R0662	OCDE	60.00	60.00	0120000910 5210	AN/LCFF-CONCENTRATION/INSTR / TRAVEL AND
J64R0663	OCDE	60.00	60.00	0132000010 5210	OR/INSTR / TRAVEL AND CONFERENCE
J64R0664	OCDE	60.00	60.00	0142000010 5210	OXFORD/INSTR / TRAVEL AND CONFERENCE
J64R0665	SCHOLASTIC INC.	164.84	164.84	0120000910 4310	AN/LCFF-CONCENTRATION/INSTR /
J64R0666	FOLLETT SCHOOL SOLUTIONS INC.	104.33	104.33	0131054040 4310	BR/AFTSCHL/ANCL / INSTRUCTIONAL MATL &
J64R0667	SPINART PRESENTATION PRODUCTS	1,375.57	1,375.57	0142000010 4310	OXFORD/INSTR / INSTRUCTIONAL MATL &
J64R0668	OCDE	150.00	150.00	0153381521 5210	ECIA-I/PROFESSIONAL DEVELOP / TRAVEL AND
J64R0669	H L CORPORATION	134.14	134.14	0120027010 4310	ANAHEIM/PHYS ED/INSTR / INSTRUCTIONAL MATL
J64R0670	PIANO EMPIRE INC.	5,751.00	5,751.00	0120400010 6490	AN/MANDATED I-TIME FUNDS/INSTR /
J64R0671	MOLLY HAWKINS HOUSE	702.16	702.16	0138400010 4310	BA/MANDATED I-TIME FUNDS/INSTR /
J64R0672	DURHAM SCHOOL SERVICES	619.47	619.47	0123000010 5620	SA/INSTR / RENTALS/OPERATING LEASES
J64R0673	GARCIA, LILIANA	231.20	231.20	0123177072 5230	RISK MANAGEMENT/GEN ADMIN /
J64R0674	CCIS	1,750.00	1,750.00	0161000910 5210	PO/LCFF-CONCENTRATION/INSTR / TRAVEL AND
J64R0675	AMERICAN RED CROSS	290.00	290.00	0172172083 5210	SAFE SCHOOLS / TRAVEL AND CONFERENCE
J64R0676	UC REGENTS	345.00	345.00	0144399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
J64R0677	UC REGENTS	345.00	345.00	0121381010 5210	WE/ECIA TITLE I/INSTRUCTI / TRAVEL AND
J64R0678	US GAMES	432.00	432.00	0138054040 4310	BALL/AFTSCHL/ANCL / INSTRUCTIONAL MATL &

**ANAHEIM UHSD**

**PURCHASE ORDER DETAIL REPORT**  
BOARD OF TRUSTEES MEETING 11/05/2015

FROM 10/13/2015 TO 10/26/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
J64R0680	AWARDS BY PAUL	1,272.80	1,272.80	0120405010 4310	TRANSP GRANT/INSTR / INSTRUCTIONAL MATL &
J64R0681	OFFICE DEPOT	147.96	147.96	0128267012 4310	SE RES SP(RSP)/SE RES SP/NEV / INSTRUCTIONAL
J64R0682	STAPLES ADVANTAGE	216.90	216.90	0108108077 4310	INFO SYSTEM/DP / INSTRUCTIONAL MATL &
J64R0683	CITY OF ANAHEIM	1,180.34	1,180.34	0115115010 5810	EDUCATION/INSTR / NON-INSTRUCTIONAL PROF
J64R0684	COACH FOREIGN LANGUAGE PROJECT	150.00	150.00	0120381010 5210	ANAHEIM/ECIA1/INSTR / TRAVEL AND
J64R0685	CULVER NEWLIN	810.00	810.00	0112112072 4320	PURCHASING/GENL ADM / OTHER OFFICE/MISC
J64S0055	IMAGE APPAREL FOR BUSINESS	2,209.44	2,209.44	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0057	IMAGE APPAREL FOR BUSINESS	4,576.72	4,576.72	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0124	FULLERTON ACE HARDWARE	4,233.65	4,233.65	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0125	JEYCO PRODUCTS INC	3,422.74	3,422.74	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0126	SHAMROCK SUPPLY CO.	2,114.67	2,114.67	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0127	UNITED INDUSTRIES	1,498.18	1,498.18	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0128	BREWER QUILTING AND SEWING SUP	738.50	738.50	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0129	BANGKIT USA INC.	607.46	607.46	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0130	LINDY OFFICE PRODUCTS	2,399.16	2,399.16	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0131	RELIABLE WORKPLACE SOLUTIONS	386.34	386.34	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0132	SCHOOL SPECIALTY INC	3,269.38	3,269.38	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0133	SOUTHWEST SCHOOL AND OFFICE SU	1,060.02	1,060.02	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0134	GLASBY MAINTENANCE SUPPLY CO.	1,208.39	1,208.39	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0135	D. HAUPTMAN CO. INC.	3,240.00	3,240.00	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0136	LINDY OFFICE PRODUCTS	1,203.72	1,203.72	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0137	123 OFFICE SOLUTION INC.	20,257.78	20,257.78	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0138	FULLERTON ACE HARDWARE	784.66	784.66	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0139	JEYCO PRODUCTS INC	5,871.54	5,871.54	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES

**ANAHEIM UHSD**

**PURCHASE ORDER DETAIL REPORT**  
BOARD OF TRUSTEES MEETING 11/05/2015

FROM 10/13/2015 TO 10/26/2015

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
J64S0140	SHAMROCK SUPPLY CO.	12,787.44	12,787.44	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0141	SHERWIN WILLIAMS CO., THE	223.56	223.56	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0142	SOUTHWEST SCHOOL AND OFFICE SU	18,392.84	18,392.84	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0143	GORM INC	216.69	216.69	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0144	QUILL CORP.	978.74	978.74	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0145	GALE SUPPLY CO	2,066.48	2,066.48	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0146	WAXIE SANITARY SUPPLY	1,336.83	1,336.83	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0147	GLASBY MAINTENANCE SUPPLY CO.	879.12	879.12	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64S0148	CONTINENTAL CHEMICAL AND SANIT	382.32	382.32	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
J64T0232	GLOGSTER	4,750.00	4,750.00	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSES
J64T0233	APPLE INC	2,368.32	2,368.32	0118118072 4410	GRAPHICS/GENL ADM / EQUIPMENT -
J64T0234	PATHWAY COMMUNICATIONS LTD	8,968.32	8,968.32	0108469010 4410	EDUCATOR EFFECTIVENESS/INSTR / EQUIPMENT -
J64T0235	GUITAR CENTER	1,459.02	1,459.02	0108469010 4410	EDUCATOR EFFECTIVENESS/INSTR / EQUIPMENT -
J64T0236	GST INC.	195.96	195.96	0108469010 4310	EDUCATOR EFFECTIVENESS/INSTR /
J64T0237	RELIAS LEARNING LLC	5,801.50	5,801.50	0119283039 5880	SYS/OTHER PUPIL / OTHER OPERATING EXPENSES
J64T0238	SPRINT SOLUTIONS INC	50.01	50.01	0119119021 4320	SPEC ED/UNREST/SUPV INSTR / OTHER
J64X0422	U S BANK	800.00	800.00	0120013010 4310	ANAHEIM/HECT/INSTR / INSTRUCTIONAL MATL &
J64X0423	U S BANK	950.54	950.54	0127013010 4310	KE/HECT/INSTR / INSTRUCTIONAL MATL &
J64X0424	U S BANK	965.93	965.93	0125013010 4310	KA/HECT/INSTR / INSTRUCTIONAL MATL &
J64X0425	U S BANK	5,500.00	5,500.00	0128013010 4310	CY/HECT/INSTR / INSTRUCTIONAL MATL &
J64X0426	OXFORD ACADEMY	10,500.00	10,500.00	0142028040 5810	OX/ATHLET/ANCILLARY / NON-INSTRUCTIONAL
J64X0428	GREATER ANAHEIM SELPA	128,000.00	128,000.00	0119283011 5805	SYS/INSTR / INSTRUCTIONAL PROF CONSULTANT
J64X0429	J.W. PEPPER AND SON INC.	150.00	150.00	0128008010 4310	CY/VOC MUSIC/INSTR / INSTRUCTIONAL MATL &



FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ACS BILLING SERVICE	V6400072	5580	3,583.28	3,583.28	00128983V6410974 27056161C 64 6469006900605895
APPROACH LEARNING AND	V6404702	5860	5,617.94	5,617.94	00128984
CARWAN, CANDICE	V6412031	5220	85.04	85.04	00128985
CITY OF ANAHEIM	V6400957	5520 5530	19,988.26 26.96	20,015.22	00128986
CORREIA CONSULTING AN	V6411622	6212	563.00	563.00	00128987
DHAWAN, SONITA	V6410951	5220	46.86	46.86	00128988
DUCA, JASON	V6407065	5220	69.40	69.40	00128989
FLINN SCIENTIFIC INC	V6401708	4310	9,423.28	9,423.28	00128990
MORRELL, DON	V6407062	5230	100.00	100.00	00128991
PARADIGM HEALTHCARE S	V6403536	5810	1,000.00	1,000.00	00128992
PIPS	V6407384	3601 3602	297,780.38 99,260.12	397,040.50	00128993
RAY, GWENDOLYN	V6412061	5230	500.00	500.00	00128994
SCHOOL NURSE SUPPLY I	V6404166	4410	646.93	646.93	00128995
SPORTS CONCUSSION INS	V6411819	5805	8,082.00	8,082.00	00128996
TAYLOR TENNIS COURTS	V6404601	5610	74,330.00	74,330.00	00128997
THYSSENKRUPP ELEVATOR	V6404724	5610	291.75	291.75	00128998
U S BANK	V6406511	4310 4320	824.32 1,659.32	2,483.64	00128999
ULINE	V6406546	5610	863.81	863.81	00129000
UNION AUTO SERVICE CE	V6404840	4370 5610	30.74 75.00	105.74	00129001
UNISOURCE	V6405508	9320	2,080.19	2,080.19	00129002



FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
VAVRINEK TRINE DAY	V6404910	5820	10,216.00	10,216.00	00129003
*** CHECK GAP ***					
A U H S D FOOD SERVIC	V6400023	4390	105.84	105.84	00129006
A Z PARTS SALES	V6409623	4376 4385	-117.11 385.18	268.07	00129007
AAA ELECTRIC MOTOR SA	V6400033	4347	627.54	627.54	00129008
AARDVARK CLAY AND SUP	V6400035	4310	140.05	140.05	00129009
ACE HARDWARE	V6411077	4310	46.84	46.84	00129010
ACOUSTICAL MATERIAL S	V6400070	4355	1,070.21	1,070.21	00129011
ADVANCED OFFICE SERVI	V6408685	5610	522.47	522.47	00129012
AIA SERVICES LLC	V6412024	4320	875.20	875.20	00129013
ART SUPPLY WAREHOUSE	V6400350	4310	116.53	116.53	00129014
AWARDS BY PAUL	V6400412	4320	15.12	15.12	00129015
AZEVEDO, VICKY	V6412068	5220	102.35	102.35	00129016
BIOMETRICS4ALL INC	V6409224	5880	106.50	106.50	00129017
BUSWEST LLC	V6407892	4376	184.84	184.84	00129018
CALIFORNIANS DEDICATE	V6411460	5210	2,700.00	2,700.00	00129019
CITY OF ANAHEIM	V6400957	5520 5530 5580	65,529.04 7,297.29 5,802.19	78,628.52	00129020
CORNELIA CONNELLY SCH	V6401100	5210	1,285.16	1,285.16	00129021
CREATIVE BUS SALES	V6409840	4385	1,335.53	1,335.53	00129022
EAGLE SOFTWARE	V6409157	5810 5880	1,500.00 13,190.72	14,690.72	00129023

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
FARMAN, JUANA	V6406999	5220	123.64	123.64	00129024
FLEET SERVICES INC	V6405625	4376	240.11	240.11	00129025
FROG ENVIRONMENTAL IN	V6407428	5610	1,035.00	1,035.00	00129026
GAS COMPANY, THE	V6404372	5510	6,148.97	6,148.97	00129027
HAYES SOFTWARE SYSTEM	V6411704	5880	16,706.75	16,706.75	00129028
HERNANDEZ, LUIS	V6412065	5220	70.50	70.50	00129029
HERRERA, ROBYN	V6412036	5220	32.49	32.49	00129030
HURTADO, OSVALDO	V6409309	5210	213.43	213.43	00129031
ICS SERVICE CO.	V6406452	5620	2,346.00	2,346.00	00129032
IMAGE APPAREL FOR BUS	V6402628	4345	838.13	838.13	00129033
IMPERIAL PRODUCTS INC	V6402137	4355	11,137.46	11,137.46	00129034
INLINE DISTRIBUTING C	V6411998	4347	6,512.76	6,512.76	00129035
JAUREGUI, JOSE	V6411346	5220	20.59	20.59	00129036
KENNEDY HIGH SCHOOL	V6402571	5810	3,716.00	3,716.00	00129037
KONICA MINOLTA BUSINE	V6403156	5620	9,592.24	9,592.24	00129038
LEONARD CHAIDEZ TREE	V6402714	5610	2,550.00	2,550.00	00129039
LETTER PERFECT SIGNS	V6402726	4355	2,205.71	2,205.71	00129040
LOARA ASB	V6402803	5810	2,943.00	2,943.00	00129041
MALOTTE, NANCY	V6403248	5210	353.08	353.08	00129042
MANCHANDA, SAKSHI	V6411710	5220	123.05	123.05	00129043
NGUYEN, KIM NGOC	V6411835	5210	15.00	15.00	00129044
OCDE	V6403452	5210	510.00	510.00	00129045

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
PACIFIC COAST SIGHTSE	V6411343	5620	2,601.82	2,601.82	00129046
PALOMINO, RAMON	V6409308	5210	353.08	353.08	00129047
PARK PLACE TECHNOLOGI	V6410464	5610	269.64	269.64	00129048
PASCALE, CATHERINE	V6412043	5220	54.11	54.11	00129049
PHAM, RICK	V6406082	5220	51.46	51.46	00129050
RALPHS GROCERY COMPAN	V6403828	4310	76.77	76.77	00129051
RAMIREZ, MARIA T.	V6412066	5220	52.04	52.04	00129052
REAL, JEANNETTE	V6411176	5220	134.03	134.03	00129053
REPUBLIC SERVICES OF	V6410174	5580	7,865.00	7,865.00	00129054
RUTHENBECK, LYNN	V6402876	5220	80.79	80.79	00129055
STEINBRICK, GAIL	V6408751	5220	131.91	131.91	00129056
TEAM ATHLETICS	V6409439	4310	1,413.72	1,413.72	00129057
TECHSMITH	V6410017	5880	5,700.00	5,700.00	00129058
TIRES WAREHOUSE	V6411116	4386	6,684.24	6,684.24	00129059
UNISOURCE	V6405508	9320	1,701.97	1,701.97	00129060
UNITED RENTALS	V6404854	5620	441.59	441.59	00129061
US GAMES	V6404813	4320	1,192.32	1,192.32	00129062
VAUGHN IRRIGATION SER	V6409818	5610	8,691.58	8,691.58	00129063
VAZQUEZ, LIZABETH SEG	V6412067	5220	49.45	49.45	00129064
VISION COMMUNICATIONS	V6404955	4310	1,212.85	7,516.37	00129065
		4320	3,392.32		
		4347	2,703.84		
		5610	207.36		
VISTA HIGHER LEARNING	V6411394	4150	3,699.25	3,699.25	00129066

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
WALTERS WHOLESALE	V6409053	4347	231.25	231.25	00129067
WARDS MEDIA TECH	V6408345	4410	652.99	652.99	00129068
WAXIE SANITARY SUPPLY	V6405008	9320	2,855.28	2,855.28	00129069
WEB COMMERCE PARTNERS	V6410551	9320	1,792.00	1,792.00	00129070
WEIR, TIFFANY	V6406497	5210	1,182.79	1,182.79	00129071
WEST COAST LANYARDS I	V6411196	4310	222.97	222.97	00129072
WEST LITE SUPPLY CO I	V6405035	9320	7,553.74	7,553.74	00129073
WESTEL COMMUNICATION	V6405039	5610	1,860.00	1,860.00	00129074
WESTRUX INTERNATIONAL	V6405053	4376 4385	1,181.80 111.02	1,292.82	00129075
WESTSIDE BUILDING MAT	V6405054	4355	375.62	375.62	00129076
WILLIAM V MACGILL AND	V6402896	4320	85.27	85.27	00129077
WOODCRAFT	V6405102	4355	340.17	340.17	00129078
WORLD BOOK INC.	V6410095	5880	7,949.00	7,949.00	00129079
WURTH USA INC	V6408563	4375	2,326.61	2,326.61	00129080
				*** CHECK GAP ***	
BLACKBOARD INC	V6410739	5880	32,550.00	32,550.00	00129082
GLENN, JERRY	V6402322	3701	629.40	629.40	00129083
GONZALEZ, LAURA	V6410576	5220	50.83	50.83	00129084
GREATER ANAHEIM SELPA	V6401927	8311	84,649.65	84,649.65	00129085
HOANG, THUY AND LUCIE	V6411287	5220	100.63	100.63	00129086
*** VOID CONTINUE ***	VOID.CONTINU		0.00	0.00	00129087
HOME DEPOT	V6405234	4347	645.09	3,168.56	00129088

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
HUTTNER, HEATHER	V6412032	4355	2,523.47		
ICS SERVICE CO.	V6406452	5220	81.31	81.31	00129089
IMAGE APPAREL FOR BUS	V6402628	5610	4,336.30	4,336.30	00129090
JACKSONS A S BREA	V6406346	4345	1,531.18	1,531.18	00129091
		4347	767.92	4,282.05	00129092
		4370	1,922.14		
		4376	1,272.22		
		4385	319.77		
JHM SUPPLY INC.	V6411647	4347	2,773.89	2,773.89	00129093
JM AND J CONTRACTORS	V6410460	6216	4,851.25	4,851.25	00129094
LARNER, JOHN	V6402395	3702	1,102.80	1,102.80	00129095
MELANA, MARIBEL	V6412070	5220	122.30	122.30	00129096
OFFICE DIGITAL SOLUTI	V6411101	4320	5,184.38	5,184.38	00129097
PITNEY BOWES	V6403677	5620	172.26	172.26	00129098
PITNEY BOWES	V6403677	5910	8,302.33	8,302.33	00129099
PROFESSIONAL SERVICES	V6411706	6216	16,080.56	16,080.56	00129100
QUICKMOVE4LESS	V6411722	5610	2,100.00	2,100.00	00129101
QUILL CORP.	V6403807	9320	2,644.59	2,644.59	00129102
RITE WAY ROOF CORPORA	V6411709	6216	16,015.90	16,015.90	00129103
SCHOOL BUS PARTS	V6404157	4385	1,768.01	1,768.01	00129104
SCSBOA	V6406007	5210	150.00	150.00	00129105
SEHI COMPUTER PRODUCT	V6404221	4320	806.86	806.86	00129106
SHRED IT USA LLC	V6411124	5810	73.44	73.44	00129107
TIME AND ALARM SYSTEM	V6404729	5610	180.90	19,510.90	00129108

