

*Santa Ana Unified School District
Board of Education*

Board Meeting Agenda

**Tuesday, May 13, 2014
6:00 p.m.**

**Board Room
1601 E. Chestnut Avenue
Santa Ana**



**José Alfredo Hernández, J.D.
Vice President**

**Audrey Yamagata-Noji, Ph.D.
President**

**Rick Miller, Ph.D.
Secretary /
Superintendent**

**John Palacio
Member**

**Rob Richardson
Clerk**

**Cecilia "Ceci" Iglesias
Member**

If special assistance is needed to participate in the Board meeting, please contact Board Recording Secretary, at (714) 558-5515. Please call prior to the meeting to allow for reasonable arrangements to ensure accessibility to this meeting, per the Americans with Disabilities Act, Title II.

Mission Statement

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

BOARD OF EDUCATION MEETING INFORMATION

Role of the Board

The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major role, including:

1. Setting a direction for the District.
2. Providing a basic organizational structure for the SAUSD by establishing policies.
3. Ensuring accountability.
4. Providing community leadership on behalf of the District and public education.

Agenda Items provided to the Board of Education that include the description of items of business to be considered by the Board for approval at Board Meetings. These items contain recommendations; the Board may exercise action they believe is best for the SAUSD.

Board Meeting Documentation

Any and all supporting materials are made available to the public by the Public Communication Office. They may be reached from 8:00 a.m. – 4:30 p.m. at (714) 558-5555.

Public Comments at Board Meetings

The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board's consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Individual speakers are allowed three minutes to address the Board on agenda or nonagenda items. The Board may limit the total time for public input on each item to 20 minutes. With the Board's consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

The Board urges that complaints and derogatory remarks against a District employee be made in writing on forms available in the Office of the Superintendent. This allows the District and the Board to examine more carefully the complaint and to initiate the appropriate investigation.

Persons wishing to address the Board on an item on the agenda or an item of business in the Board's jurisdiction are requested to complete a card. This card is to be submitted to the Recording Secretary. The *Request to Address the Board of Education* cards are located on the table in the foyer.

Televised Meeting Schedule

The Regular Board of Education meetings are broadcast live on the second and fourth Tuesdays of each month on Channel 31. The meeting is replayed on Tuesdays at 6:00 p.m. and Saturdays at 3:00 p.m., following the Board of Education meeting.

Agenda and Minutes on District Website at <http://www.sausd.us>

BOARD OF EDUCATION
REGULAR MEETING

SANTA ANA UNIFIED SCHOOL DISTRICT
1601 EAST CHESTNUT AVENUE
SANTA ANA, CA 92701

TUESDAY
MAY 13, 2014
6:00 PM

AGENDA

CALL TO ORDER

5:00 P.M. RECESS TO CLOSED SESSION

- See Closed Session Agenda below for matters to be considered at this time.

- A. With respect to every item of business to be discussed in Closed Session pursuant to Education Code Sections 35146 and 48918:

STUDENT EXPULSIONS AND DISCIPLINE ISSUES

- B. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54956.9 (a) (b) (1) and (c):

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION:

California School Employees Association and its Chapter 41 v. Santa Ana Unified School District, UPC No. LA-CE-5906-E; PERB Decision No. 2332; SUSD-006431; 30-2014-00698426-CU-WT-CJC; 30-2014-00702095-CU-OC-CJC; 30-2013-00641531-CU-WM-CJC; 30-2013-00689907-CU-PO-CJC

- C. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957:

PUBLIC EMPLOYMENT – Executive Director, School Renewal;
Coordinator, Special Education

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

- D. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54947.6:

CONFERENCE WITH LABOR NEGOTIATOR:

SAEA, CSEA, CWA, SASPOA
Bargaining Units
Mr. Mark A. McKinney,
District Negotiator

The Board may exercise discretion to adjourn to Closed Session at any time during this meeting to instruct its representatives regarding negotiations with represented and unrepresented employees.

RECONVENE REGULAR MEETING AND REPORT ACTION TAKEN IN CLOSED SESSION THAT IS REQUIRED TO BE REPORTED OUT AT THIS MEETING.

RECONVENE REGULAR MEETING

6:00 P.M. MEETING

PLEDGE OF ALLEGIANCE

RECOGNITION / ACKNOWLEDGMENT

- The Gates Millennium Scholars Program
- Orange County Cooking Up Change Competition
- Recognition for Melissa Escobedo, 12th Grade Student at Godinez Fundamental High School, for Being Placed in the Top 5 of Arts Orange County's Imagination Celebration Poster Contest
- Classified Employee of the Month for May 2014, Dolores Vargas
- Customer Service Employee of the Month for May 2014, Angelina Perez

SUPERINTENDENT'S REPORT

PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)

- Individuals or groups may make presentations or bring matters to the Board's attention that is within the Board's subject matter jurisdiction. Individual speakers are allowed three minutes to address the Board on agenda or non-agenda items.

1.0 APPROVAL OF CONSENT CALENDAR

- 1.1 Approval of Minutes of Regular Board Meeting - April 22, 2014
- 1.2 Approval of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips
- 1.3 Approval of Memorandum of Understanding between Roadtrip Nation Experience and Santa Ana Unified School District for 2014-15 School Years
- 1.4 Approval of Memorandum of Understanding between County of Orange Social Services Agency and Santa Ana Unified School District for 2014-19 School Years
- 1.5 Approval of Memorandum of Agreement Between High School, Inc. Foundation and Santa Ana Unified School District

- 1.6 Approval of Courses: Engineering Geometry with Physics – Math, Engineering Geometry with Physics – Science, Principals of Engineering, Human Body Systems, Flight and Space, and Medical Detectives
 - 1) Approval of Engineering Geometry with Physics – Math Course and Engineering Geometry with Physics – Science Course
 - 2) Approval of Course Outline for Principles of Engineering
 - 3) Approval of Human Body Systems Course
 - 4) Approval of Course Outline for Flight and Space
 - 5) Approval of Course Outline for Medical Detectives
- 1.7 Approval of Fifth Amendment to Agreement No. FCI-SD-22 with Children and Families Commission of Orange County for 2013-14 Program Year
- 1.8 Approval of Expulsion of Students for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1
- 1.9 Approval of Payment and Reimbursement of Costs Incurred for Designated Instructional Services for Students with Disabilities for 2013-14 School Year
- 1.10 Approval of Memorandum of Understanding with Girls Inc. of Orange County
- 1.11 Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of April 9, 2014 through April 22, 2014
- 1.12 Ratification of Expenditure Summary and Warrant Listing for Period of April 9, 2014 through April 22, 2014
- 1.13 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of April 9, 2014 through April 22, 2014
- 1.14 Ratification of Submission of K-8 California Fresh Fruit and Vegetable Program Renewal Grant Application for 2014-15 School Year
- 1.15 Adoption of Resolution No. 13/14-3015 - Establish Education Protection Account

- 1.16 Approval of Rejection of Government Code §910 and §910.2 Claims Against Santa Ana Unified School District – File Numbers: 14-15285 JT, 14-15667 JT, 14-15694 JT, 14-15823 RV and 14-15831 DP
- 1) Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15285 JT
 - 2) Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15667 JT
 - 3) Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15694 JT
 - 4) Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15823 RV
 - 5) Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15831 DP
- 1.17 Approval of Substitute Subcontractor for Bid Package No. 1 New Building and Sitework - Roofing at Wilson Elementary School Under Overcrowding Relief Grant Program
- 1.18 Approval of Substitute Subcontractor for Repair of Gymnasium – Roofing at Valley High School
- 1.19 Authorization to Reject all Bids and Rebid Phase I Modernization Project at Mitchell Child Development Center
- 1.20 Adoption of Resolution 13/14-3014 – Implementation of Energy Conservation Guidelines
- 1.21 Approval of Personnel Calendar
- 1.22 Acceptance of Gifts in Accordance with Board Policy 3290 – Gifts, Grants, and Bequests

Items removed from Consent Calendar for discussion and separate action:

ANNOUNCEMENT

- The Board will recognize particular personnel and gifts.