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		6490	19,330.00		
U/LINE	V6406546	4310	37.16	37.16	00129109
UNITED REFRIGERATION	V6404853	4347	94.89	94.89	00129110
UNITED RENTALS	V6404854	5620	916.08	916.08	00129111
UNIVERSAL ASPHALT	V6404860	5610	18,768.00	18,768.00	00129112
VIRTUAL ENTERPRISES I	V6412064	5880	1,200.00	1,200.00	00129113
WALTERS WHOLESALE	V6409053	4347	585.65	585.65	00129114
WESTEL COMMUNICATION	V6405039	5610	360.00	360.00	00129115
ANSPACH, MEGEN	V6412071	5210	683.74	683.74	00129116
B AND K ELECTRIC WHOL	V6400623	4355	1,606.75	1,606.75	00129117
B AND M LAWN AND GARD	V6400423	4320	454.37	1,469.23	00129118
		4347	1,014.86		
BEREKIAN, BEVERLY	V6411469	5210	77.50	77.50	00129119
BEST BEST AND KRIEGER	V6400491	5821	147.00	147.00	00129120
BSN SPORTS	V6400615	4310	249.36	249.36	00129121
CALCP	V6400671	5210	750.00	750.00	00129122
CAPISTRANO GOLF CARS	V6411745	5610	1,607.73	1,607.73	00129123
CISCO'S SHOP	V6411971	4355	846.52	846.52	00129124
EBBE, JOHN	V6408914	5210	775.00	775.00	00129125
FEDEX	V6401675	5910	35.30	35.30	00129126
*** VOID CONTINUE ***	VOID.CONTINU		0.00	0.00	00129127
FENN TERMITE AND PEST	V6401679	5610	809.00	809.00	00129128
MAGNOLIA HIGH SCHOOL	V6402920	5810	2,679.00	2,679.00	00129129

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
MC FADDEN DALE HARDWA	V6403056	4355	146.84	146.84	00129130
MEDCO SPORTS MEDICINE	V6405872	4320	438.86	438.86	00129131
NORTH ORANGE COUNTY R	V6403384	7223	2,641,698.64	2,641,698.64	00129132
SCHOOL SPECIALTY INC	V6404173	4310	119.58	119.58	00129133
SO CAL OFFICE TECHNOL	V6406339	5620	61.44	61.44	00129134
STAPLES ADVANTAGE	V6410116	4310 4320	371.03 1,059.95	1,430.98	00129135
STATE OF CALIFORNIA	V6404447	5610	675.00	675.00	00129136
VISION COMMUNICATIONS	V6404955	5610	138.24	138.24	00129137
*** CHECK GAP ***					
A 1 FENCE COMPANY	V6408537	5610	1,588.00	1,588.00	00129139
ANAHEIM UNION HIGH SC	V6400267	5454	31,730.05	31,730.05	00129140
BANGKIT USA INC.	V6410523	9320	2,594.59	2,594.59	00129141
BAVCO	V6407678	4355	450.61	450.61	00129142
BEACON DAY SCHOOL	V6409269	5860	10,034.96	10,034.96	00129143
BEE BUSTERS	V6400472	5610	375.00	375.00	00129144
BISHOP CO.	V6400530	9320	710.21	710.21	00129145
BLACK AND DECKER U S	V6400533	4355	46.50	46.50	00129146
BLICK ART MATERIALS	V6401357	4310 9320	574.41 6.56	580.97	00129147
BUSWEST LLC	V6407892	4376	1,495.76	1,495.76	00129148
DARTCO TRANSMISSION S	V6401258	4376	1,614.60	1,614.60	00129149
DF SUPPLY INC	V6412009	4410	1,619.86	1,619.86	00129150

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
DWV MOTEL SUPPLY AND	V6412059	4310	544.32	544.32	00129151
DUNN EDWARDS PAINTS	V6401448	4355	3,245.25	3,245.25	00129152
FIVE STAR RUBBER STAM	V6405116	4310 4320	178.42 574.04	752.46	00129153
GILBERT SOUTH ASB	V6407543	5880	120.00	120.00	00129154
GOLDEN STATE PAVING C	V6408228	5610	5,195.00	5,195.00	00129155
H. AND H AUTO PARTS WH	V6401967	4385	715.27	715.27	00129156
HALL CO INC, GEORGE T	V6401845	4347	198.45	198.45	00129157
HD INDUSTRIES	V6401983	4376	507.02	507.02	00129158
HIRSCH PIPE AND SUPPL	V6411238	4355	658.85	658.85	00129159
HOLABIRD SPORTS LLC	V6411720	4310	403.56	403.56	00129160
HOTSY EQUIPMENT CO.	V6402080	4347	310.36	310.36	00129161
IMAGE APPAREL FOR BUS	V6402628	4345	593.39	593.39	00129162
J.W. PEPPER AND SON I	V6402214	4310	450.49	450.49	00129163
JART DIRECT MAIL SERV	V6402271	5712 5810	10,279.73 848.20	11,127.93	00129164
JIM'S MUSIC CENTER	V6402345	6490	10,910.89	10,910.89	00129165
JOHNSTONE SUPPLY	V6402415	4347	635.51	635.51	00129166
KONICA MINOLTA BUSINE	V6403156	5620	3,726.72	3,726.72	00129167
LATHAM TIME COMPANY	V6409059	4355	2,486.42	2,486.42	00129168
LINCOLN AQUATICS	V6411554	4347	1,381.81	1,381.81	00129169
MEDIC FIRST AID	V6401579	4320	1,457.87	1,457.87	00129170
MISSION LINEN SUPPLY	V6411115	4388	845.05	845.05	00129171



FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
MOBILE INDUSTRIAL SUP	V6407890	4375	112.84	112.84	00129172
MONJARAS AND WISMEYER	V6410873	5810	512.50	512.50	00129173
MONTGOMERY HARDWARE C	V6405624	4355	2,351.61	2,351.61	00129174
NASCO MODESTO	V6403253	4310 9320	29.34 2,846.40	2,875.74	00129175
NEWS 2 YOU	V6405551	5880	2,640.12	2,640.12	00129176
NTH GENERATION COMPUT	V6411156	5810	15,000.00	15,000.00	00129177
PARKER AND COVERT LLP	V6403544	5810	11,472.28	11,472.28	00129178
PATINO, REUBEN	V6403910	5220	80.45	80.45	00129179
REINDL, SCOTT	V6409277	5220	94.30	94.30	00129180
RENNIE, DANIEL	V6406817	5220	18.04	18.04	00129181
SERNA, ARMANDO	V6412073	5220	6.33	6.33	00129182
SERNA, ROBERT	V6411990	5220	4.93	4.93	00129183
SPYKERMAN, JULIE	V6405752	5220	46.29	46.29	00129184
STATE BOARD OF EQUALI	V6404444	4381 4382	173.80 600.60	774.40	00129185
STATE BOARD OF EQUALI	V6404444	4382	300.30	300.30	00129186
US GAMES	V6404813	4310	158.76	158.76	00129187
*** CHECK GAP ***					
ACCO ENGINEERED SYSTE	V6411375	5610	8,397.00	8,397.00	00129190
ADAMS ESQ. A PROFESS	V6407740	5850	4,500.00	4,500.00	00129191
ALL AMERICAN TROPHY E	V6400159	4320	2,864.16	2,864.16	00129192
APOLLO PRINTING AND G	V6410446	5810	3,905.50	3,905.50	00129193

FUND: 0101 GENERAL FUND

Vendor Check Register

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ARAWARK UNIFORM SERVI	V6407528	4388	295.70	295.70	00129194
BELLFLOWER MUSIC	V6400477	4410	3,654.77	3,654.77	00129195
CITY OF ANAHEIM	V6400957	5520	29,175.67	34,502.99	00129196
		5530	3,181.78		
		5580	2,145.54		
COAST TO COAST LABEL	V6400999	4320	1,962.50	1,962.50	00129197
COCO PRINTING AND GRA	V6410045	5810	1,600.56	1,600.56	00129198
E.B. BRADLEY COMPANY	V6401456	4355	157.85	157.85	00129199
ERSCO SUBSCRIPTION SE	V6401474	4210	136.99	136.99	00129200
ECONOMY RENTALS INC	V6401478	5610	102.06	2,561.10	00129201
		5620	2,459.04		
EDU REPLACEMENTS LLC	V6411894	4310	642.60	642.60	00129202
ELECTRONIX EXPRESS	V6411938	4310	12.00	12.00	00129203
ELITE PRODUCTS AND DE	V6411286	4410	6,734.50	6,734.50	00129204
ENCORP	V6409154	5610	3,260.00	3,260.00	00129205
EVERYTHING MEDICAL	V6404851	9320	477.04	477.04	00129206
EVREX CORPORATION	V6408380	5610	1,395.00	1,395.00	00129207
EWING IRRIGATION PROD	V6401634	4347	294.84	294.84	00129208
EXPRESS PIPE AND SUPP	V6401644	4355	2,530.06	2,530.06	00129209
ALTERNATIVE REVOLVING	V6400190	4199	61.91	8,034.97	00129210
		4210	-20.00		
		4310	3,230.37		
		4315	166.05		
		4320	2,269.68		
		4347	715.32		
		4364	170.27		
		4369	21.16		
		4390	1,115.50		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		5620	153.46		
		5910	151.25		
123 OFFICE SOLUTION I	V6411643	9320	20,257.78	20,257.78	00129211
ALTERNATIVE REVOLVING	V6400190	4310	1,759.84	1,910.62	00129212
		4320	5.59		
		4347	10.69		
		5210	134.50		
GALE SUPPLY CO	V6401798	9320	5,663.00	5,663.00	00129213
GILBERT SOUTH ASB	V6407543	5880	240.00	240.00	00129214
GOLDEN STATE WATER CO	V6408018	5530	10,893.57	10,893.57	00129215
ICOULDBE.ORG INC.	V6406126	5880	6,375.00	6,375.00	00129216
INTELLICEPT	V6411491	4355	1,813.09	1,813.09	00129217
J AND M PROMOTIONS IN	V6402207	4310	1,929.11	1,929.11	00129218
LAIOLA, JIM	V6402340	5610	1,150.00	1,150.00	00129219
MATHEMATICAL OLYMPIAD	V6409130	4310	109.00	109.00	00129220
MD INSTALLATIONS INT'	V6410469	5610	6,345.00	6,345.00	00129221
MEDCO SPORTS MEDICINE	V6405872	9320	581.39	581.39	00129222
MILWAUKEE ELECTRIC TO	V6403148	4355	39.69	39.69	00129223
MUSIC AND ARTS CENTER	V6411397	4310	16.20	16.20	00129224
NASCO MODESTO	V6403253	4310	165.24	165.24	00129225
NATIONAL SPORTS APPAR	V6411471	4310	2,164.20	2,164.20	00129226
NTH GENERATION COMPUT	V6411156	5610	8,224.42	8,224.42	00129227
O'REILLY AUTO PARTS	V6411401	4385	583.04	583.04	00129228
OC LAND MGMT SERVICE	V6405473	4347	594.86	594.86	00129229

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ONE STOP PARTS SOURCE	V6406259	4370	471.97	471.97	00129230
ORANGE COUNTY BEARING	V6409966	4355	40.39	40.39	00129231
ORANGE COUNTY CIRCUIT	V6409403	4355	81.00	81.00	00129232
ORANGE COUNTY FIRE PR	V6403457	4376	306.66	306.66	00129233
ORAVAN MECHANICAL	V6411315	5610	3,505.95	3,505.95	00129234
ORVAC ELECTRONICS	V6403479	4320	134.90	134.90	00129235
PARADIGM HEALTHCARE S	V6403536	5810	3,477.53	3,477.53	00129236
PARK, MARY ELLEN	V6408790	5210	32.00	32.00	00129237
PARKER AND COVERT LLP	V6403544	5821	18,254.06	18,254.06	00129238
PINEDA'S NURSERY INC	V6403670	4347	612.53	612.53	00129239
PRAXAIR	V6403719	4355	259.74	259.74	00129240
SCHAFF, MARGARET	V6411888	5850	6,000.00	6,000.00	00129241
*** CHECK GAP ***					
BLACK SHEEP ENTERPRIS	V6411381	4410	1,554.79	1,554.79	00129245
CABE	V6400656	5210	1,350.00	1,350.00	00129246
CALIFORNIA CUSHION CO	V6411382	4355	609.24	609.24	00129247
CALIFORNIA RETROFIT I	V6406910	4355	864.24	864.24	00129248
CAMERON WELDING SUPPL	V6400741	4310 4355	30.80 30.80	61.60	00129249
CAROLINA BIOLOGICAL S	V6400778	4310	1,056.24	1,056.24	00129250
CART MAN INC, THE	V6404668	4410	3,024.00	3,024.00	00129251
CASCIO INTERSTATE MUS	V6409600	4310 4410	2,721.60 12,307.68	15,029.28	00129252

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
CCP INDUSTRIES INC	V6400816	9320	657.18	657.18	00129253
CDW GOVERNMENT INC.	V6400819	4410	2,739.74	2,739.74	00129254
CITY AUTO TOP	V6400953	4376 5610	37.80 85.00	122.80	00129255
CLARK SECURITY PRODUC	V6400966	4355	1,220.72	1,220.72	00129256
CLOSING THE GAP	V6400987	5210	2,595.00	2,595.00	00129257
CULT COMPUTER MWAIVE.CO	V6410378	4310 4320	420.14 237.39	657.53	00129258
COMPREHENSIVE DRUG TE	V6410899	5810	910.00	910.00	00129259
CONTINENTAL CHEMICAL	V6409578	9320	7,168.50	7,168.50	00129260
EAGLE SOFTWARE	V6409157	5880	1,500.00	1,500.00	00129261
EARNEST, RUSSELL	V6404041	4320	182.74	182.74	00129262
EVOQUA WATER TECHNOLO	V6408457	4380	737.32	737.32	00129263
FLINN SCIENTIFIC INC	V6401708	4310	802.24	802.24	00129264
REVOLVING CASH FUND	V6405190	2208 2451 2452 4390 5210 5810 8699	134.51 926.37 717.01 315.00 1,800.00 384.00 54.00	4,330.89	00129265
ROSETTA STONE LTD.	V6409723	5880	22,161.00	22,161.00	00129266

TOTAL FOR FUND: 0101 GENERAL FUND 4,071,372.24

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		Object	Object Total		
		2208	134.51		
		2451	926.37		
		2452	717.01		
		3601	297,780.38		
		3602	99,260.12		
		3701	629.40		
		3702	1,102.80		
		4150	3,699.25		
		4199	61.91		
		4210	116.99		
		4310	31,653.34		
		4315	166.05		
		4320	24,852.84		
		4345	2,962.70		
		4347	20,712.06		
		4355	37,138.81		
		4364	170.27		
		4369	21.16		
		4370	2,424.85		
		4375	2,439.45		
		4376	6,723.70		
		4380	737.32		
		4381	173.80		
		4382	900.90		
		4385	5,217.82		
		4386	6,684.24		
		4388	1,140.75		
		4390	1,536.34		
		4410	32,935.26		
		5210	14,960.28		
		5220	1,833.12		
		5230	600.00		
		5454	31,730.05		
		5510	6,148.97		
		5520	114,692.97		
		5530	21,399.60		
		5580	19,396.01		
		5610	159,294.21		
		5620	22,470.65		
		5712	10,279.73		
		5805	8,082.00		
		5810	50,022.01		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
	5820		10,216.00		
	5821		18,401.06		
	5850		10,500.00		
	5860		15,652.90		
	5880		110,439.09		
	5910		8,488.88		
	6212		563.00		
	6216		36,947.71		
	6490		30,240.89		
	7223		2,641,698.64		
	8311		84,649.65		
	8699		54.00		
	9320		59,590.42		
TOTAL FOR FUND: 0101 GENERAL FUND			4,071,372.24		

Total Number Of Checks Printed: 275  
 Number Of Void Checks Printed: 2  
 Number Of Actual Checks Printed: 273

FUND: 2545 CAP FAC AGENCY

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
DEPARTMENT OF TOXIC S V6406642	6140	6140	1,275.96	1,275.96	00129004
DEPARTMENT OF TOXIC S V6406642	6140	6140	15,020.17	15,020.17	00129005

TOTAL FOR FUND: 2545 CAP FAC AGENCY 16,296.13

Object	Object Total
6140	16,296.13
TOTAL FOR FUND: 2545 CAP FAC AGENCY	16,296.13

Total Number Of Checks Printed: 2  
 Number Of Void Checks Printed: 0  
 Number Of Actual Checks Printed: 2



FUND: 6768 INS-WCI

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GATEWAY URGENT CARE C V6407482		5890	559.05	559.05	00129242

\*\*\* CHECK GAP \*\*\*

TOTAL FOR FUND: 6768 INS-WCI 559.05

Object	Object Total
5890	559.05

TOTAL FOR FUND: 6768 INS-WCI 559.05

Total Number Of Checks Printed: 1  
 Number Of Void Checks Printed: 0  
 Number Of Actual Checks Printed: 1

FUND: 6769 INS - H&W

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
EXPRESS SCRIPTS INC.	V6410974	5895	79,993.21	79,993.21	00129081
				*** CHECK GAP ***	
BENISTAR HARTFORD	V6410980	5466	77,683.18	77,683.18	00129138
				*** CHECK GAP ***	
GALLAGHER BENEFIT SER	V6408675	5812	11,000.00	11,000.00	00129188
				*** CHECK GAP ***	
HOLMAN PROFESSIONAL C	V6411743	5463	51,454.53	51,454.53	00129243
				*** CHECK GAP ***	
AMERICAN FIDELITY ASS	V6408036	5450	8,257.12	8,257.12	00129267
ANTHEM BLUE CROSS	V6409810	5461	1,587,894.63	1,587,894.63	00129268
EXPRESS SCRIPTS INC.	V6410974	5895	116,773.23	116,773.23	00129269