PRESENTATIONS

- Public Disclosure of Tentative Agreement with Santa Ana Educators' Association
- Review of 2014-15 Preliminary Local Control Accountability Plan
- Summer Extended Learning Opportunities

REGULAR AGENDA - ACTION ITEMS

- 2.0 Approval of 2014 Summer Extended Learning Opportunities for Pre-Kindergarten Through Grade 12 Schools
- 3.0 Approval of Consultant Agreement with University of Southern California Creative Technologies Institute for Development of a Simulation for Threat Assessment Training
- 4.0 Approval of Personnel Agreement with Orange County Department of Education Safe Schools and Support Services for Mental Health Support for 2014-15 School Year
- 5.0 Authorization to Obtain Bids for Additional Parking Lots and Site Work at Carver, Santiago, and Washington Elementary Schools
- 6.0 Approval of Appointment of Bond Oversight Committee Members
- 7.0 Adoption of Resolution 13/14-3006 – Authorization of Third Amendment to Standardize District Facility Components
- 8.0 Authorization to Award Contract for Bid Package No. 20 Parking Lot Improvements at Willard Intermediate School Under Modernization Program - Phase 2
- 9.0 Approval of Revised Job Description: Director of Research and Evaluation
- 10.0 Approval of New Job Description: Director of Community Relations

REVISION OF EXISTING BOARD BYLAWS AND BOARD POLICIES

- 11.0 Revision of Existing Board Bylaws 9010 – Public Statements and 9220 – Governing Board Elections
- 12.0 Board Policy 1312.3 – Uniform Complaint Procedures (Revision)

REVISION OF EXISTING ADMINISTRATIVE REGULATIONS

The Board shall be kept informed of all administrative regulations and they shall be included in the district's policy manual. The Board may direct the revision of any regulation which it finds inconsistent with Board policy. (*Board Bylaw 9313*)

- Administrative Regulation 1312.3 – Uniform Complaint Procedures (Revision)
- Administrative Regulation 6153 – School - Sponsored Trips (Revision)

BOARD REPORTS

- Board Reports/Activities

ADJOURNMENT

FUTURE MEETING - The next Regular Meeting of the Board of Education will be held on Tuesday, June 10, 2014, at 6:00 p.m.

AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: The Gates Millennium Scholars Program
ITEM: Recognition
SUBMITTED BY: Richard L. Miller, Ph.D., Superintendent
PREPARED BY: Deidra Powell, Chief Communications Officer

BACKGROUND INFORMATION:

The purpose of this agenda item is to recognize 12th Grade Segerstrom High School Student Rafael Reyes and 12th Grade Valley High School Student Estefania Huitron for being named recipients of The Gates Millennium Scholarship.

RATIONALE:

The Gates Millennium Scholars (GMS) Program selects 1,000 talented students each year to receive a good-through-graduation scholarship to use at any college or university of their choice.

FUNDING:

Not Applicable

RECOMMENDATION:

Recognize 12th Grade Segerstrom High School Student Rafael Reyes and 12th Grade Valley High School Student Estefania Huitron for being named recipients of The Gates Millennium Scholarship.

RLM/dp

AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: Orange County Cooking Up Change Competition

ITEM: Recognition

SUBMITTED BY: Richard L. Miller, Ph.D., Superintendent

PREPARED BY: Deidra Powell, Chief Communications Officer

BACKGROUND INFORMATION:

The purpose of this agenda item is to recognize the High School Inc. Academies Culinary Arts Team at Valley High School for winning the Orange County Cooking Up Change Competition for the third consecutive year.

RATIONALE:

Fullerton Joint Union High, Santa Ana Unified, Anaheim Union High and Huntington Beach Union High School District culinary students competed in the Cooking up Change Competition. Teams of high school culinary students took on the challenge to create a delicious, nutritious school lunch that their peers will enjoy.

The High School Inc. Academies Culinary Arts Team at Valley High School won the Orange County Cooking Up Change Competition for the third consecutive year. The winning team will travel to Washington, D.C. this June to compete against teams from across the country in the Cooking up Change national finals.

FUNDING:

Not Applicable

RECOMMENDATION:

Recognize the High School Inc. Academies Culinary Arts Team at Valley High School for winning the Orange County Cooking Up Change Competition for the third consecutive year.

RLM/dp

AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: Recognition for Melissa Escobedo, 12th Grade Student at Godinez Fundamental High School, for Being Placed in the Top 5 of Arts Orange County's Imagination Celebration Poster Contest

ITEM: Recognition

SUBMITTED BY: Richard L. Miller, Ph.D., Superintendent

PREPARED BY: Deidra Powell, Chief Communications Officer

BACKGROUND INFORMATION:

The purpose of this agenda item is to recognize 12th Grade Student Melissa Escobedo for being placed in the Top 5 of Arts Orange County's Imagination Celebration Poster Contest.

RATIONALE:

Each Spring, Arts Orange County presents Imagination Celebration, the annual, county-wide family arts festival. Presented in partnership with the Orange County Department of Education, Imagination Celebration dynamically connects the community, arts organizations, universities, and Orange County students through meaningful arts experiences.

FUNDING:

Not Applicable

RECOMMENDATION:

Recognize 12th Grade Student Melissa Escobedo for being placed in the Top 5 of Arts Orange County's Imagination Celebration Poster Contest.

RLM/dp

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Classified Employee of the Month for May 2014, Dolores Vargas

ITEM: Recognition

SUBMITTED BY: Mark A. McKinney, Associate Superintendent, Human Resources

PREPARED BY: Mark A. McKinney, Associate Superintendent, Human Resources

BACKGROUND INFORMATION:

The purpose of this agenda item is to recognize the Classified Employee of the Month for May 2014.

RATIONALE:

A selection committee, consisting of classified employees, has reviewed nominees and selected the Classified Employee of the Month for May 2014. The members have selected Dolores Vargas, Library Media Technician, Taft Elementary School.

FUNDING:

Not Applicable

RECOMMENDATION:

Recognize Dolores Vargas as Classified Employee of the Month for May 2014.


MAM:nr:ea

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Customer Service Employee of the Month for May 2014,
Angelina Perez

ITEM: Recognition

SUBMITTED BY: Mark A. McKinney, Associate Superintendent, Human Resources

PREPARED BY: Mark A. McKinney, Associate Superintendent, Human Resources

BACKGROUND INFORMATION:

The purpose of this agenda item is to recognize the Customer Service Employee of the Month for May 2014.

RATIONALE:

A selection committee, consisting of classified and certificated employees, has reviewed nominees and selected the Customer Service Employee of the Month for May 2014. The members have selected Angelina Perez, School Office Manager, Franklin Elementary School.

FUNDING:

Not Applicable

RECOMMENDATION:

Recognize Angelina Perez as Customer Service Employee of the Month for May 2014.


MAM:nr:ea

Santa Ana Unified School District
1601 E. Chestnut Avenue
Santa Ana, California 92701

MINUTES

REGULAR MEETING
SANTA ANA BOARD OF EDUCATION

April 22, 2014

CALL TO ORDER

The meeting was called to order at 5:04 p.m. by Board President Yamagata-Noji. Other members in attendance were Mr. Hernández and Mr. Palacio.

Cabinet members present were Dr. Miller, Dr. Phillips, Dr. Haglund, Mr. McKinney, Ms. Miller, and Dr. Rodriguez. Ms. Lohnes and Mr. Dixon were absent.

CLOSED SESSION PRESENTATIONS

Dr. Yamagata-Noji asked those wishing to address the Board in matters pertaining to Closed Session to step to the lectern.

There were no individuals wishing to address the Board.

RECESS TO CLOSED SESSION

The Regular Board meeting was immediately recessed at 5:05 p.m. to consider legal issues, negotiations, and personnel matters.

Ms. Iglesias and Mr. Richardson arrived during Closed Session.

RECONVENE OPEN MEETING

The Regular Board meeting reconvened at 6:30 p.m.

PLEDGE OF ALLEGIANCE

The meeting was opened with the Pledge of Allegiance led by Nicholas and Andrew Medrano, 5th and 3rd grade students at Greenville Fundamental School.

RECOGNITIONS / ACKNOWLEDGMENTS

Classified Employee of the Month for April 2014, Rocio Reyes

Dr. Yamagata-Noji called Mr. McKinney, Associate Superintendent, Human Resources to the lectern. He introduced Mr. Robert Anguiano, Principal at Pio Pico Elementary School, and Ms. Rocio Reyes, School Office Manager. Ms. Reyes was selected as the Classified Employee of the Month for April 2014 for her dedication to the school community. Rocio treats all children as her own and always considers what is best for students before her own needs.