TOTAL FOR FUND: 6769 INS - H&W 1,933,055.90

Object	Object Total
5450	8,257.12
5461	1,587,894.63
5463	51,454.53
5466	77,683.18
5812	11,000.00
5895	196,766.44

TOTAL FOR FUND: 6769 INS - H&W 1,933,055.90

Total Number Of Checks Printed: 7  
 Number Of Void Checks Printed: 0  
 Number Of Actual Checks Printed: 7

FUND: 7676 WARRANT/PASSTHRU

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GREATER ANAHEIM SELPA V6401927		9620	14,782.00	14,782.00	00129189
				*** CHECK GAP ***	
GREATER ANAHEIM SELPA V6401927		9620	101,113.00	101,113.00	00129244
				*** CHECK GAP ***	
TOTAL FOR FUND: 7676 WARRANT/PASSTHRU				115,895.00	

Object	Object Total
9620	115,895.00
TOTAL FOR FUND: 7676 WARRANT/PASSTHRU	115,895.00

Total Number Of Checks Printed: 2  
 Number Of Void Checks Printed: 0  
 Number Of Actual Checks Printed: 2

**Anaheim Union High School District**  
**Cafeteria Fund**  
**Financial Statements**  
**August 2015**

# Balance Sheet

## Anaheim School Dist/Food Services

### 8/31/2015

Asset	Assets	
<b>CASH</b>		
9120	Cash-Checking	\$6,628,530.38
9122	Change Fund	\$14,380.00
9123	Petty Cash	\$50.00
<b>Total CASH</b>		<b>\$6,642,960.38</b>
<b>RECEIVABLE</b>		
9210	A/R - Current	\$17,280.75
9280	A/R - State	\$222,846.06
9290	A/R - Federal	\$2,798,588.74
<b>Total RECEIVABLE</b>		<b>\$3,038,715.55</b>
<b>INVENTORIES</b>		
9321	Warehouse Food	\$53,538.32
9322	Warehouse Commodity	\$31,059.87
9323	Warehouse Supplies	\$51,079.01
9326	School Food	\$44,425.33
9327	School Commodity	\$8,248.59
9328	School Supplies	\$11,720.98
<b>Total INVENTORIES</b>		<b>\$200,072.10</b>
<b>Total Asset</b>		<b><u>\$9,881,748.03</u></b>
<b>Liability</b>	<b>Liabilities and Fund Balance</b>	
<b>LIABILITIES</b>		
9510	A/P - Current	\$1,660,472.90
9530	A/P - Accrued. Vacation	\$12,429.00
9580	Sales Tax Liability	\$877.28
9599	Purchases Clearing	\$0.00
9650	Deferred Revenue	\$91,840.23
9780	Reserve/Central Kitchen	\$5,000,000.00
<b>Total LIABILITIES</b>		<b>\$6,765,619.41</b>
<b>Total Liability</b>		<b><u>\$6,765,619.41</u></b>
<b>Fund Balance</b>		
<b>FUND BALANCE</b>		
9798	Fund Balance	\$3,779,539.80
<b>Total FUND BALANCE</b>		<b>\$3,779,539.80</b>
<b>Total Fund Balance</b>		<b><u>\$3,779,539.80</u></b>
<b>Current Year Profit (Loss)</b>		<b><u>(\$663,411.19)</u></b>
<b>Total Liabilities and Fund Balance</b>		<b><u><u>\$9,881,748.02</u></u></b>

Accounting Period equals 2 - 2016

# Statement of Revenues and Expenses

## Anaheim School Dist/Food Services

	Period Ending 8/31/2015				Period ending 8/31/2014			
	Monthly	%	YTD	%	Monthly	%	YTD	%
<b>Revenue</b>								
<b>Local Revenue</b>								
8621	\$22,902.00	1.49 %	\$24,373.25	1.43 %	\$14,522.75	1.90 %	\$16,230.50	1.75 %
Elementary - Lunch								
8632	\$3,907.75	0.25 %	\$3,907.75	0.23 %	\$960.75	0.13 %	\$960.75	0.10 %
High School - Breakfast								
8633	\$55,521.00	3.62 %	\$56,425.75	3.30 %	\$17,937.25	2.34 %	\$19,680.75	2.12 %
High School - Lunch								
8635	\$128,099.19	8.34 %	\$128,105.19	7.50 %	\$56,665.83	7.40 %	\$56,683.26	6.12 %
A La Carte Sales								
8636	\$64.76	0.00 %	\$64.76	0.00 %	\$7.40	0.00 %	\$7.40	0.00 %
Adult Rev. - Breakfast								
8637	\$4,031.39	0.26 %	\$4,039.73	0.24 %	\$1,313.62	0.17 %	\$1,322.88	0.14 %
Adult Rev. - Lunch								
<b>Local Revenue</b>	<b>\$214,526.09</b>	<b>13.97 %</b>	<b>\$216,916.43</b>	<b>12.70 %</b>	<b>\$91,407.60</b>	<b>11.93 %</b>	<b>\$94,885.54</b>	<b>10.24 %</b>
<b>Federal Reimbursements</b>								
8200	\$215,960.76	14.06 %	\$237,847.57	13.93 %	\$110,071.70	14.37 %	\$133,567.07	14.42 %
Fed. Meal Rev.-Breakfast								
8220	\$950,783.94	61.92 %	\$1,098,108.84	64.31 %	\$475,547.80	62.08 %	\$582,358.94	62.86 %
Fed. Meal Rev.-Lunch								
8290	\$26,333.16	1.72 %	\$30,265.20	1.77 %	\$18,932.98	2.47 %	\$23,461.84	2.53 %
Misc Fed Rev.-Snack								
<b>Federal Reimbursements</b>	<b>\$1,193,077.86</b>	<b>77.70 %</b>	<b>\$1,366,221.61</b>	<b>80.01 %</b>	<b>\$604,552.48</b>	<b>78.92 %</b>	<b>\$739,387.85</b>	<b>79.80 %</b>
<b>State Reimbursements</b>								
8500	\$24,875.16	1.62 %	\$27,398.23	1.60 %	\$12,891.36	1.68 %	\$15,657.97	1.69 %
St. Meal Rev.-Breakfast								
8520	\$69,001.82	4.49 %	\$80,256.26	4.70 %	\$35,140.75	4.59 %	\$43,009.41	4.64 %
St. Meal Rev.-Lunch								
<b>State Reimbursements</b>	<b>\$93,876.98</b>	<b>6.11 %</b>	<b>\$107,654.49</b>	<b>6.30 %</b>	<b>\$48,032.11</b>	<b>6.27 %</b>	<b>\$58,667.38</b>	<b>6.33 %</b>
<b>Other Revenue</b>								
8638	\$19,306.01	1.26 %	(\$1,542.84)	-0.09 %	(\$161.68)	-0.02 %	(\$413.48)	-0.04 %
Cash Over & Short								
8699	\$14,669.94	0.96 %	\$18,335.89	1.07 %	\$22,176.92	2.90 %	\$33,972.49	3.67 %
Spec Activity/Cater								
<b>Other Revenue</b>	<b>\$33,975.95</b>	<b>2.21 %</b>	<b>\$16,793.05</b>	<b>0.98 %</b>	<b>\$22,015.24</b>	<b>2.87 %</b>	<b>\$33,559.01</b>	<b>3.62 %</b>
<b>Total Revenue</b>	<b>\$1,535,456.88</b>	<b>100.00 %</b>	<b>\$1,707,585.58</b>	<b>100.00 %</b>	<b>\$766,007.43</b>	<b>100.00 %</b>	<b>\$926,499.78</b>	<b>100.00 %</b>
<b>Expense</b>								
<b>Food Purchases &amp; Govmnt</b>								
4700	\$766,413.51	49.91 %	\$805,883.21	47.19 %	\$404,660.54	52.83 %	\$467,961.14	50.51 %
Food Purchases								
<b>Food Purchases &amp; Govmnt</b>	<b>\$766,413.51</b>	<b>49.91 %</b>	<b>\$805,883.21</b>	<b>47.19 %</b>	<b>\$404,660.54</b>	<b>52.83 %</b>	<b>\$467,961.14</b>	<b>50.51 %</b>
<b>Supplies</b>								
4300	\$72,434.34	4.72 %	\$96,225.53	5.64 %	\$34,211.31	4.47 %	\$40,762.40	4.40 %
Materials & Supplies								
4790	\$78.41	0.01 %	\$10,328.83	0.60 %	(\$5,435.48)	-0.71 %	\$158.09	0.02 %
Supplies (Food)								
<b>Supplies</b>	<b>\$72,512.75</b>	<b>4.72 %</b>	<b>\$106,554.36</b>	<b>6.24 %</b>	<b>\$28,775.83</b>	<b>3.76 %</b>	<b>\$40,920.49</b>	<b>4.42 %</b>
<b>Salaries</b>								
2200	\$398,843.61	25.98 %	\$536,495.30	31.42 %	\$164,161.22	21.43 %	\$230,728.43	24.90 %
Classified Salaries								
2300	\$38,345.30	2.50 %	\$76,690.60	4.49 %	\$37,833.62	4.94 %	\$75,667.24	8.17 %
Class.Sup/Admin Salaries								

# Statement of Revenues and Expenses

## Anaheim School Dist/Food Services

Expense	Period Ending 8/31/2015				Period ending 8/31/2014			
	Monthly	%	YTD	%	Monthly	%	YTD	%
<b>Salaries</b>								
2400 Clerical/Office Salaries	\$33,897.40	2.21 %	\$63,032.41	3.69 %	\$27,895.08	3.64 %	\$54,665.44	5.90 %
2550 Food Service Vacation Pay	\$12,429.00	0.81 %	\$12,429.00	0.73 %	\$0.00	0.00 %	\$0.00	0.00 %
<b>Salaries</b>	<b>\$483,515.31</b>	<b>31.49 %</b>	<b>\$688,647.31</b>	<b>40.33 %</b>	<b>\$229,889.92</b>	<b>30.01 %</b>	<b>\$361,061.11</b>	<b>38.97 %</b>
<b>Benefits</b>								
3202 PERS, Classified Position	\$48,299.83	3.15 %	\$71,481.03	4.19 %	\$26,110.81	3.41 %	\$40,998.44	4.43 %
3302 OASD/MED/Classified Position	\$36,238.21	2.36 %	\$51,914.87	3.04 %	\$17,586.62	2.30 %	\$27,621.22	2.98 %
3402 Hlth/Welfare, Classified	\$177,093.03	11.53 %	\$354,186.06	20.74 %	\$167,936.01	21.92 %	\$336,213.46	36.29 %
3502 SUI, Classified Position	\$238.65	0.02 %	\$343.71	0.02 %	\$115.00	0.02 %	\$180.63	0.02 %
3602 Workers Comp, Classified	\$10,953.35	0.71 %	\$15,771.04	0.92 %	\$5,023.18	0.66 %	\$7,889.29	0.85 %
<b>Benefits</b>	<b>\$272,823.07</b>	<b>17.77 %</b>	<b>\$493,696.71</b>	<b>28.91 %</b>	<b>\$216,771.62</b>	<b>28.30 %</b>	<b>\$412,903.04</b>	<b>44.57 %</b>
<b>Other Expenses</b>								
5200 Travel & Conference	\$1,637.79	0.11 %	\$2,839.21	0.17 %	\$1,702.01	0.22 %	\$3,347.09	0.36 %
5500 Operation & Housekeeping	\$12,685.99	0.83 %	\$61,310.47	3.59 %	\$8,329.45	1.09 %	\$9,572.45	1.03 %
5600 Rental/Lease/Repair	\$25,650.11	1.67 %	\$74,623.95	4.37 %	\$52,929.06	6.91 %	\$86,945.53	9.38 %
5650 Bank Fees	\$20.00	0.00 %	\$40.00	0.00 %	\$20.00	0.00 %	\$40.00	0.00 %
5900 Fax, Pager, Postage	\$5,625.81	0.37 %	\$5,639.77	0.33 %	\$0.00	0.00 %	\$0.00	0.00 %
6400 Equipment less \$5000	\$27,426.37	1.79 %	\$31,621.15	1.85 %	\$40,792.11	5.33 %	\$40,792.11	4.40 %
<b>Other Expenses</b>	<b>\$73,046.07</b>	<b>4.76 %</b>	<b>\$176,074.55</b>	<b>10.31 %</b>	<b>\$103,772.63</b>	<b>13.55 %</b>	<b>\$140,697.18</b>	<b>15.19 %</b>
<b>Capital Outlay</b>								
6500 Equipment-RPmore\$5000	\$10,799.91	0.70 %	\$100,140.63	5.86 %	\$0.00	0.00 %	\$0.00	0.00 %
<b>Capital Outlay</b>	<b>\$10,799.91</b>	<b>0.70 %</b>	<b>\$100,140.63</b>	<b>5.86 %</b>	<b>\$0.00</b>	<b>0.00 %</b>	<b>\$0.00</b>	<b>0.00 %</b>
<b>Total Expense</b>	<b>\$1,679,110.62</b>	<b>109.36 %</b>	<b>\$2,370,996.77</b>	<b>138.85 %</b>	<b>\$983,870.54</b>	<b>128.44 %</b>	<b>\$1,423,542.96</b>	<b>153.65 %</b>
<b>Net Profit (Loss)</b>	<b>(\$143,653.74)</b>	<b>-9.36 %</b>	<b>(\$663,411.19)</b>	<b>-38.85 %</b>	<b>(\$217,863.11)</b>	<b>-28.44 %</b>	<b>(\$497,043.18)</b>	<b>-53.65 %</b>

Accounting Period equals 2 - 2016 and the Prior Accounting Period is equal to Accounting Period equals 2 - 2015

**Trial Balance**  
**Anaheim School Dist/Food Services**  
**For the period ending 8/31/2015**

10/8/2015 9:01:17 AM

Account	Total Debits	Total Credits
2200 Classified Salaries	\$536,495.30	
2300 Class.Sup/Admin Salaries	\$76,690.60	
2400 Clerical/Office Salaries	\$63,032.41	
2550 Food Service Vacation Pay	\$12,429.00	
3202 PERS, Classified Position	\$71,481.03	
3302 OASD/MED/Classified Position	\$51,914.87	
3402 Hlth/Welfare, Classified	\$354,186.06	
3502 SUI, Classified Position	\$343.71	
3602 Workers Comp, Classified	\$15,771.04	
4300 Materials & Supplies	\$96,225.53	
4700 Food Purchases	\$805,883.21	
4790 Supplies (Food)	\$10,328.83	
5200 Travel & Conference	\$2,839.21	
5500 Operation & Housekeeping	\$61,310.47	
5600 Rental/Lease/Repair	\$74,623.95	
5650 Bank Fees	\$40.00	
5900 Fax, Pager, Postage	\$5,639.77	
6400 Equipment less \$5000	\$31,621.15	
6500 Equipment-RPmore\$5000	\$100,140.63	
8200 Fed. Meal Rev.-Breakfast		\$237,847.57
8220 Fed. Meal Rev.-Lunch		\$1,098,108.84
8290 Misc Fed Rev.-Snack		\$30,265.20
8500 St. Meal Rev.-Breakfast		\$27,398.23
8520 St. Meal Rev.-Lunch		\$80,256.26
8621 Elementary - Lunch		\$24,373.25
8632 High School - Breakfast		\$3,907.75
8633 High School - Lunch		\$56,425.75
8635 A La Carte Sales		\$128,105.19
8636 Adult Rev. - Breakfast		\$64.76
8637 Adult Rev. - Lunch		\$4,039.73
8638 Cash Over & Short	\$1,542.84	
8699 Spec Activity/Cater		\$18,335.89
9120 Cash-Checking	\$6,628,530.38	
9122 Change Fund	\$14,380.00	
9123 Petty Cash	\$50.00	
9210 A/R - Current	\$17,280.75	
9280 A/R - State	\$222,846.06	
9290 A/R - Federal	\$2,798,588.74	
9321 Warehouse Food	\$53,538.32	
9322 Warehouse Commodity	\$31,059.87	
9323 Warehouse Supplies	\$51,079.01	
9326 School Food	\$44,425.33	
9327 School Commodity	\$8,248.59	
9328 School Supplies	\$11,720.98	
9510 A/P - Current		\$1,660,472.90
9530 A/P - Accrued. Vacation		\$12,429.00
9580 Sales Tax Liability		\$877.28
9599 Purchases Clearing		\$0.00
9650 Deferred Revenue		\$91,840.23
9780 Reserve/Central Kitchen		\$5,000,000.00
9798 Fund Balance		\$3,779,539.80
	\$12,254,287.64	\$12,254,287.63
	\$12,254,287.64	\$12,254,287.63

Accounting Period equals 2 - 2016



ANAHEIM UNION HIGH SCHOOL DISTRICT  
Business Division  
2015/16 MONTHLY ENROLLMENT REPORT

MONTH 2  
09/08/15 to 10/02/15

SCHOOL	REGULAR DAY						Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
	9th	10th	11th	12th	11th	12th				
Anaheim	763	801	757	636	2,957	91	2	3,050		
Cypress	684	693	631	632	2,640	83	-	2,723		
Katella	674	706	600	500	2,480	136	2	2,618		
Kennedy	655	621	605	478	2,359	76	-	2,435		
Loara	559	564	541	520	2,184	126	2	2,312		
Magnolia	404	457	427	372	1,660	125	1	1,786		
Oxford	211	204	190	185	790	-	-	790		
Savanna	523	534	442	453	1,952	61	3	2,016		
Western	512	508	486	423	1,929	73	-	2,002		
<b>Total Comprehensive</b>	<b>4,985</b>	<b>5,088</b>	<b>4,679</b>	<b>4,199</b>	<b>18,951</b>	<b>771</b>	<b>10</b>	<b>19,732</b>		
Independent Learning Centers	-	-	16	193	209	-	-	209		
Gilbert High School	1	19	165	475	660	88	1	749		
Polaris High School	9	28	61	100	198	-	-	198		
Special Education Transition Program	-	-	-	-	-	140	-	140		
<b>Total Alternative Ed</b>	<b>10</b>	<b>47</b>	<b>242</b>	<b>768</b>	<b>1,067</b>	<b>228</b>	<b>1</b>	<b>1,296</b>		
Hope	-	-	-	-	-	235	-	235		
<b>Total Senior High Schools</b>	<b>4,995</b>	<b>5,135</b>	<b>4,921</b>	<b>4,967</b>	<b>20,018</b>	<b>1,234</b>	<b>11</b>	<b>21,263</b>		