Customer Service Employee of the Month for April 2014, Elvia Gallardo

Dr. Yamagata-Noji called Mr. McKinney, Associate Superintendent, Human Resources to the lectern. He introduced Dr. Robert Laxton, Principal at Saddleback High School, and Ms. Elvia Gallardo, Registrar. Ms. Gallardo was selected as the Customer Service Employee of the Month for April 2014 for her dedication in helping others. Elvia is compassionate, caring, and also provides much needed tough love and support for the students and parents.

SUPERINTENDENT'S REPORT

Dr. Miller opened his report by introducing SAUSD Police Chief Hector Rodriguez; inviting him to the lectern. Chief Rodriguez provided an update to the Board on the incident at Adams Park. Dr. Miller announced the conclusion of the LCAP community meetings and thanked staff who were an integral part in the success of the meetings. He concluded his remarks by mentioning his attendance at the Difference Makers Luncheon and the Kids Vision for Life at Esqueda Elementary School.

PUBLIC PRESENTATIONS

Dr. Yamagata-Noji asked those wishing to address the Board on matters related to agenda items to step to the lectern. Albert Castillo, Carolyn Torres, Sandra Ortega, Dolores Manzo, Janelli Rosales, Cindy Cuevas, Lycander Donovan, Dulce Lopez, Bardis Vakili, Fabiola Luca, Pablo Jimenez, Alberto Piedra, Ben Vasquez, Laura Kanter, Ana Urzua, Dulce Savaadre, Maria Velasquez, Thomas Gordon, and David Haas addressed the Board related to the incident at Adams Park and school climate. Norma Ortiz and Susan Mercer addressed the Board related to Action Item 4.0 - Approval to Extend No Child Left Behind Waiver.

1.0 APPROVAL OF CONSENT CALENDAR

The following items were removed from the Consent Calendar for discussion and separate action:

- 1.18 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of March 12, 2014 through April 8, 2014

It was moved by Mr. Richardson, seconded by Mr. Hernández, and carried 5-0, to approve the remaining items on the Consent Calendar as follows:

- 1.1 Approval of Minutes of Regular Board Meeting - March 25, 2014
- 1.2 Summarized Data of Williams Settlement Third Quarterly Report
- 1.3 Approval of Extended Field Trips(s) in Accordance with Board Policy (BP) 6153 - School-Sponsored Trips and Administrative Regulation (AR) 6153.1 - Extended School- Sponsored Trips
- 1.4 Approval of Submission of Carl D. Perkins Career and Technical Education Improvement Act of 2006 Application for Funding for 2014-15 School Year
- 1.5 Approval of Memorandum of Understanding with Orange County Department of Education, QualityStart OC for the 2014-15 Program Year
- 1.6 Approval of Head Start Budget Adjustment No. 3 for 2013-14 Program Year
- 1.7 Approval of Head Start Self-Assessment Corrective Action Plan 2013-14 Program Year
- 1.8 Approval of Head Start Eligibility, Recruitment, Selection, Enrollment, and Attendance Policies and Procedures for 2014-15 Program Year
- 1.9 Approval of Second Assessment Child Outcomes and School Readiness Action Plan
- 1.10 Approval of Expulsion of Students for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

418505 - Lathrop

For the violation of Education Code Section 48900, paragraph C that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after June 19, 2014.

323151 - Santa Ana

For the violation of Education Code Section 48900, paragraph C that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after April 22, 2015.

323582 - Santa Ana

For the violation of Education Code Section 48900, paragraph C, J that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after January 30, 2015.

194324 - Santa Ana

For the violation of Education Code Section 48900, paragraph C that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after January 30, 2015.

316951 - Santa Ana

For the violation of Education Code Section 48900, paragraph C that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after January 30, 2015.

326251 - Segerstrom

For the violation of Education Code Section 48900, paragraph B that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after June 19, 2014.

335824 - Sierra

For the violation of Education Code Section 48900, paragraph C that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after January 30, 2015.

344976 - Sierra

For the violation of Education Code Section 48900, paragraph C, J that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after April 22, 2015.

337793 - Sierra

For the violation of Education Code Section 48900, paragraph C that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after January 30, 2015.

329850 - Spurgeon

For the violation of Education Code Section 48900, paragraph B that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after April 22, 2015.