SCHOOL	REGULAR DAY				Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
	7th	8th	11th	12th				
Ball	495	478	973	51	1,024			
Brookhurst	556	529	1,085	20	1,105			
Dale	584	551	1,135	54	1,190			
Lexington	697	634	1,331	28	1,359			
Orangeview	397	431	828	40	868			
Oxford	209	210	419	-	419			
South	766	721	1,487	62	1,550			
Sycamore	696	677	1,373	60	1,434			
Walker	531	550	1,081	26	1,107			
<b>Total Comprehensive</b>	<b>4,931</b>	<b>4,781</b>	<b>9,712</b>	<b>341</b>	<b>10,056</b>			
Polaris High School	1	4	5	-	5			
<b>Total Junior High Schools</b>	<b>4,932</b>	<b>4,785</b>	<b>9,717</b>	<b>341</b>	<b>10,061</b>			

DISTRICT TOTAL 31,324

**ANAHEIM UNION HIGH SCHOOL DISTRICT**

Business Division

2015/16 MONTHLY ENROLLMENT REPORT

**GROWTH vs. DECLINE - MONTH to MONTH COMPARISON**

**Month 2**

<b>HIGH SCHOOL</b>	<b>Month 1</b>	<b>Month 2</b>	<b>Growth v. (Decline)</b>
Anaheim	3,076	3,050	(26)
Cypress	2,723	2,723	-
Katella	2,611	2,618	7
Kennedy	2,440	2,435	(5)
Loara	2,320	2,312	(8)
Magnolia	1,775	1,786	11
Oxford	791	790	(1)
Savanna	2,018	2,016	(2)
Western	2,014	2,002	(12)
<b>Total Senior High</b>	<b>19,768</b>	<b>19,732</b>	<b>(36)</b>

<b>JUNIOR HIGH SCHOOL</b>	<b>Month 1</b>	<b>Month 2</b>	<b>Growth v. (Decline)</b>
Ball	1,016	1,024	8
Brookhurst	1,105	1,105	-
Dale	1,186	1,190	4
Lexington	1,361	1,359	(2)
Orangeview	861	868	7
Oxford	419	419	-
South	1,540	1,550	10
Sycamore	1,432	1,434	2
Walker	1,112	1,107	(5)
<b>Total Junior High</b>	<b>10,032</b>	<b>10,056</b>	<b>24</b>

<b>Total Comprehensive Schools</b>	<b>29,800</b>	<b>29,788</b>	<b>(12)</b>
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<b>Alternative Education</b>	<b>Month 1</b>	<b>Month 2</b>	<b>Growth v. (Decline)</b>
Independent Learning Centers	211	209	(2)
Community Day School	-	-	-
Gilbert High School	759	749	(10)
Hope	232	235	3
Polaris High School	189	203	14
Special Education Transition Program	140	140	-
<b>Total Alternative Ed.</b>	<b>1,531</b>	<b>1,536</b>	<b>5</b>
<b>District Total</b>	<b>31,331</b>	<b>31,324</b>	<b>(7)</b>



## AGREEMENT

This Agreement is made on the 1<sup>st</sup> day of October 2015, between Public Works doing business at 90 North Daisy Avenue, Pasadena, California 91107 and Anaheim Union High School District doing business at 501 Crescent Way, Anaheim, California 92803.

**Scope of Services:** Public Works agrees to perform and complete the services described in the Evaluation Scope of Work (Exhibit A) of this Agreement. Public Works warrants that it is qualified to perform the services requested by this Agreement.

**Term of Contract:** This Agreement shall be in effect from October 1, 2015 and shall conclude no later than September 30, 2017. Any changes made to the term of this Agreement must be in writing and signed by both parties.

**Compensation:** For services rendered under this Agreement, Anaheim Union High School District shall pay Public Works an amount of \$18,510 for each of the two grant cycles awarded under the Cohort 10 California Mathematics and Science Partnership (CaMSP), for a not to exceed a total of \$37,020. Payments to be made according to attached Payment Schedule (Exhibit B).

*Annual contract amount represents four percent (4%) of CDE approved grant award amount for evaluation services. Funding for subsequent years will follow the same funding formula.*

**Termination:** Anaheim Union High School District may terminate this Agreement by delivering written notice to Public Works at least 30 days before the date of termination and will be responsible for reimbursing Public Works for all uninvoiced services that have been satisfactorily performed by Public Works prior to the date on which Public Works receives a notice of termination from Anaheim Union High School District pursuant to this section. Public Works shall submit a final invoice to Anaheim Union High School District within 30 days from the termination date.

*In the event Anaheim Union High School District is notified that they will not receive funding for subsequent cycles, Anaheim Union High School District will provide said notice to Public Works as evidence to terminate the contract.*

**Relationship of Parties:** Public Works is not an agent or employee of Anaheim Union High School District for any purpose. Employees of Public Works are not entitled to any benefits that Anaheim Union High School District provides Anaheim Union High School District employees. This is not an exclusive Agreement. Both parties are free to contract with other parties for similar services.

**Entirety of Agreement:** This document and the exhibit attached hereto constitute the full and complete terms of the Agreement between Anaheim Union High School District and Public Works. No other provisions or requirements that are not incorporated into this writing are valid. No amendments to this Agreement are effective unless made in writing and signed by both parties. Any condition, covenant, and obligation contained in this Agreement may be waived only by written Agreement signed by both parties.

**Indemnification:** Public Works expressly agrees to hold and save harmless and indemnify Anaheim Union High School District, its officers, agents, servants and employees for liability of any nature related to the services provided under this Agreement, arising from any negligent or intentional act or omission of Public Works or of any employee of Public Works.

**Severability:** The provisions of this Agreement are severable. If any individual provision is found to be unenforceable, the remained shall remain in force.

This Agreement is executed by authorized representatives of Anaheim Union High School District and Public Works.

\_\_\_\_\_  
Authorized Signature  
Anaheim Union High School District

\_\_\_\_\_  
Mikala L. Rahn, CEO  
Public Works

Name: Dr. Jaron Fried

Title: Interim Assistant Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Exhibit A  
Public Works  
Scope of Work

Public Works will serve as the state and local evaluator for CaMSP Cohort 10 Anaheim Union High School District (Lead LEA) Partnership from October 1, 2015 to September 30, 2017, which encompasses the second and third grant cycle for the CaMSP Cohort 10 grants. Public Works will support this partnership by:

Assisting with the Statewide evaluation including:

- Administration of the statewide partner and teacher survey
- Assist with setting up the attendance database and activities
- Assist with responding to data requests related to student outcome study

Conducting the local evaluation including:

- Create local evaluation plan and provide technical assistance
- Develop instruments, process and report data
- Administer and analyze the teacher content assessment
- Provide local evaluation updates for Year-to-Date (YTD) reports due to CDE
- Provide an annual local evaluation report for attachment to the Annual Performance Report (APR) due to CDE and the US Department of Ed
- Assisting with completion of the APR related to the local evaluation

Partnership is responsible for:

- Data collection per local evaluation plan including surveys, observations and interviews
- Support in administration of teacher content assessment and data requests
- Completion of the APR

Exhibit B  
Public Works  
Payment Schedule

**Grant Cycle 2 (October 1, 2015 to Sept 30, 2016): \$18,510**

Payment 1:	October 31, 2015	20%	\$ 3,702
Payment 2:	March 31, 2016	40%	\$ 7,404
Payment 3:	September 30, 2016	40%	\$ 7,404

**Grant Cycle 3 (October 1, 2016 to Sept 30, 2017): \$18,510**

Payment 4:	December 31, 2016	40%	\$ 7,404
Payment 5:	March 31, 2017	40%	\$ 7,404
Payment 6:	September 30, 2017	20%	\$ 3,702

**TOTAL \$ 37,020**

**Deliverables included:**

**Grant Cycle 2 (July 1, 2015 to Sept 30, 2016)**

Preliminary Evaluation Report for YTD 2 (3/31/16)  
Updated Evaluation Report for YTD 3 (7/31/16)  
Final Cycle 2 Evaluation Report for YTD 4 and APR (10/15/16)

**Grant Cycle 3 (July 1, 2016 to Sept 30, 2017)**

Preliminary Evaluation Report for YTD 2 (3/31/17)  
Updated Evaluation Report for YTD 3 (7/31/17)  
Final Cycle 3 Evaluation Report for YTD 4 and APR (10/15/17)

## Memorandum of Understanding

Between Anaheim Union High School District and Boys Town California, Inc.

This memorandum of understanding is hereby entered between the two parties indicated below and for the purpose as stated in the scope of work:

### Anaheim Union High School District

Patricia Lockhart, Student Guidance Service Director  
Contact Person/Title

501 Crescent Way  
Anaheim, CA 92801  
Address

(714) 999-3567  
Phone Number

### Boys Town California, Inc.

Lawren Ramos, Executive Director  
Contact Person/Title

2223 Wellington Ave., 3rd floor  
Santa Ana, CA 92701  
Address

(714) 558-0303 x55801  
Lawren.Ramos@boystown.org  
Phone Number/Email

## I. Purpose

The purpose of this Memorandum of Understanding (MOU) is to maintain an effective working relationship established between Boys Town California (BT CA) and Anaheim Union High School District (AUHSD). AUHSD commits to provide referrals to BT CA when appropriate for parenting classes for students' parent(s)/caregiver(s). The goal of this initiative is to help parents learn to reduce children's problem behaviors, minimize problems that disrupt family life, and build strong, healthy relationships by providing (at no cost) Common Sense Parenting® Classes to the parent(s)/caregiver(s) of students in AUHSD.

## II. Term

The Memorandum of Understanding shall begin September 5, 2015 and extend through September 4, 2016.

## III. Scope of Work

### Description of Services

1. AUHSD agrees to contact parent(s) referred for Common Sense Parenting® classes being offered at the school sites and provide the schedule of class times and dates and a brief description of the curriculum.
2. AUHSD agrees to provide referrals to BT CA; and appropriate-size rooms for a) delivering the Common Sense Parenting® classes, and b) providing child care as needed.
3. BT CA agrees to provide a certified Parent Trainer to facilitate Common Sense Parenting® classes at the school sites and provide a trained BT CA assigned Child Care Assistant to provide child care as needed.
4. BT CA agrees to provide Common Sense Parenting® classes at no cost to AUHSD or to parent(s)/caretaker(s).

**IV. Termination**

This Memorandum of Understanding shall be effective upon approval of both parties shown below and as dated by both parties for one year (12 months). This agreement may be renewed annually by a new document with term, modifications as needed and affixed signatures and dates. Should this Memorandum of Understanding require modification, such changes shall only be added by mutual agreement by both parties. This Memorandum of Understanding may be terminated by either party by issuing a written Notice of Termination (30 days written notice) delivered by email or mail.

Anaheim Union High School District

\_\_\_\_\_  
Patricia Lockhart  
Director, Student Guidance Service

\_\_\_\_\_  
Date

Boys Town, California

  
\_\_\_\_\_  
Lawren Ramos  
Executive Director, Boys Town California, Inc.

\_\_\_\_\_  
Date

9/22/15





Orange County United Way

## 2015/2016 DESTINATION GRADUATION INITIATIVE

### MEMORANDUM OF UNDERSTANDING BETWEEN ORANGE COUNTY UNITED WAY AND ANAHEIM UNION HIGH SCHOOL DISTRICT

This Memorandum of Understanding outlines the partnership between Orange County United Way (“OCUW”) and Anaheim Union High School District (“AUHSD”) in regards to the implementation of OCUW’s Destination Graduation Initiative during the 2015/2016 academic year. Destination Graduation is OCUW’s education initiative designed to ensure all students graduate high school, college and career ready. To this end, OCUW is working with 11 high schools and 9 intermediate schools in Orange County to support the academic enhancement efforts of the AVID program, provide AVID students with additional college and career exposure opportunities and aid in their development of critical 21<sup>st</sup> century skills. The following outlines the opportunities made available through the Destination Graduation initiative.

#### 1. GRANT AWARD TO ANAHEIM UNION HIGH SCHOOL DISTRICT

Upon signed execution of this Memorandum of Understanding, OCUW will provide AUHSD with a grant award in the amount of **\$38,575** to support the districtwide College and Career Fair, and the execution of the following AVID enhancement activities throughout the 2015/2016 academic year at all 3 high schools identified below. The grant award is to be distributed as follows:

- **KATELLA HIGH SCHOOL**
- **SAVANNA HIGH SCHOOL**
- **ANAHEIM HIGH SCHOOL**

**AVID SUMMER INSTITUTE 2016** **\$8,700** (\$2,900 per high school)  
Registration and incidental costs (hotel, transportation and food) for 2 teachers from each school to attend a Regional 2016 Summer Institute or registration costs for four teachers or administrators per school to attend a Local 2016 Summer Institute.

**AVID TUTORS 2015/2016 SCHOOL YEAR** **\$15,000** (\$5,000 per high school)  
Hiring of AVID college tutors to provide student support 3-days per week

**AVID MATERIALS 2015/2016 SCHOOL YEAR** **\$1,575** (\$525 per high school)  
Purchase of “AVID Weekly” or other similar student support materials to be used to enhance AVID learning in the classroom

**AVID WORKSHOP ATTENDANCE 2015/2016 SCHOOL YEAR** **\$1,800** (\$600 per high school)  
Substitute teacher costs for each school to support AVID teacher attendance at AVID workshops (AUHSD agrees to release AVID teachers to attend AVID workshop)



Orange County United Way

***OFF-CAMPUS COLLEGE AND CAREER EXPLORATION FIELD-TRIP \$7,500 (\$2500 per high school)***

Field Trip must be off-campus, academic and career-focused to increase student's knowledge in in-demand industries and occupations including those in information technologies, advanced manufacturing and other science, technology, engineering and math (STEM) fields. Field-Trip may also be to a college or educational institution to experience and strengthen students' post-secondary awareness and explore opportunities beyond high school. Funds may be used to cover cost of transportation for a minimum of one hundred (100) students, student lunches, and classroom substitute and must be used by May 25, 2016.

***SCHOOL DISTRICT COLLEGE AND CAREER FAIR \$4,000 (Districtwide)***

Over 120 College Representatives will be on hand to engage our families in the planning process for college. In addition, workshops will be offered to families covering topics such as College Admissions, CTE demonstrations, applying to private colleges, Financial Aid, and becoming the best competitive candidate for college admissions. Shuttle buses will also be provided to transport students and families to and from the event.

**2. ADDITIONAL PROGRAM ACTIVITIES MADE AVAILABLE TO AUHSD**

In addition to OCUW's grant support of the AVID program outlined above, OCUW funding will provide the following education support services to the selected schools within your district. The estimated value of these Destination Graduation program services is \$10,000 per school.

**ROADTRIP NATION STUDENT CURRICULUM**

OCUW is funding Roadtrip Nation to provide AUHSD AVID classrooms with enough copies of the Roadtrip Nation Experience curriculum to be implemented in two AVID grade levels as determined by AVID teachers. This exciting curriculum is designed to assist students to explore and define their academic and career interests. *(AUHSD agrees to implement Roadtrip Nation curriculum in a timely manner in two AVID grade levels)*

**ON-SITE CAREER DAY EXPLORATION**

OCUW will connect corporate partner executives with AVID students through AVID classroom meet and greets. Students will learn about career opportunities from local role models. Speakers will be approved by AVID teachers. *(AUHSD AVID teachers will work with OCUW to schedule Career Exploration Days in the AVID classrooms.)*

**3. GRANT FUNDING CONDITIONS**

AUHSD agrees to maintain the AVID program at Katella High School, Savanna High School, and Anaheim High School will support the implementation of Destination Graduation program activities as outlined above. The Purpose of the Grant is subject to modification only with OCUW's prior written approval. AUHSD must inform OCUW, in writing, immediately, of any



Orange County United Way

changes, delays and/or problems associated with implementation of the project that will jeopardize the agreed upon purpose.

#### **4. GRANT REPORTING**

AUHSD will provide OCUW with a Destination Graduation District Grant Program Reports, via OCUW's e-CImpact online reporting system, related to the Purpose of the Grant. District Grant Outcome Reports should include, but is not limited to, the following **per grant funded school:**

##### **Program Outcomes**

Number of total tutor hours per week  
Number of total tutor hours for school year  
Total number of teachers who received AVID training and development  
Types of AVID trainings/workshops teachers attended.  
Total number of students participating AVID by grade level  
College and Career Fair outcomes  
Financial Summary End of Year Grant Report

##### **High School Outcomes**

# and % Graduated From High School  
# and % Completed Four-Year College Requirements  
# and % Applied to a Four-Year College  
# and % Accepted at a Four-Year College  
# and % Planned to Attend a College or University After High School  
# and % took either the PSAT and SAT Test.

##### **Middle School Eighth Grader Outcomes**

# and % Completed algebra or a higher math course with a "C" or better.  
# and % Enrolled in an Honors class (e.g. Advanced English, Honors History and Science)  
# and % Completed an Honors (e.g. Advanced English, Honors History and Science) , not algebra, with a grade of "C" or better  
# and % took either the, ReadStep, PSAT or the ACT EXPLORE Test.

##### **Field Trip Outcome Summaries**

Types of field trips (Date, location, purpose.)  
Number of students participated  
Field Trip itemized list of expenditures (Transportation, Substitute, Food etc.)

AUHSD agrees to submit a mid-year program progress report and year-end report based on shared outcomes determined in partnership with OCUW for the program supported by the OCUW grant award. OCUW will provide AUHSD with access to the grant reporting templates through the e-Cimpact system in advance of report deadlines.

· Mid-year ending March 31, 2016:

Report Due April 15, 2016



Orange County United Way

- Final Year-End Report ending June 30, 2016: Report Due July 15, 2016  
(Cumulative)

OCUW continues to refine its evaluative processes to assist AUHSD and the community to successfully measure OCUW's impact. Where appropriate, AUSHD agrees to participate in the ongoing development of these evaluative processes. Specific areas may include, but are not limited to, the development of shared and individual outcomes for programmatic performance, standards for service delivery and assessment tools.