- 1.11 Approval of Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2013-14 School Year
- 1.12 Approval of Payment and Reimbursement of Costs Incurred for Designated Instructional Services for Students with Disabilities for 2013-14 School Year
- 1.13 Approval of Substitute Subcontractor for Bid Package No. 1 New Building and Sitework - HVAC at Wilson Elementary School Under Overcrowding Relief Grant Program
- 1.14 Approval of Substitute Subcontractor for Repair of Gymnasium - HVAC at Valley High School
- 1.15 Acceptance of Completion of Contracts for Various Projects Districtwide
- 1.16 Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of March 12, 2014 through April 8, 2014
- 1.17 Ratification of Expenditure Summary and Warrant Listing for Period of March 12, 2014 through April 8, 2014
- 1.19 Authorization to Obtain Bids for Purchase of Specialty Paper for Publications Department and Copier Paper for Warehouse Stock
- 1.20 Authorization to Obtain Bids for the Purchase of Office Supplies, School Paper and Instructional Supplies for Warehouse Stock
- 1.21 Approval of Personnel Calendar
- 1.22 Acceptance of Gifts in Accordance with Board Policy 3290 - Gifts, Grants, and Bequests

ITEM REMOVED FROM CONSENT CALENDAR FOR DISCUSSION AND SEPARATE ACTION:

- 1.18 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of March 12, 2014 through April 8, 2014

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 4-1, Ms. Iglesias dissenting, to approve/ratify the listing of agreements/contracts with the Santa Ana Unified School District and various consultants submitted for the period of March 12, 2014 through April 8, 2014.

ANNOUNCEMENT

Dr. Yamagata-Noji acknowledged District retirees and highlighted gifts received.

PRESENTATION

Update on Students Attending Santa Ana College, California State University, Fullerton, and University of California, Irvine

Dr. Yamagata-Noji called Ms. Dawn Miller, Assistant Superintendent, Secondary Education to the lectern. She provided the Board with data on the number of past students attending college and projections of future graduating seniors planning to attend college.

Update Status on Common Core Block Grant Implementation Plan

Dr. Yamagata-Noji called Dr. Haglund, Deputy Superintendent, Educational Services to the lectern. He provided the Board with an update on testing locations and wireless network improvements that meet industry standards.

REGULAR AGENDA - ACTION ITEMS

- 2.0 APPROVAL OF NEW JOB DESCRIPTION: EARLY LEARNING SPECIALIST

It was moved by Mr. Richardson, seconded by Dr. Yamagata-Noji, and carried 4-1, Ms. Iglesias dissenting, to approve the new job description of Early Learning Specialist.

- 3.0 APPROVAL OF AGREEMENT FOR STUDENT TRANSFERS TO THE COMMUNITY SCHOOL PROGRAM AND SPECIAL SCHOOLS AND SERVICES PROGRAM BETWEEN ORANGE COUNTY SUPERINTENDENT OF SCHOOLS AND SANTA ANA UNIFIED SCHOOL DISTRICT

It was moved by Mr. Hernández, seconded by Mr. Palacio, and carried 5-0, to approve the agreement for student transfers to the Community School Program and Special Schools and Services Program between Orange County Superintendent of Schools and Santa Ana Unified School District.

4.0 APPROVAL TO EXTEND NO CHILD LEFT BEHIND WAIVER

It was moved by Mr. Richardson, seconded by Mr. Hernández, and carried 4-1, Ms. Iglesias dissenting, to approve the extension of No Child Left Behind Waiver and return no later than June 10, 2014 for further review and consideration.

5.0 ADOPTION OF RESOLUTION NO. 13/14-3000 - PROCLAIMING MAY 5-9, 2014, AS NATIONAL TEACHER/SUPPORT STAFF APPRECIATION WEEK AND MAY 18-24, 2014 AS CLASSIFIED SCHOOL EMPLOYEE WEEK

It was moved by Mr. Richardson, seconded by Dr. Yamagata-Noji, and carried 5-0, to adopt Resolution No. 13/14-3000 proclaiming May 5-9, 2014, as National Teacher/Support Staff Appreciation Week and May 18-24, 2014, as Classified School Employee Week.

6.0 ADOPTION OF RESOLUTION NO. 13/14-3001 - PROCLAIMING MAY 6-12, 2014 AS NATIONAL SCHOOL NURSES' WEEK

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 5-0, to adopt Resolution No. 13/14-3001 proclaiming May 6-12, 2014, as National School Nurses' Week.