It is AUHSD sole responsibility to adhere to the deadlines indicated above. Failure to do so may result in termination of the Grant Agreement, including, but not limited to any balance of the Award, the ability of AUSHD to participate in subsequent grant opportunities.

IN WITNESS WHERE OF, the duly authorized representatives of the parties below have caused this Grant Agreement to be executed and considered the same to be effective as of the date written above.

**BY SCHOOL:**

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name/Title: \_\_\_\_\_

Anaheim Union High School District Representative

**BY ORANGE COUNTY UNITED WAY:**

\_\_\_\_\_  
Carla Vargas Date

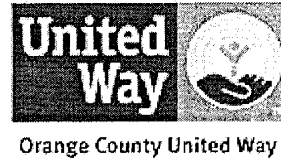
Senior Vice President, Community Impact

\_\_\_\_\_  
Sandra Bensworth Date

Chief Financial Officer

**OCUW'S DESTINATION GRADUATION CONTACT INFORMATION**

Sergio Contreras  
Senior Manager, Education  
949-263-6109  
sergioc@unitedwayoc.org



## 2015/2016 DESTINATION GRADUATION INITIATIVE

### MEMORANDUM OF UNDERSTANDING BETWEEN ORANGE COUNTY UNITED WAY AND ANAHEIM UNION HIGH SCHOOL DISTRICT (INTERMEDIATE SCHOOLS)

This Memorandum of Understanding outlines the partnership between Orange County United Way (“OCUW”) and Anaheim Union High School District (“AUHSD”) in regards to the implementation of OCUW’s Destination Graduation Initiative in AUHSD’s intermediate schools during the 2015/2016 academic year. Destination Graduation is OCUW’s education initiative designed to ensure all students transition to and graduate from high school, college and career ready. To this end, OCUW is partnering with 11 high schools and 9 intermediate schools in Orange County to support the academic enhancement efforts of the AVID program and provide AVID students with additional college and career exposure opportunities aiding in their development of critical 21<sup>st</sup> century skills. The following outlines the opportunities made available through the Destination Graduation initiative for the following AUHSD schools.

#### **1. GRANT AWARD TO ANAHEIM UNION HIGH SCHOOL DISTRICT**

Upon signed execution of this Memorandum of Understanding, OCUW will provide AUHSD with a grant award in the amount of **\$18,050** to support the execution of the following AVID enhancement activities throughout the 2015/2016 academic year at the 2 intermediate schools identified below. The grant award is to be distributed as follows:

- **SOUTH INTERMEDIATE SCHOOL**
- **BROOKHURST INTERMEDIATE SCHOOL**

**AVID SUMMER INSTITUTE 2016** **\$5,800** (*\$2,900 per intermediate school*)

Registration and incidental costs (hotel, transportation and food) for 2 teachers from each school to attend a Regional 2016 Summer Institute or registration costs for four teachers or administrators per school to attend a Local 2016 Summer Institute.

**AVID TUTORS 2015/2016 SCHOOL YEAR** **\$10,000** (*\$5,000 per intermediate school*)

Hiring of AVID college tutors to provide student support 3-days per week

**AVID MATERIALS 2015/2016 SCHOOL YEAR** **\$1,050** (*\$525 per intermediate school*)

Purchase of “AVID Weekly” or other similar student support materials to be used to enhance AVID learning in the classroom



Orange County United Way

**AVID WORKSHOP ATTENDANCE 2015/2016**      **\$1,200** (*\$600 per intermediate school*)  
Substitute teacher costs for each school to support AVID teacher attendance at AVID workshops  
(*AUHSD agrees to release AVID teachers to attend AVID workshops*)

## **2. ADDITIONAL PROGRAM ACTIVITIES MADE AVAILABLE TO AUHSD**

In addition to OCUW's grant support of the AVID program outlined above, OCUW funding will provide the following education support services to the selected schools within your district. The estimated value of these Destination Graduation program services is \$15,000 per school.

### **ROADTRIP NATION STUDENT CURRICULUM**

OCUW is funding Roadtrip Nation to provide AUHSD AVID classrooms with enough copies of the Roadtrip Nation Experience curriculum to be implemented in two AVID grade levels as determined by AVID teachers. This exciting curriculum is designed to assist students to explore and define their academic and career interests. (*AUHSD agrees to implement Roadtrip Nation curriculum in a timely manner in two AVID grade levels*)

### **ON-SITE PROJECT-BASED LEARNING**

Discovery Science Center (DSC) will teach three one-hour guided hands-on project based learning sessions per grouping of 21-42 middle school students. The session will focus on Chemistry of Water and Water Pollution. The objectives are to teach the students about positive aspects of an appropriate amount of dissolved oxygen, nitrates, phosphates, and other elements in the water, as well as the negative impact that an overabundance or depletion of these elements have on the associated plant and animal life. Students will also discover the beneficial and harmful impacts that people can make on aquatic environments and on our drinking water sources while conducting activities performed by chemists, lab technicians, environmentalists, and others. (*AUHSD agrees to communicate with Discovery Cube to schedule sessions.*)

### **ON-SITE CAREER EXPLORATION DAYS**

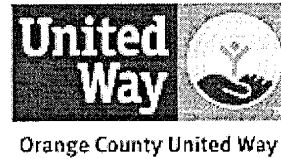
OCUW will connect corporate partner executives with AVID students through AVID classroom "meet and greets." Students will learn about career opportunities from local role models. Speakers will be approved by AVID teachers. (*AUHSD AVID teachers will work with OCUW to schedule Career Exploration Days in the AVID classrooms.*)

### **OCUW MOBILE STEM CAREER EXHIBITS**

OCUW is funding Vital Link to deliver the Mobile Career Units to the campuses of South Intermediate School and Brookhurst Intermediate School during the 2015/2016 school year. These units will be delivered, staffed and supported for the entire school day. As a result we request that each school encourage all teachers and students (not just AVID students) to experience these interactive hands-on career exploration exhibits. (*AUHSD agrees to communicate with Vital Link to schedule the Mobile Exhibit Day.*)

### **CSUF COLLEGE AND CAREER EXPOSURE PROGRAMS**

OCUW is funds California State University, Fullerton to provide students and their parents with access to information about assessing college and financial aid, and exposure to high



education and careers via workshops, experiential programs, campus visits, events and STEM activities. (AUHSD agrees to communicate with CSUF to schedule events and activities. All on a first come, first serve basis.)

### **3. GRANT FUNDING CONDITIONS**

AUHSD agrees to maintain the AVID program at the aforementioned schools and will support the implementation of Destination Graduation program activities as outlined above. The Purpose of the Grant is subject to modification only with OCUW's prior written approval. AUHSD must inform OCUW, in writing, immediately, of any changes, delays and/or problems associated with implementation of the project that will jeopardize the agreed upon purpose.

### **4. GRANT REPORTING**

AUHSD will provide OCUW with a Destination Graduation District Grant Program Reports, via OCUW's e-CImpact online reporting system, related to the Purpose of the Grant. District Grant Outcome Reports should include, but is not limited to, the following **per grant funded school**:

- Number of total tutor hours per week
- Number of total tutor hours for school year
- Total number of teachers who received AVID training and development
- Types of AVID trainings/workshops teachers attended.
- Total number of students participating AVID by grade level
- Financial Summary End of Year Grant Report

#### **Middle School Eighth Grader Outcomes**

- # and % Completed algebra or a higher math course with a "C" or better.
- # and % Enrolled in an Honors class (e.g. Advanced English, Honors History and Science)
- # and % Completed an Honors (e.g. Advanced English, Honors History and Science) , not algebra, with a grade of "C" or better
- # and % took either the, ReadStep, PSAT or the ACT EXPLORE Test.

#### **Optional Outcomes**

- # and % of students with a GPA of 2.5 and above
- # and % of students who maintain an attendance rate of greater than or equal to 96%.
- # and % of students who participated in tutoring opportunities, college/career experiences and STEM opportunities.

AUHSD agrees to submit a mid-year program progress report and year-end report based on shared outcomes determined in partnership with OCUW for the program supported by the OCUW grant award. OCUW will provide AUHSD with access to the grant reporting templates through the e-CImpact system in advance of report deadlines.



Orange County United Way

IN WITNESS WHERE OF, the duly authorized representatives of the parties below have caused this Grant Agreement to be executed and considered the same to be effective as of the date written above.

**BY DISTRICT:**

Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Anaheim Union High School District Representative

**BY ORANGE COUNTY UNITED WAY:**

\_\_\_\_\_  
Carla Vargas Date  
Senior Vice President, Community Impact

\_\_\_\_\_  
Sandra Bensworth Date  
Chief Financial Officer

**OCUW'S DESTINATION GRADUATION CONTACT INFORMATION**

Sergio Contreras  
Senior Manager, Education  
949-263-6145  
[sergioc@unitedwayoc.org](mailto:sergioc@unitedwayoc.org)



**ANAHEIM UNION HIGH SCHOOL DISTRICT  
EDUCATIONAL CONSULTING AGREEMENT**

This educational consulting agreement (the "Agreement") is made and entered into between **Anaheim Union High School District**, hereinafter referred to as (the "Anaheim UHSD") and **North Orange County Community District** ("the District") serving in the role of professional services provider, hereinafter referred to as (the "District") as of the date that this Agreement is executed by all parties (the "Effective Date").

**RECITALS**

The District's Cypress College campus provides advisory education through its Counseling 140 C/Counseling 50 F (the "Program"); and

Anaheim UHSD is in need of such Program for its high school students who are also able to earn 1.0 unit during the semester in which they enrolled; and

The Program is offered on a limited basis during the spring semester of the 2016 academic year by the District's Cypress and Fullerton Colleges at designated sites of Anaheim UHSD; and

The District is specially trained, experienced, and competent to provide the Program; and

The parties now find it to be mutually beneficial for the Program to be made available to Anaheim UHSD students.

The purpose of this Agreement is to set forth the terms and conditions pursuant to which the parties will institute the Program at the District.

**THE PARTIES AGREE AS FOLLOWS:**

**I. GENERAL INFORMATION ABOUT THE PROGRAM**

- A. The commencement date for the provision of services under this agreement shall be January 1, 2016, but no sooner than the Effective Date, with all services performed and completed no later than May 31, 2016;
- B. Students participating in classes will enroll through the District's Cypress and Fullerton Colleges in accordance with established college registration procedures for Concurrent Special Admit Students;
- C. The length of program is a total of one semester spring of the 2015-16 academic year;
- D. Both the District and Anaheim UHSD agree that a total number of 450 students are expected to participate in the program;
- E. Classes offered pursuant to this Agreement will be conducted on such days and times and at such locations as mutually agreed upon by the District and Anaheim UHSD, provided

that no instruction shall occur on any day established holidays for either the District or Anaheim UHSD.

## II. RESPONSIBILITIES OF THE DISTRICT

- A. **Academic Responsibility.** The District shall provide credit instruction for a total of three (3) college courses of Counseling 140 C and ten (10) Counseling 50 F, during the 2015-16 academic year. Classes offered shall be accessible to high school students from the sites at which the classes are offered as well as to students from other sites as determined by District.
- i. District will provide instruction for the specified classes in compliance with the District's designated curriculum and class schedule and in compliance with instructional policies and procedures.
  - ii. District shall document all student enrollment and attendance.
  - iii. District shall create an effective teaching-learning environment and maintaining effective communication with Anaheim UHSD and high school campus staff.
- B. **District Classification.** The District's employees shall in no way be deemed employees of Anaheim UHSD. District shall be under the control of Anaheim UHSD as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.
- C. **District Supervision.** All instruction provided by the District shall be under the supervision and control of appropriately credentialed employees.
- D. **Compliance.** District shall comply with applicable federal, state and local laws, rules, regulations, and ordinances including workers' compensation requirements.
- E. **Registration Fee.** District shall not collect a registration fee from any student enrolled pursuant to this agreement nor claim state apportionment FTES for any student so enrolled.

## III. RESPONSIBILITIES OF Anaheim UHSD

- A. **Student Outreach.** Anaheim UHSD shall be responsible for providing services with respect student outreach, recruitment, orientation and counseling and guidance.
- B. **Technical Support.** Anaheim UHSD shall provide and maintain facilities, equipment, and instructional supplies and materials that are necessary for the provision of instruction by the District pursuant to this Agreement, without charge to the District, or without charge to any student receiving instruction pursuant hereto.
- C. **Non-resident Tuition.** Students who are subject to a non-resident tuition fee will be reimbursed by Anaheim UHSD for this fee. The spring 2016 non-resident fee is \$209.00 per unit. Any applicable non-resident tuition fee charges shall be reported to and paid by Anaheim UHSD not to exceed \$ 8,778 in addition to the compensation to the District for

instructional services outlined. In the event that more than 10% or 42 students are non-residents who enroll in the program the contract will be amended to include the cost of \$209.00 per additional non-resident student enrolled in the program.

- D. **District Fee and Timing of Such Payment.** Anaheim UHSD shall pay the District an amount not to exceed twenty-eight thousand six hundred dollars (\$28,600) plus any non-resident tuition fees as outlined in the foregoing Paragraph C. Payment to the District shall be made no later than thirty (30) days after submission of invoice to Anaheim UHSD to the attention of **Dr. Jaron Fried** Assistant Superintendent, Education for the District's services.

#### IV. INSURANCE and WORKER'S COMPENSATION

- A. **Insurance.** Both the District and Anaheim UHSD each agree to secure and maintain at all times throughout the term of this Agreement, each at its sole cost and expense insurance in amounts reasonably necessary to protect itself against liability arising from any and all negligent acts of incidents caused by Anaheim UHSD's students. Coverage under such professional and commercial general liability insurance shall not be less than one million dollars (\$1,000,000) per occurrence, and three million dollars (\$3,000,000) in aggregate.
- B. It is expected that both the District and Anaheim UHSD will provide the necessary worker's compensation for its own employees and students.

#### V. INDEMNIFICATION

The District agrees to defend all claims of loss, indemnify and hold harmless Anaheim UHSD and its officers, agents and employees from any and all liability for personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligent acts or omissions, willful misconduct of the District or its employees, officers, or volunteers in the performance of this Agreement.

Anaheim UHSD agrees to defend all claims of loss, indemnify and hold harmless the District and its officers, agents and employees from any and all liability for personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligent acts or omissions, willful misconduct of the Anaheim UHSD or its employees, officers, or volunteers in the performance of this Agreement.

#### VI. ASSIGNMENT

This Agreement is not assignable without written consent of the parties hereto.

#### VII. TERM AND TERMINATION

**Term.** This Agreement shall remain in full force and effect beginning on the Effective Date of this Agreement through May 31, 2016.

**Termination.** This Agreement may be terminated at any time by written Agreement or upon 30 days' advance written notice by one party or the other, PROVIDED, HOWEVER, that in no event shall termination take effect with respect to currently enrolled Anaheim UHSD students who shall be permitted to complete their course for any semester in which termination would otherwise occur.

## VIII. GENERAL PROVISIONS

- A. **Assignment.** Neither party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported validity of this Agreement or any of its provisions.
- B. **Captions.** Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.
- C. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.
- D. **Entire Agreement.** This Agreement is the entire Agreement between the parties. No other Agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.
- E. **Governing Law.** The validity, interpretation and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.
- F. **Notices.** Notices required under this Agreement shall be sent to the parties by certified or registered mail, return receipt requested at the addresses set forth below:

**TO DISTRICT:**

North Orange County Community District  
1830 W. Romneya Drive  
Anaheim, CA 92801-1819  
Attn: Brian Fahnestock  
Interim Vice Chancellor,  
Finance and Facilities

**TO ANAHEIM UHSD**


Anaheim Union High School District  
501 Crescent Way/P.O. Box 3520  
Anaheim, CA 92803-3520  
Attn: **Dr. Jaron Fried**  
Assistant Superintendent, Education

IX. EXECUTION

By signing below, each of the following represent that they have the authority to execute this Agreement and to bind the party on whose behalf their signature is made.

NORTH ORANGE COUNTY  
COMMUNITY COLLEGE DISTRICT:

ANAHEIM UNION  
HIGH SCHOOL DISTRICT:

By:   
\_\_\_\_\_  
Brian Fahnestock  
Interim Vice Chancellor,  
Finance & Facilities

By: \_\_\_\_\_  
**Dr. Jaron Fried**  
Assistant Superintendent, Education

10.5.15  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Federal Tax ID # 952394131

## Instructional Materials Submitted for Adoption

### November 5, 2015

October 22, 2015-November 5, 2015

Curriculum	Basic/ Suppl.	Course Name (Number)	GR	Title	Publisher
Science	Basic	IB Physics HL1 (5364)	11-12	<i>IB Physics Course Book 2014 Edition: Oxford IB Diploma Program</i>	Oxford University Press

**SCHEDULE A**

**STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030  
Regular School Year 2015-2016**

<b>STUDENT</b>	<b>DOB</b>	<b>GRADE</b>	<b>BOARD APPROVAL DATE</b>	<b>NONPUBLIC SCHOOL</b>	<b>TOTAL CONTRACT COST*</b>
SYS – 163	03/19/2003	7	11/05/2015	Approach Learning and Assessment Centers, Inc. dba Olive Crest	73,406.45

**Field Trip Report**

Board of Trustees

November 5, 2015

1. Kennedy High School: Swim Team (32 students, 16 male, 16 female)  
 Adviser/Lead Chaperone: Dean Wang (male)  
 Chaperones: Eric Corona (male), James Patanella (male), Sergio Cervantes (male)  
 Catarina Banales (female), and Jaclyn Viramontes (female).  
  
 To: Palm Springs, CA  
 Dates: April 15, 2016 to April 17, 2016  
 Purpose: Swim Invitational  
 Expenses: ASB/Club Fundraisers–registration, transportation, substitutes  
 Parent/Student- meals, transportation, accommodations  
  
 Number of school days missed for this trip: 1  
 Number of school days missed previously: 0  
 Total number of days missed by this group: 1
  
2. Kennedy High School: FBLA/ Virtual Enterprise (8 male students)  
 Adviser/Lead Chaperone: Michael Beau Gasinski (male)  
 Chaperones: Michael B. Gasinski (male)  
  
 To: Bakersfield, CA  
 Dates: January 14, 2016 to January 15, 2016  
 Purpose: Trade Fair  
 Expenses: ASB/Club Fundraisers–registration, substitutes  
 Parent/Student- meals, accommodations  
 Perkins Grant- transportation  
  
 Number of school days missed for this trip: 2  
 Number of school days missed previously: 0  
 Total number of days missed by this group: 2
  
3. Magnolia High School: AVID/PUENTE (50 students, 19 male, 31 female)  
 Adviser/Lead Chaperone: Steve Gonzales (male)  
 Chaperones: William Jimenez (male), Cyrus Madayeni (male), Melanie Hill (female),  
 Lindsay Ruben (female), Denise Alvarado (female), and Maria Haro (female).  
  
 To: UC Merced, UC Davis, UC Berkley, and UC Santa Barbara  
 Dates: February 4, 2016 to February 5, 2016  
 Purpose: College Exploration  
 Expenses: PUENTE– transportation  
 Parent/Student- meals, accommodations  
 Site budget- Substitutes  
  
 Number of school days missed for this trip: 2  
 Number of school days missed previously: 0  
 Total number of days missed by this group: 2



**Field Trip Report**

Board of Trustees

November 5, 2015

- 4. Oxford Academy: FBLA/ Virtual Enterprise (32 students, 16 male, 16 female)  
Adviser/Lead Chaperone: Michael Rylaarsdam (male)  
Chaperones: David Rylaarsdam (male), April Rylaarsdam (female) and Donna K. Smith (female).

To: Bakersfield, CA

Dates: January 14, 2016 to January 15, 2016

Purpose: Participate in business and entrepreneurship conference in conjunction with VE tradeshow.

Expenses: ASB/Club Fundraisers–registration, meals

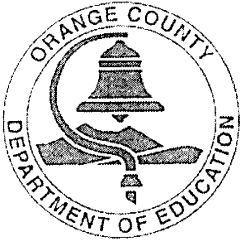
Parent/Student- meals, accommodations

Perkins Grant- transportation, accommodations, substitutes

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



April 30, 2015

**To:** Michael B. Matsuda, Superintendent, Anaheim Union High School District  
**From:** Nicole Savio Newfield, Administrator, School and Community Services  
**Subject:** Williams Settlement Legislation 3<sup>rd</sup> Quarter Report

**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

I am pleased to provide the Williams Settlement Legislation 2014-2015 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 2015. 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 2015, all schools in deciles 1-3 and schools participating in the Quality Education Investment Act (QEIA) were required to submit to OCDE the School Accountability Report Card (SARC) published in the 2014-2015 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 for Anaheim Union High School District are enclosed.

**Uniform Complaint Procedures (UCP)**

- No complaints were filed during the second quarter of 2014-2015

**Upcoming Activities**

- Teacher assignment monitoring process and reporting in the fourth quarter of 2014-2015

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, I thank you and your staff for your diligent efforts to address the Williams Settlement Legislation requirements.

NSN:ts

Enclosure

c: Al Mijares, Ph.D., County Superintendent of Schools

**ORANGE COUNTY  
BOARD OF EDUCATION**

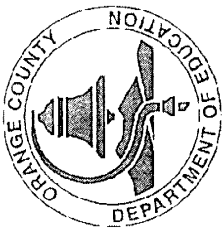
JOHN W. BEDELL, PH.D.

DAVID L. BOYD

ROBERT M. HAMMOND

LINDA LINDHOLM

KEN L. WILLIAMS, D.O.



**Williams Settlement Legislation**  
**Anaheim Union High School District**  
**Third Quarter Report**  
**Fiscal Year 2014-2015**  
 Prepared by the Orange County Department of Education

**SCHOOL ACCOUNTABILITY REPORT CARD (SARC) VERIFICATION**

The SARCs published in 2014-2015 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 adequacy of school facilities.

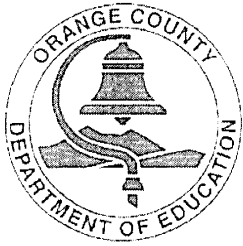
School	SARC Review Date(s)	Instructional Materials Accurate	Instructional Material Discrepancies	Facility Conditions Accurate	Facility Condition Discrepancies
Anaheim High	March 31, 2015	Yes	N/A	Yes	N/A
Ball Junior High	March 31, 2015	Yes	N/A	Yes	N/A
Magnolia High	March 31, 2015	Yes	N/A	Yes	N/A
South Junior High	March 31, 2015	Yes	N/A	Yes	N/A
Sycamore Junior High	March 31, 2015	Yes	N/A	Yes	N/A

Respectfully submitted,

*NSA*

Nicole Savio Newfield  
 Administrator, School and Community Services

4/30/15  
 Date



July 31, 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](http://www.ocde.us)

**AL MIJARES, Ph.D.**  
County Superintendent  
of Schools

**ORANGE COUNTY  
BOARD OF EDUCATION**

JOHN W. BEDELL, PH.D.  
DAVID L. BOYD  
ROBERT M. HAMMOND  
LINDA LINDHOLM  
KEN L. WILLIAMS, D.O.

**To:** Michael B. Matsuda, Superintendent, Anaheim Union High School District  
**From:** Nicole Savio Newfield, Administrator, School and Community Services  
**Subject:** Williams Settlement Legislation 4th Quarter Report

I am pleased to provide the Williams Settlement Legislation 2014-2015 fourth quarter report for Anaheim Union High School District. This report represents activity conducted by the Orange County Department of Education (OCDE) from April through June 2015. 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.

#### **FOURTH QUARTER SUMMARY**

##### **Teacher Assignment Monitoring**

- In the fourth quarter of 2014-2015, OCDE completed teacher assignment monitoring for schools in deciles 1-3. Results are enclosed.

##### **Valenzuela Settlement Legislation/California High School Exit Exam (CAHSEE)**

- Anaheim Union High School District submitted the required documentation for the Valenzuela Settlement Legislation review. CAHSEE Intensive Instruction and Services were not provided to post-grade 12 students in the 2014-2015 school year. Therefore, a review was not necessary.

##### **Uniform Complaint Procedures (UCP)**

- No complaints were filed during the period of April through June 2015.

##### **Upcoming Activities**

- Planning for the 2015-2016 Williams Settlement Legislation site reviews has begun. OCDE has provided districts with the site review schedule and has requested required documentation.

If you have any questions, please contact me at (714) 966-4385 or [nsavio@ocde.us](mailto:nsavio@ocde.us).

On behalf of Dr. Al Mijares, County Superintendent of Schools, thank you for your diligent efforts to address the Williams Settlement Legislation requirements.

NSN:ts

Enclosure

c: Al Mijares, Ph.D., County Superintendent of Schools



**Williams Settlement Legislation**  
**Anaheim Union High School District**  
**Fourth Quarter Report**  
**Fiscal Year 2014- 2015**

Prepared by the Orange County Department of Education

**TEACHER ASSIGNMENT MONITORING SUMMARY**

School	Teacher Misassignments <sup>1</sup>	English Language Learner Misassignments <sup>2</sup>	Teacher Vacancies <sup>3</sup>	Teacher Vacancies Filled
Ball Junior High	0	0	0	0
Magnolia High	0	0	0	0
South Junior High	0	0	0	0
Sycamore Junior High	0	0	0	0

Respectfully submitted,

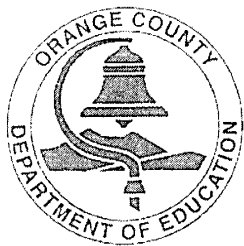
\_\_\_\_\_  
 Nicole Savio Newfield  
 Administrator, School and Community Services

7/31/15  
 \_\_\_\_\_  
 Date

<sup>1</sup> The California Commission on Teacher Credentialing (CCTC) considers it a misassignment when a teacher lacks the proper subject-matter authorization, a proper teaching credential, or the appropriate authorization or credential to teach English Learners if one or more English Learners are assigned to the class. The Williams Settlement Legislation requires that county superintendents report to the CCTC the number of English Learner related misassignments involving classes in which 20% or more of the students are English Learners.

<sup>2</sup> English Language Learner (ELL) misassignments occur if the teacher was lacking the appropriate authorization and training to teach ELL and 20% or more of the students were English Language Learners.

<sup>3</sup> A teacher vacancy occurs if 20 working days after school begins for the semester, a single designated teacher has still not been assigned to teach the class for the entire year or semester [Education Code 35186(h)(3) and California Code of Regulations Title 5 4600(b)].



September 11, 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

Michael B. Matsuda  
Superintendent  
Anaheim Union High School District  
501 Crescent Way  
Anaheim, CA 92803

Dear Mr. Matsuda:

Per Education Code Section 1240, I am charged with the responsibility to conduct reviews of decile 1-3 schools based on the 2012 Academic Performance Index (API) and schools participating in the Quality Education Investment Act (QEIA) program to ensure compliance with Williams Settlement Legislation requirements.

The enclosed report for fiscal year 2014-2015 provides aggregate findings for the Anaheim Union High School District. This data has been submitted in previous quarterly reports. As required by Education Code Section 1240, it will also be shared with the Orange County Board of Education and the County of Orange Board of Supervisors.

Please share this annual report at a public meeting with your Board during the month of November as required by the Williams Settlement Legislation.

**Overall Findings for Decile 1-3 Schools and Schools Participating in the Quality Education Investment Act (QEIA) Program**

**Textbooks/Instructional Materials:**

The schools were evaluated to have sufficient textbooks and instructional materials.

**Facilities:**

The safety, cleanliness, and functionality of school facilities were reviewed. Any deficiencies were reported to school administrators for remediation.

**School Accountability Report Card (SARC):**

SARCs were reviewed with respect to the sufficiency of instructional materials and the good repair of facilities and found to be accurate.

**Teacher Assignments:**

Teacher assignments were reviewed and found to be in compliance.

**ORANGE COUNTY  
BOARD OF EDUCATION**

JOHN W. BEDELL, PH.D.

DAVID L. BOYD

ROBERT M. HAMMOND

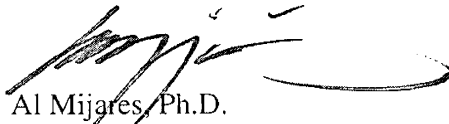
LINDA LINDHOLM

KEN L. WILLIAMS, D.O.

September 11, 2015  
Williams Settlement Legislation Annual Report  
Anaheim Union High School District  
Page 2

Your dedicated efforts and those of your school board members, administrative staff, and school site staff demonstrate professional commitment to improving student achievement and well-being. I am proud to acknowledge your district's exemplary service to the students, families, and community members of Orange County.

Sincerely,

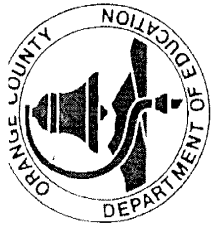


Al Mijares, Ph.D.  
County Superintendent of Schools

AM:ts

Enclosure

c: Susan Stocks, Director, Special Programs, Education Division



**Orange County Department of Education (OCDE)**  
**Williams Settlement Legislation**  
**Annual Report for Anaheim Union High School District**  
**2014-2015**

This report summarizes the results of Williams Settlement Legislation reviews of decile 1- 3 schools (2012 base API) for the 2014-2015 fiscal year.

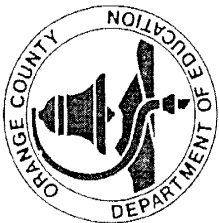
**INSTRUCTIONAL MATERIALS -- Reviews conducted from September 9 – September 18, 2014**

The schools were evaluated to have sufficient textbooks and instructional materials.<sup>1</sup>

School	Review Date	Subject	Textbook/Instructional Materials	Grade	Room	Materials Needed	Correction Date
Anaheim High	September 18, 2014		None				
Ball Junior High	September 11, 2014		None				
Magnolia High	September 11, 2014		None				
South Junior High	September 9, 2014		None				
Sycamore Junior High	September 9, 2014		None				

<sup>1</sup>“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.





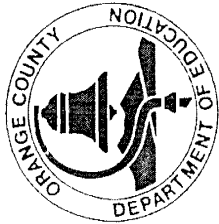
**Orange County Department of Education (OCDE)**  
**Williams Settlement Legislation**  
**Annual Report for Anaheim Union High School District**  
**2014-2015**

**FACILITIES – Reviews conducted from October 21 – November 12, 2014**

The schools were reviewed with respect to the safety, cleanliness, and functionality of school facilities. Any deficiencies were reported to school administrators for remediation.<sup>2</sup>

School	Review Date	Room/Area	Facility Conditions Identified	Deficiency	Extreme Deficiency
Anaheim High	October 21, 2014	Elevator Main Building	Elevator permit expired 4/27/2013	X	
Anaheim High	October 21, 2014	Girl's restroom upstairs by Room 17	Lighting in stairwell leading to restroom upstairs is very dim, stairs not well lit	X	
Anaheim High	October 21, 2014	Boy's restroom by Room 37	One hand dryer not functioning	X	
Anaheim High	October 21, 2014	Room 11	Improper use of extension cord	X	
Anaheim High	October 21, 2014	Room 16	2 light fixtures out	X	
Anaheim High	October 21, 2014	Room 18A	3 light fixtures out	X	
Anaheim High	October 21, 2014	Room 25	3 lights out	X	
Anaheim High	October 21, 2014	Room 28	TV on file cabinet not secured	X	
Anaheim High	October 21, 2014	Room 31	Helium tank strapped to dolly but not secured to wall	X	
Anaheim High	October 21, 2014	Room 70	Improper use of extension cord	X	
Anaheim High	October 21, 2014	Room 71	Electrical panel near rear exit blocked. Rear exit door is blocked	X	
Ball Junior High	November 12, 2014	Administration Office	Improper use of extension cord powering work station inside doorway	X	
Ball Junior High	November 12, 2014	Amphitheatre	Asphalt – deteriorated with cracks	X	
Ball Junior High	November 12, 2014	Room 16	TV unsecured	X	

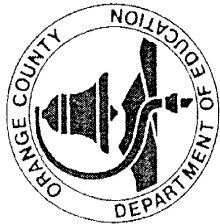
<sup>2</sup> Districts are not required to report corrections to the Orange County Department of Education.



**Orange County Department of Education (OCDE)**  
**Williams Settlement Legislation**  
**Annual Report for Anaheim Union High School District**  
**2014-2015**

**FACILITIES (Continued)**

School	Review Date	Room/Area	Facility Conditions Identified	Deficiency	Extreme Deficiency
Magnolia High	November 12, 2014	Gym	2 of 4 drinking fountains have low pressure. Grounds/maintenance shed near gym was unsecured; gasoline, paint and compost not properly stored.	X	
Magnolia High	November 12, 2014	Boy's restroom by Room 110	One urinal does not function	X	
Magnolia High	November 12, 2014	Boy's restroom by Room 210	Handicap stall does not open completely	X	
Magnolia High	November 12, 2014	Room 206	TV unsecured	X	
Magnolia High	November 12, 2014	Room 404	8 light fixtures had bulbs out	X	
Magnolia High	November 12, 2014	Room 703	Electrical panel by rear exit is blocked	X	
Magnolia High	November 12, 2014	Room 704	2 TVs are unsecured	X	
South Junior High	November 4, 2014	Administration	Lights out in front office area	X	
South Junior High	November 4, 2014	Faculty Lounge	Lights out in each men's and women's restrooms in lounge	X	
South Junior High	November 4, 2014	Computer Lab	Improper use of extension cord powering instructor work station	X	
South Junior High	November 4, 2014	Girl's restroom by MPR	Lights out in restroom	X	
South Junior High	November 4, 2014	Boy's restroom by MPR	Lights out in restroom	X	
South Junior High	November 4, 2014	Room 503	TV not secured to cabinet	X	
South Junior High	November 4, 2014	Room 805	Rain gutter at rear of classroom is damaged and rusted out	X	
Sycamore Junior High	October 23, 2014	Boy's Locker Room A	One fire extinguisher expired	X	
Sycamore Junior High	October 23, 2014	Room 1	10 light bulbs out in classroom. Fire extinguisher expired.	X	

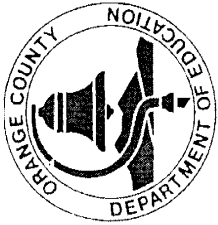


Orange County Department of Education (OCDE)  
**Williams Settlement Legislation**  
 Annual Report for Anaheim Union High School District  
 2014-2015

**SCHOOL ACCOUNTABILITY REPORT CARD (SARC) – Reviews conducted March 31, 2015**

The SARCs published in 2014-2015 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 Condition Discrepancies
Anaheim High	March 31, 2015	Yes	N/A	Yes	N/A
Ball Junior High	March 31, 2015	Yes	N/A	Yes	N/A
Magnolia High	March 31, 2015	Yes	N/A	Yes	N/A
South Junior High	March 31, 2015	Yes	N/A	Yes	N/A
Sycamore Junior High	March 31, 2015	Yes	N/A	Yes	N/A



**Orange County Department of Education (OCDE)**  
**Williams Settlement Legislation**  
**Annual Report for Anaheim Union High School District**  
**2014-2015**

**TEACHER ASSIGNMENT MONITORING**

Teacher assignments were reviewed and found to be in compliance.

School	Teacher Misassignments <sup>3</sup>	English Language Learner Misassignments <sup>4</sup>	Teacher Vacancies <sup>5</sup>	Teacher Vacancies Filled
Ball Junior High	0	0	0	0
Magnolia High	0	0	0	0
South Junior High	0	0	0	0
Sycamore Junior High	0	0	0	0

Respectfully submitted,

Nicole Savio  
 Administrator, School and Community Services

9/11/15

Date

<sup>3</sup> The California Commission on Teacher Credentialing (CCTC) considers it a misassignment when a teacher lacks the proper subject-matter authorization, a proper teaching credential, or the appropriate authorization or credential to teach English Learners if one or more English Learners are assigned to the class. The Williams Settlement Legislation requires that county superintendents report to the CCTC the number of English Learner related misassignments involving classes in which 20% or more of the students are English Learners.

<sup>4</sup> English Language Learner (ELL) misassignments occur if the teacher was lacking the appropriate authorization and training to teach ELL and 20% or more of the students were English Language Learners.

<sup>5</sup> A teacher vacancy occurs if 20 working days after school begins for the semester, a single designated teacher has still not been assigned to teach the class for the entire year or semester [Education Code 35186(h)(3) and California Code of Regulations Title 5 4600(b)].

AGREEMENT NUMBER:  
42343

**Orange County Superintendent of Schools**  
*Institute for Leadership Development*

**Orange County Department of Education, Education Specialist (ES) Induction Program**

**MEMORANDUM OF UNDERSTANDING**

**2015-2016**

This Memorandum of Understanding (MOU) is entered into this 1<sup>st</sup> day of July, 2015, by and between the Orange County Superintendent of Schools, hereinafter referred to as SUPERINTENDENT, and Anaheim Union High School District, hereinafter referred to as “participating school district/school”, and Azusa Pacific University, Chapman University and California State University, Fullerton hereinafter referred to as “Participating Institution of High Education (IHE)”, to form a Consortium, supporting qualifying teachers through the Orange County Induction Program.

**A. PURPOSE**

The purpose of this MOU is to establish a formal working relationship between the parties to this MOU and to set forth the operating conditions that will govern the OCDE Induction Program Consortium.

**B. GOALS**

The goal of the OCDE Induction Program Consortium is to provide quality professional development and support to participating schools’ teachers requiring induction to clear their education specialist credentials as well the individuals assigned to provide reflective coaching and mentoring to those teachers.

**C. PARAMETERS**

1. The term of this MOU shall commence on July 1, 2015 and end on June 30, 2016.
2. Contract monitoring responsibilities for this MOU shall rest with the SUPERINTENDENT.

**D. RESPONSIBILITIES – General**

1. The OCDE ES Induction Program Advisory Council is comprised of a senior level administrator from each participating school district and charter school, at least one representative from the private school collaborative, a representative from each of the participating Institutions of Higher Education (IHE), and the SUPERINTENDENT’s Induction Program Coordinator. Responsibilities of the Advisory Council are as follows:
  - a. Meet a minimum of three (3) times during the term of this MOU to review the design and implementation of the Induction Program;
  - b. Provide operational leadership guidance for the Induction Program; and

- c. Review all required reports and documents, as required by the Commission on Teacher Credentialing, with the OCDE Induction Program Coordinator.
2. SUPERINTENDENT agrees to the following:
- a. Serve as Lead Educational Agency (LEA) of the Consortium.
  - b. Serve as the fiscal agent.
  - c. Serve as a contact among state agencies, participating school districts, participating charter schools, private schools and participating IHE's.
  - d. Serve as a clearinghouse for information, data collection and reporting requirements.
  - e. Employ a full-time Program Coordinator, an administrative assistant and a program data technician to provide direction and support for the OCDE Induction Program.
  - f. Provide administration, management and coordination of project activities as described in the California Induction Common and Program Standards as well as guidelines of SB 2042.
  - g. Provide workspace for the OCDE Induction Program Coordinator and secretarial support.
  - h. Provide Formative Assessment System (FAS) program materials to each participating school's Mentor assigned to a Participating Teacher, and to all Participating Teachers enrolled in the OCDE Induction Program.
  - i. Provide professional development and support to all ES Participating Teachers enrolled in the OCDE Induction Program.
  - j. Provide reimbursement for three (3) substitute days per Participating Teacher not to exceed the sum of One Hundred dollars (\$100) per substitute day. *Please note: documentation confirming the use of those sub days must be submitted to OCDE no later than March 31<sup>st</sup>, 2016. In the event that the school district does not wish to seek reimbursement for substitute coverage, said school district must notify, in writing, OCDE no later than November 1<sup>st</sup>, 2015.*
  - k. Provide Formative Assessment System (FAS) training(s) for one (1) Lead Mentor from each school district/collaborative, for Mentors assigned to ES Participating Teachers, and for those individuals identified by the Program Coordinator as future Induction Program leaders.
    - Mentors attending training prior to the beginning of the school year will receive compensation at a rate of \$15 per training hour.
    - Up to eight (8) additional after-school trainings will be planned throughout the 2015-16 program year. Mentors will receive a professional development stipend, in addition to their Mentor stipend, upon completion of the identified trainings. The professional development stipend will be calculated at a rate of \$15 per training

hour completed. *Please note: no substitute coverage is needed for this training and, therefore, no additional compensation will be forwarded to the school district/charter school/private school.*

- l. Upon completion of the responsibilities defined in the 2015-16 Mentor Agreement, each Mentor will be paid a stipend in the amount of One thousand two hundred dollars (\$1,200) per Participating Teacher served. Should a Participating Teacher or Mentor leave the Consortium prior to the end of the school year, the stipend due to the Mentor shall be prorated at a rate of \$120 per month of mentor support provided. *Please note: Mentors will not receive additional compensation for mileage.*
  - m. Provide training for participating school Site Administrators in support of the California Standards for the Teaching Profession (CSTP), the Formative Assessment System (FAS) used by the OCDE Induction Program, the Institute for Leadership Development's eight (8) identified Candidate Competencies, Induction Standards 5 and 6 and implementation of the Common Core State Standards.
  - n. Establish an Assessor Cadre to review and assess candidate competence as measured by specific program assessments. Interested Returning Mentors are eligible to complete an application that includes a signature of endorsement from the Mentor's Site Administrator. The Program Coordinator will screen the applications to identify the Cadre members. Selected Mentor Assessors will participate in no more than four (4) Cadre sessions during the program year. The OCDE Induction Program will reimburse the participating school for substitute coverage at rate of \$100 per substitute day used by the Assessor. In addition, upon completion of the days of service, each Mentor Assessor will be paid a stipend of \$100 per day for participation in the Assessor Cadre.
  - o. Convene and facilitate the OCDE Induction Program Advisory Council meetings.
  - p. Organize and facilitate OCDE Induction Program evaluations. Establish and maintain accurate records for the OCDE Induction Program. Submit required reports and documents to appropriate agencies as requested.
3. SCHOOL DISTRICTS NOT COVERING TUITION COSTS FOR THEIR PARTICIPATING TEACHERS agree to do the following:
- a. Adhere to the decisions made by the OCDE Induction Program Advisory Council regardless of whether said district chooses to be present during Council sessions.
  - b. Support the identification of a Lead Mentor by the Program Coordinator. The Lead Mentor will attend appropriate meetings, monitor the implementation of the formative assessment system (FAS) and complete all required paperwork in a timely manner on behalf of the school district.
  - c. Assist the Program Coordinator in the recruitment and enrollment of perspective Participating Teachers according to state criteria for eligibility.
  - d. Ensure that all newly-enrolled Participating Teachers participate in an initial orientation meeting that follows the OCDE Induction Program orientation protocol.

- e. Support the participation in appropriate training(s) of all enrolled Participating Teachers employed by said school district.
  - f. Assist the Program Coordinator in the recruitment of Mentors according to the established OCDE Induction Program criteria and process.
  - g. Endorse the requirements of the OCDE Induction Program as defined for Participating Teachers and Mentors.
  - h. Ensure that all Mentors attend all professional development required as defined for each mentor track i.e.; New Mentor, Returning Mentor I, or Returning Mentor II
  - i. Upon receipt of the detailed disbursement document, the school district will create an invoice for the total disbursement amount and send it to OCDE no later than April 1st, 2016. OCDE will approve the disbursement and release the funds no later than June 30th, 2016. OCDE reserves the right to make additional adjustments to final disbursement amount based on confirmation of substitute coverage used and fulfillment of defined professional development responsibility. Upon receipt of funds, the school district/school will issue Mentor stipends for the amounts defined in the final disbursement letter that will accompany the funds. This will be done by the school district within fourteen days of receiving said funding.
  - j. Provide training space when requested by SUPERINTENDENT as part of their collaborative contribution.
  - k. Participate in the evaluation of SB 2042 standards of the Induction Program.
  - l. Ensure that all Site Administrators, who supervise an OCDE ES Induction teacher, participate in the following: Triad Meetings, Annual Site Administrator Update Session, Exit Presentations, End-of-Year Colloquium and all program evaluations.
4. PARTICIPATING INSTITUTIONS OF HIGHER EDUCATION (IHE) agree to the following:
- a. Appoint a liaison who will fulfill the roles and responsibilities of a university program co-sponsor as specified in the Program Standards.
  - b. Require the liaison to serve as an advisor to the OCDE Induction Program Advisory Council and attend all OCDE Induction Advisory Council meetings.
  - c. Provide current research regarding effective teacher induction practices, teacher retention, and Induction Program standards as might be requested by the Induction Program Advisory Council.
  - d. Participate in the development, assessment, and evaluation of the Induction Program.
  - e. Provide information to Consortium participants regarding university program opportunities as appropriate.



- f. Facilitate appropriate support services as identified by the OCDE Induction Program Advisory Council and Consortium.

E. RESPONSIBILITIES – Fiscal

1. SUPERINTENDENT, in its capacity of LEA, agrees to the following:

- a. Assume overall fiscal responsibility for the administration of all funds received, to include submission of year-end expenditure reports, and any other documentation sought by the California Department of Education (CDE) and/or the Commission on Teacher Credentialing (CTC).
- b. Develop and maintain a budget that allocates funds sufficient to meet the costs of implementing program requirements as described above.
- c. Monitor all budget expenditures and funds accordingly to established policies and procedures outlined by the funding agency.
- d. In the event that a Participating Teacher chooses to withdraw from the OCDE Induction Program, that teacher will be financially responsible for reimbursing the program for any costs incurred during that teacher's enrollment. This may include, but not be limited to the cost of materials, trainings and Mentor compensation.
- e. The obligation of SUPERINTENDENT under this MOU is contingent upon the availability of funds furnished through tuition monies collected. In the event that such funding is terminated or reduced, this MOU may be terminated and SUPERINTENDENT'S fiscal obligations hereunder shall be limited to a pro-rated amount of funding actually received by the SUPERINTENDENT. SUPERINTENDENT shall provide the participating school district written notification of such termination. Notice shall be deemed given when received by the participating school district no later than three (3) days after the day of mailing. The address to which notices or demands may be given to either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this MOU, the addresses of the parties are as follows:

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

SUPERINTENDENT: Orange County Superintendent of Schools  
200 Kalmus Drive  
Costa Mesa, California 92626  
Attn: Patricia McCaughey

F. SHARED ACCOUNTABILITY

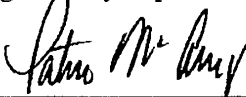
1. In order to ensure that all participating teachers have the opportunity to participate in program activities, SUPERINTENDENT and the Participating School and/or districts agree to the following:
  - a. Develop strong communication links among all parties to this MOU, so that all information distributed is accurate and timely.
  - b. Distribute documentation regarding the roles and responsibilities of Participating Teachers, Mentors, and School Site Administrators annually.
  - c. Partner to provide training for ALL Site Administrators that focuses on the Induction Program Standards, California Standards for the Teaching Profession, the eight (8) Institute for Leadership Development Candidate Competencies, FAS and Common Core State Standards.
  - d. Collaborate in stakeholder meetings with Participating Teachers and Mentors to make program recommendations and revisions.
  - e. Jointly develop and maintain records and documentation of activities/trainings conducted by the OCDE Induction Program.

G. TERMS AND CONDITIONS.

1. Any and all products developed for the Orange County Induction Program are the exclusive property of the Orange County Superintendent of Schools and the right to disseminate, market, or otherwise use the products shall only be with the express prior written permission of the SUPERINTENDENT.
2. Either party may terminate this MOU, with or without cause, upon thirty (30) days written notice served upon the other party. Notice shall be deemed given when received by the other party, no later than three (3) days after the day of mailing, whichever is sooner.

Orange County Superintendent of Schools

Anaheim Union High School District

By:   
 Authorized Signature

By: \_\_\_\_\_  
 Authorized Signature

Printed Name Patricia McCaughey

Printed Name: Brad Jackson

Title: Coordinator

Interim Assistant Superintendent,  
 Title: Human Resources

Date: \_\_\_\_\_

Date: November 5, 2015



CHAPMAN UNIVERSITY SYSTEM



### Premier Partners Scholarship Program - Agreement

This SCHOLARSHIP AGREEMENT (hereinafter "Agreement") is entered into by and between BRANDMAN UNIVERSITY, part of the Chapman University System (hereinafter "University" or "Brandman University") located at 16355 Laguna Canyon Drive, Irvine, CA 92618 and ANAHEIM UNION HIGH SCHOOL DISTRICT (hereinafter "Organization") located at 501 N Crescent Way, Anaheim, CA 92801.

#### Recitals

WHEREAS, the University offers educational programs which are accredited by the Western Association of Schools and Colleges (WASC). The University has established a Premier Partners Scholarship Program (the "Program") which is designed to support locally based organizations with their employee development efforts. The Program will provide scholarship support for those students who are employed by these selected organizations for participation in the listed Brandman University campuses and sessions, as more fully defined below,

WHEREAS, the Organization wishes to participate in the University's Premier Partners Scholarship Program as part of its employee educational development efforts.

#### Agreements

In consideration of the foregoing recitals, the Parties mutually agree as follows:

1. The University will offer and fund **Premier Partners Scholarships** to the Organization for student enrollments in graduate and undergraduate degree programs at Brandman University (excluding School of Nursing & Health Profession degree programs, except for RN to BSN, and Competency Based Education programs) equivalent to the sums below. University courses listed on Addendum A, attached hereto and incorporated herein by reference, are priced per course per separate schedule as further defined on that Addendum:
  - Graduate degree scholarship = \$183 per 3.0 credit course
  - Undergraduate degree scholarship = \$150 per 3.0 credit course
  - RN to BSN scholarship = \$50 per credit
  - Doctorate of Education scholarship (Fall 1 2016) = \$95 per credit
  - School of Extended Education = 10% scholarship on these open enrollment programs:
    - a. Leadership Development
    - b. Business Certifications & Certificate Programs
    - c. Technology Training

The Program will provide scholarship support for those students who attend the University's on ground or fully online campuses solely for the 2015-2016 Academic Year:

- Fall I 2015 which begins on August 31, 2015
- Fall II 2015 which begins on October 26, 2015
- Spring I 2016 which begins on January 11, 2016
- Spring II 2016 which begins on March 7, 2016
- Summer I 2016 which begins on May 2, 2016
- Summer II 2016 which begins on June 27, 2016

The scholarship award amount will remain fixed for the duration of the entire program so long as the student does not miss more than two consecutive sessions, continues to make satisfactory academic progress, and remains in good academic and financial standing in accordance with the University's existing catalog. The University's tuition rates are subject to change.

2. Organization's employees may apply for Federal student loans the same as other students attending classes at the University. No other costs such as books, Live Text, travel or incidentals are included in the Scholarship. Tuition is due and payable (per course) by student prior to the start of each course. Upon request by University, Organization agrees to verify the employment status of the Organization's students. All Organization employees, currently enrolled with the University, must acknowledge the scholarship opportunity within the session immediately following this Agreement's effective date.
3. The following will constitute Organization's participation in the Premier Partners Scholarship Program:
  - a) Organization will have full access to and provide name and logo for Brandman University's Website to illustrate the existing relationship;
  - b) Organization will allow for Brandman University scholarship announcements in Organization's intranet, email, newsletters or other preferred internal communication mediums.
  - c) Organization may provide postings for job opportunities and internships on Brandman University's CareerLink;
  - d) Organization's name and logo is allowed for presentations given by Brandman University's Chancellor, both internally and publicly;
  - e) Organization's name and logo is allowed in Brandman University's online student, faculty and staff newsletters;
  - f) Organization's name and logo may be utilized semiannually for Brandman University's *US News and World Report* print advertisement in *Business Journal*, at no cost to Organization.

Any proposed marketing projects to be conducted by Brandman University related to the Premier Partners Scholarship Program involving the Organization will be approved or denied by the Organization within ten (10) business days. Organization's proposed use of Brandman University's name, logo, academic and scholarship programs will be approved or denied by the University within ten (10) business days.


4. Notices. Any notice required or permitted to be provided under this Agreement will be in writing and will be deemed duly given by certified or registered mail, or by a nationally recognized overnight courier service, or by personal delivery, and directed to the address of such Party set forth below:

UNIVERSITY CONTACT INFORMATION	ORGANIZATION CONTACT INFORMATION
Brandman University 16355 Laguna Canyon Road Irvine, CA 92618 Attn: Phillip Doolittle Tel: 949-341-9832 Email: <a href="mailto:Pdoolitt@brandman.edu">Pdoolitt@brandman.edu</a>	Anaheim Union High School District 501 N. Crescent Way Anaheim, CA 92801 Attn: Assistant Superintendent, Human Resources Tel: (714) 999-3552 Email:

5. This Agreement becomes effective on the date both parties have signed the Agreement. Either party may terminate this Agreement at any time without penalty.
6. This Agreement contains the entire agreement between the parties and supersedes all prior written or oral agreements with respect to the subject matter herein. Any modification to this Agreement must be in writing signed by each of the parties.
7. The undersigned individuals hereby represent that they are authorized to execute this Agreement on behalf of their respective organizations.

THIS AGREEMENT IS MADE EFFECTIVE ON THE DATE OF THE LAST SIGNATURE BELOW.

**Agreed by Brandman University:**

Signature: 

Name: Phillip Doolittle

Title: Executive Vice Chancellor / CFO

Date: 10/15/15

**Agreed by Anaheim Union High School District:**

Signature: \_\_\_\_\_

Name: Brad Jackson

Title: Interim Assistant Superintendent,  
Human Resources

Date: November 5, 2015

Addendum A

The tuition cost specified for the following courses has been provided at a higher discount than the per course scholarship noted in this Agreement. Courses listed below may be taken as part of a degree program, part of the certificate or authorization noted, or individually. Courses may have certain prerequisites and/or other eligibility requirements.

Course	Title	Course Cost	Program
ECED 410	Engaging Interactions & Environments: Providing a Solid Foundation for Young Children's Development	\$525	Transitional Kindergarten; Early Childhood Education
EDUU 575	Intro to Autism Spectrum Disorders: Etiologies and Characteristics	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 675	Programming for Students with Autism Spectrum Disorder	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 676	Autism Spectrum Disorders: Assessment and Strategies for Success, I	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 677	Autism Spectrum Disorders: Assessment and Strategies for Success, II	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 570	Voice, Diversity, Equity and Social Justice	\$525	CTEL
EDUU 526	Theories in Language Structure and Acquisition	\$525	CTEL
EDUU 527	English Language and Literacy Development	\$525	CTEL
EDUU 528	Content-based Instruction and Assessment for Linguistic Minority Students: SDAIE	\$525	CTEL
SPNU 120	Spanish for Early Childhood Educators	\$525	Elective
EDUU 636	An Introduction to Applied Behavior Analysis	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 637	Applied Behavior Analysis: Procedures and Experimental Design	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 656	Applied Behavior Analysis: Basic Technologies of Behavior Change	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 657	Applied Behavior Analysis: Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 658	Applied Behavior Analysis: Advanced Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 659	Applied Behavior Analysis: Ethics	\$900	Applied Behavior Analysis Certificate;

			Emphasis area within MASE
EDUU 624	Foundations of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 625	Design and Assessment of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 628	Advanced Design and Assessment of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 629	Teaching the 21 <sup>st</sup> Century Learner Capstone	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDAU 710	Clear Mentoring of Candidates II	\$625	Clear Administrative Services Credential
EDAU 720	Clear Assessment of Candidates II	\$625	Clear Administrative Services Credential
FSNU 335	Science of Obesity	\$1,500	Gen Ed; Nutrition and Wellness Certificate
MATU 99	College Algebra	\$500	Gen Ed; prerequisite for Statistics
SPNU 100	Survival Spanish: Culture and Language	\$525	Gen Ed; Satisfies prerequisite for RN to BSN



CHAPMAN UNIVERSITY SYSTEM



### School of Education Dean's Scholarship Program - Agreement

This SCHOLARSHIP AGREEMENT (hereinafter "Agreement") is entered into by and between BRANDMAN UNIVERSITY, part of the Chapman University System (hereinafter "University" or "Brandman University") located at 16355 Laguna Canyon Drive, Irvine, CA 92618 and ANAHEIM UNION HIGH SCHOOL DISTRICT (hereinafter "Organization") located at 501 N. Crescent Way, Anaheim, CA 92801.

#### Recitals

WHEREAS, University offers educational programs which are accredited by the Western Association of Schools and Colleges (WASC). The University has established a Dean's Scholarship Program (the "Program") which is designed to support locally based organizations with their employee development efforts. The Program will provide scholarship support for those students who are employed by these selected organizations for participation in the listed Brandman campuses and Sessions, as more fully defined below,

WHEREAS, the Organization wishes to participate in the University's scholarship program as part of its employee educational development efforts.

#### Agreements

In consideration of the foregoing recitals, the Parties mutually agree as follows:

1. The University will offer and fund Dean's Scholarships to the Organization for student enrollments in graduate and undergraduate degree programs within the School of Education at Brandman University equivalent to sums noted below. In addition, the Bachelor of Arts in Liberal Studies, Multiple Subjects Teaching Emphasis and Integrated California Multiple Subjects Teaching Credential Emphasis degrees will be included. University courses listed on Addendum A, attached hereto and incorporated herein by reference, are priced per course per separate schedule as further defined on that Addendum:
  - **Doctorate of Education scholarship (Fall 1 2016) = \$95 per credit**
  - **Master of Arts in Educational Leadership and Administration, with Preliminary Administrative Services Credential (MAELA) Cohort = \$122 per credit**
  - **Graduate degree scholarship = \$183 per 3.0 credit course**
  - **Undergraduate degree scholarship = \$150 per 3.0 credit course**
  - **School of Extended Education = 10% scholarship on these open enrollment programs:**
    - a. Leadership Development
    - b. Business Certifications & Certificate Programs
    - c. Technology Training

The Program will provide scholarship support for those students who attend the University's on ground or fully online campuses solely for the 2015-2016 Academic Year:



- Fall I 2015 which begins on August 31, 2015
- Fall II 2015 which begins on October 26, 2015
- Spring I 2016 which begins on January 11, 2016
- Spring II 2016 which begins on March 7, 2016
- Summer I 2016 which begins on May 2, 2016
- Summer II 2016 which begins on June 27, 2016


The scholarship award amount will remain fixed for the duration of the entire program so long as the student does not miss more than two consecutive sessions, continues to make satisfactory academic progress, and remains in good academic and financial standing in accordance with the University's existing catalog. The University's tuition rates are subject to change.

2. Organization's employees may apply for Federal student loans the same as other students attending classes at the University. No other costs such as books, Live Text, travel, or incidentals are included in the Scholarship. Tuition is due and payable (per course) by student prior to the start of each course. Upon request by University, Organization agrees to verify the employment status of the Organization's students. All Organization employees, currently enrolled with Brandman, must acknowledge the scholarship opportunity within the session immediately following this Agreement's effective date.
3. The following will constitute Organization's participation in the Dean's Scholarship Program:
  - a) Organization will have full access to and provide name and logo for Brandman's Website to illustrate the existing relationship;
  - b) Organization will allow for Brandman scholarship announcements in Organization's intranet, email, newsletters or other preferred internal communication mediums.
  - c) Organization may provide postings for job opportunities and internships on Brandman's CareerLink;
  - d) Organization's name and logo is allowed for Chancellor's University presentations, both internally and publicly;
  - e) Organization's name and logo is allowed in University's online student, faculty and staff newsletters;
  - f) Organization's name and logo may be utilized semiannually for Brandman's US News and World Report print advertisement in the local Business Journal, at no cost to Organization.
4. Any proposed marketing projects to be conducted by Brandman University related to the Dean's Scholarship Program involving the Organization will be approved or denied by the Organization within ten (10) business days. Organization's proposed use of Brandman University's name, logo, academic and scholarship programs will be approved or denied by the University within ten (10) business days.
5. Notices. Any notice required or permitted to be provided under this Agreement will be in writing and will be deemed duly given by certified or registered mail, or by a nationally recognized overnight courier service, or by personal delivery, and directed to the address of such Party set forth below:

UNIVERSITY CONTACT INFORMATION	ORGANIZATION CONTACT INFORMATION
Brandman University 16355 Laguna Canyon Road Irvine, CA 92618 Attn: Phillip Doolittle Tel: 949-341-9832 Email: <a href="mailto:Pdoolitt@brandman.edu">Pdoolitt@brandman.edu</a>	Anaheim Union High School District 501 N. Crescent Way Anaheim, CA 92801 Attn: Assistant Superintendent, Human Resources Tel: (714) 999-3552 Email:

6. This Agreement becomes effective on the date both parties have signed the Agreement. Either party may terminate this Agreement at any time without penalty.
7. This Agreement contains the entire agreement between the parties and supersedes all prior written or oral agreements with respect to the subject matter herein. Any modification to this Agreement must be in writing signed by each of the parties.
8. The undersigned individuals hereby represent that they are authorized to execute this Agreement on behalf of their respective organizations.

THIS AGREEMENT IS EFFECTIVE ON THE DATE OF THE LAST SIGNATURE BELOW.

Agreed by Brandman University:	Agreed by Anaheim Union High School District:
Signature: 	Signature: _____
Name: Phillip Doolittle	Name: <u>Brad Jackson</u>
Title: Executive Vice Chancellor/CFO	Title: <u>Interim Assistant Superintendent, Human Resources</u>
Date: <u>10/15/15</u>	Date: <u>November 5, 2015</u>

Addendum A

The tuition cost specified for the following courses has been provided at a higher discount than the per course scholarship noted in this Agreement. Courses listed below may be taken as part of a degree program, part of the certificate or authorization noted, or individually. Courses may have certain prerequisites and/or other eligibility requirements.

Course	Title	Course Cost	Program
ECED 410	Engaging Interactions & Environments: Providing a Solid Foundation for Young Children's Development	\$525	Transitional Kindergarten; Early Childhood Education
EDUU 575	Intro to Autism Spectrum Disorders: Etiologies and Characteristics	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 675	Programming for Students with Autism Spectrum Disorder	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 676	Autism Spectrum Disorders: Assessment and Strategies for Success, I	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 677	Autism Spectrum Disorders: Assessment and Strategies for Success, II	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 570	Voice, Diversity, Equity and Social Justice	\$525	CTEL
EDUU 526	Theories in Language Structure and Acquisition	\$525	CTEL
EDUU 527	English Language and Literacy Development	\$525	CTEL
EDUU 528	Content-based Instruction and Assessment for Linguistic Minority Students: SDAIE	\$525	CTEL
SPNU 120	Spanish for Early Childhood Educators	\$525	Elective
EDUU 636	An Introduction to Applied Behavior Analysis	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 637	Applied Behavior Analysis: Procedures and Experimental Design	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 656	Applied Behavior Analysis: Basic Technologies of Behavior Change	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 657	Applied Behavior Analysis: Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 658	Applied Behavior Analysis: Advanced Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 659	Applied Behavior Analysis: Ethics	\$900	Applied Behavior Analysis Certificate;

			Emphasis area within MASE
EDUU 624	Foundations of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 625	Design and Assessment of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 628	Advanced Design and Assessment of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 629	Teaching the 21 <sup>st</sup> Century Learner Capstone	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDAU 710	Clear Mentoring of Candidates II	\$625	Clear Administrative Services Credential
EDAU 720	Clear Assessment of Candidates II	\$625	Clear Administrative Services Credential
FSNU 335	Science of Obesity	\$1,500	Gen Ed; Nutrition and Wellness Certificate
MATU 99	College Algebra	\$500	Gen Ed; prerequisite for Statistics
SPNU 100	Survival Spanish: Culture and Language	\$525	Gen Ed; Satisfies prerequisite for RN to BSN

**Human Resources Division, Certificated Personnel**

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**1. Leaves of Absence:**

Nguyen, Anh, for baby bonding, without pay and with health benefits from 7/22/15 through the end of the working day on 10/12/15. (REVISED)

Rae, Derek, for health reasons, without pay and without health benefits from 9/25/15 through the end of the working day on 11/20/15.

**2. Employment:**

A. Day-to-Day Substitute Teacher(s) with authorization to teach in subject areas where they have adequate preparation, effective as noted:

Cano, Deanna	10/27/15
Haller, Jared	10/19/15
Vazquez, Orlando	10/26/15

B. Administrator Salary Placements, effective as noted:

		<u>Range</u>	<u>Step</u>
Garcia, Darrick	10/22/15	35	6
Interim Director, Human Resources			
Houston, Amber	10/22/15	24	3
Interim Principal, Lexington Junior High School			

C. Interim Assistant Superintendent Salary Placements, for the following individual to be paid the daily rate specified, effective as noted:

Jackson, Brad	10/19/15	\$738.90
Interim Assistant Superintendent, Human Resources		

**3. Extra Service Compensation:**

Puente Counselors, for the 2015-16 year, for the following individuals, to be paid in the amounts indicated, one half at the end of each semester. (Puente Funds)

Cuellar, Amie	Anaheim High School	\$600
Gonzales, Steve	Magnolia High School	\$1,200
Pineda, Rosalinda	Katella High School	\$1,200
Reed, Tisa	Anaheim High School	\$600
Ruiz-Flores, Claudia	Savanna High School	\$1,200

**4. 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>
Guajardo, Roxana	3 1	3 3	8/10/15
Hirayama, Yuko	2 2	3 2	8/10/15

**Human Resources Division, Certificated Personnel**

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**5. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:**

Alexander, Alyssa	10/8/15
Archerburton, William	10/14/15
Ascencio, Alma	10/22/15
Chai, Steven	10/12/15
Elder, Margaret	10/13/15
Harrison, Mary	10/10/15
Henderson, Paul	10/14/15
Jauregui Villa, Blanca	10/8/15
Jenkins, Cambria	10/10/15
Louscher, Maria de Jesus	10/16/15
Mazzola, Paul	10/15/15
Montelon Duarte, Maria de Jesus	10/16/15
Neff, Amy	10/12/15
Nuff, Nicholas	10/12/15
Ortiz, Susana	10/20/15
Roybal, Cynthia	10/12/15
Santos, Francesco	10/22/15
Shorman, Lorraine	10/15/15
Sims, Irena	10/20/15
Sweet, Curtis	10/19/15
Webb, Stephanie	10/15/15

**6. Extra Service Assignments, employment effective as noted:**

**Classified:**

	<u>Salary</u>	<u>Term</u>	<u>Effective</u>
<u>Cypress</u>			
Reyes, Spencer Jazz Band/Marching Band	\$1,355	Year	10/13/15
Rodriguez, Richardo Jazz Band/Marching Band	\$1,355	Year	10/13/15
<u>Katella</u>			
Herrera, Oscar Basketball, Boys, Freshman	\$2,956	Season	11/7/15
Mackay, Matt Soccer, Boys, Asst.	\$2,666	Season	11/7/15
<u>Oxford</u>			
Dominguez, Jessica Volleyball, Girls, JV	2,666	Season	8/10/15
Magana, Richard Debate	\$2,956	Season	8/10/15

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Saldana, Ronald Tennis, JV	\$2,666	Season	8/14/15
Saldana, Ronald Tennis, JV	\$2,666	Season	2/13/16
Sovern, Scott Football, 7 <sup>th</sup> Grade	\$2,193	Season	8/17/15
Williams, Casey Football, 8 <sup>th</sup> Grade	\$2,193	1 <sup>st</sup> Quarter	8/17/15
<u>Savanna</u> Guevara, Magaly Volleyball, Asst./Lower Level	\$799.80	Season	8/28/15

Human Resources Division, Classified Personnel

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1. **Retirements/Resignations/Terminations, effective as noted:**

	<u>Location:</u>	<u>Effective:</u>
Castillo, Eliezer Maintenance Foreman	Maintenance Department	10/29/2015
Donovan, Jean Instructional Assistant – Specialized Academic Instruction	Katella High School	10/14/2015
Mossholder, Roxann Instructional Assistant – Specialized Academic Instruction	Magnolia High School	10/16/2015
Swartz, Jessica Instructional Assistant – Behavioral Support	Cypress High School	10/09/2015

2. **Leaves of Absence:**

Harris, Daniel, for educational purposes, from 9/28/15 through the end of the working day on 1/15/16.

3. **Employment , effective as noted:**

	<u>Range/Step:</u>	<u>Effective:</u>
<b>Permanent Employment:</b>		
Arvizo, David AVID Tutor	\$14.53/Hr.	10/21/2015
Barbera, Alexis AVID Tutor	\$14.53/Hr.	10/13/2015
Bird, Brian Custodian	48/01	10/09/2015
Estelles, Juan Custodian	48/01	10/09/2015
Gallardo, Margaret AVID Tutor	\$14.53/Hr.	10/15/2015
Gonzalez, Hector Custodian	48/01	10/09/2015
Grothe, Paul Custodian	48/01	10/09/2015
Haney, Victor Campus Safety Aide	41/01	10/19/2015



**Human Resources Division, Classified Personnel**

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Hem, Sophea Custodian	48/01	10/09/2015
Ibarra, Jose Custodian	48/01	10/09/2015
Lau, Zev Custodian	48/01	10/09/2015
Leanos, Edgar Warehouse Worker – Nutrition Services	51/01	10/05/2015
Lopez, Erica AVID Tutor	\$14.53/Hr.	10/15/2015
Mejia, Jesus Custodian	48/01	10/09/2015
Paniagua, Edgar Custodian	48/01	10/09/2015
Popoca, Rodolfo Custodian	48/01	10/09/2015
Robles, Cassandra AVID Tutor	\$14.53/Hr.	10/16/2015
Salazar, Rosa Custodian	48/01	10/09/2015
Valencia, Karen AVID Tutor	\$14.53/Hr.	10/13/2015
Viramontes, Jasmine AVID Tutor	\$14.53/Hr.	10/15/2015

**Substitute Employment:**

Campos, Vanesa Substitute Instructional Assistant – Behavioral Support	51/01	10/19/2015
Campos, Vanesa Substitute Instructional Assistant – Special Abilities	51/01	10/19/2015
Campos, Vanesa Substitute Instructional Assistant – Specialized Academic Instruction	43/01	10/19/2015

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Campos, Vanesa Substitute Instructional Assistant – Adult Transition	51/01	10/19/2015
Collins, Nigel Substitute Custodian	48/01	10/07/2015
Duran, Susan Substitute Office Assistant	43/01	10/09/2015
Edmondson, Robert Substitute Warehouse Worker – Nutrition Services	51/01	10/12/2015
Gomez, Francisco Substitute Athletic Facilities Worker I	48/01	10/16/2015
Gomez, Francisco Substitute Custodian	48/01	10/13/2015
Lansburg, Debra Substitute Food Service Assistant I	41/01	10/19/2015
Ponce, Christiane Substitute Campus Safety Aide	41/01	10/09/2015
Ponce, Christiane Substitute Food Service Assistant I	41/01	10/09/2015
Rodriguez, Keith Substitute Bus Driver	55/01	09/29/2015
Slaughter, Tauisha Substitute Instructional Assistant – Medically Fragile/Orthopedically Impaired	51/01	10/09/2015
Snyder, Ashley Substitute Instructional Assistant – Adult Transition	51/01	10/14/2015
Snyder, Ashley Substitute Instructional Assistant – Behavioral Support	51/01	10/14/2015
Snyder, Ashley Substitute Instructional Assistant – Special Abilities	51/01	10/14/2015
Snyder, Ashley Substitute Instructional Assistant –	43/01	10/14/2015

**Human Resources Division, Classified Personnel**

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Specialized Academic Instruction

Terriquez, Nancy Substitute Payroll Technician	57/01	10/05/2015
Velasquez, Heather Substitute Instructional Assistant – Behavioral Support	51/01	10/14/2015
Velasquez, Heather Substitute Instructional Assistant – Special Abilities	51/01	10/14/2015
Wilborn, Dontae Substitute Custodian	48/01	10/20/2015

**Promotions:**

Feruglio, Marcelo Secretary – Attendance (Bilingual)	53/01	10/13/2015
Mondragon, Jason Custodian	48/05	10/12/2015
Thorn, Eldon Campus Safety Aide	41/07	10/13/2015

4. **Workability, current minimum wage or stipend of \$256 effective as noted:**  
(Workability Grant Funds)

	<b><u>Effective</u></b>
Aichele, Kevin	10/12/2015
Alvarado-Corona, Arleth	10/20/2015
Arionus, Natalie	10/20/2015
Bombardier, Joseph	10/12/2015
Casas, Jennifer	10/12/2015
Esparza, Jeremiah	10/20/2015
Gomez, Jacquelyn	10/14/2015
Gutierrez, Albert	10/14/2015
Idriss, Omar	10/20/2015
Jimenez, Raquel	10/20/2015
Leon, Jose	10/20/2015
Luna, Anthony	10/20/2015
Marquez, Cindy	10/20/2015
McCoy, Teresa	10/20/2015
Nava, Mark	10/14/2015
Pineda, Guadalupe	10/20/2015
Roberts, Lonnell	10/12/2015
Ruiz, Edwin	10/20/2015
Salerno, Victor	10/14/2015
Salgado, David	10/20/2015
Smith, Valerie	10/12/2015
Vergara, Angel	10/12/2015

**Human Resources Division, Classified Personnel**

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5. **Classified Salary Changes:**

Approve the revised salary range of Public Information Manager, from MGMT/19 to ADMN/36, effective, September 9, 2015.