7.0 ADOPTION OF RESOLUTION NO. 13/14-3003 - PROCLAIMING MAY 11-17, 2014 AS NATIONAL POLICE WEEK

It was moved by Mr. Richardson, seconded by Mr. Palacio, and carried 5-0, to adopt Resolution No. 13/14-3003 proclaiming May 11-17, 2014, as National Police Week.

8.0 ADOPTION OF RESOLUTION NO. 13/14-3013 - PROCLAIMING MAY 1, 2014 AS NATIONAL DAY OF PRAYER

It was moved by Mr. Palacio, seconded by Ms. Iglesias, and carried 5-0, to adopt Resolution No. 13/14-3013 to adopt Resolution No. 13/14-3013 proclaiming May 1, 2014 as National Day of Prayer.

BOARD AND STAFF REPORTS/ACTIVITIES

Mr. Richardson

- Attended the Kids Vision for Life event at Esqueda Elementary School; great partnership; excited and pleased to support a great program; thanked Ms. Lohnes, Ms. Cisneros, Ms. Rey and Ms. McClean.
- Requested to adjourn meeting in memory of Barbara Oldewage, mother of Janet Kleinschmidt, educator at Sierra Preparatory Academy.

Ms. Iglesias

- Attended the Santa Ana Chamber luncheon; grateful for the partnership.
- Thanked the Board for approving the National Day of Prayer Resolution.
- Will be attending beautification program at Delhi Community Center on Saturday.

Mr. Hernández

- Appreciates the hard work of the SAUSD Police Officers; confident of a thorough and fair review of the process.

Mr. Palacio

- Will participate in the beautification program at Delhi on Saturday.
- Requested to acknowledge the Gates Millennium students at the next Board meeting.
- Requested to invite retirees to speak on their experiences and share stories.

Dr. Miller

- Announced the resignation of Sharon Johnson, Interim Director, Research and Evaluation and asked her to step to the lectern; Ms. Johnson thanked the Board and staff for the opportunity and experience at SAUSD; and shared that she was appointed Superintendent/Principal at Curtis Creek School District.

Dr. Yamagata-Noji

- Declared a Special Board Meeting related to High School and Intermediate programs on May 20th.
- Announced the following events: Parent of the Year Recognition on April 29th; Educator of the Year on May 8th; Top 100 Scholars on May 22nd; SAPSF 2nd Annual Artspiration on May 28th; Retiree Recognition on June 5th; Perfect Attendance Car Drawing at Guaranty Chevrolet on May 7th; and concluded her announcement with graduations beginning June 6th through June 19th.

RECESS TO CLOSED SESSION

The Regular Board meeting was immediately recessed at 10:03 p.m. to consider public employee quarterly review.

RECONVENE OPEN MEETING

The Regular Board meeting reconvened at 10:59 p.m.

ADJOURNMENT

There being no further business to come before the Board, Dr. Yamagata-Noji asked Mr. Richardson to adjourn the meeting at 11:00 p.m. in memory of Barbara Oldewage.

The next Regular Meeting will be held on Tuesday, May 13, 2014, at 6:00 p.m.

ATTEST:

Rick Miller, Ph.D.
Secretary
Santa Ana Board of Education

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
 Board Meeting - April 22, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
RETIREMENTS					
Blauer, Kathleen	Teacher	Greenville	June 20, 2014		Retirement - 23 years
Covert, Bruce	Assistant Principal	Godinez	June 30, 2014		Retirement - 13 years
RETIREMENT CHANGE IN DATE					
Gray-Cerillo, Toni	Teacher	Carr	From June 30, 2014 to June 20, 2014		Retirement - 18 years
Lippe, Barbara	Teacher	Harvey	From June 26, 2014 to June 20, 2014		Retirement - 25 years
RESIGNATIONS					
Devries, Linda	Teacher	Segerstrom	March 11, 2014		Resignation - 5 years
Jarchow, Jennifer	Teacher	Lathrop	March 11, 2014		Resignation - 7 years
Johnson, Sharon	Interim Director of Research and Evaluation	District Office	May 1, 2014		Moving, Accepted another position - 3 years
Maldonado, Elizabeth	Teacher	Lowell	March 24, 2014		Moving - 13 years

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - April 22, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
RESIGNATIONS (Continued)					
Proctor, Timothy	Teacher	McFadden	March 11, 2014		Resignation - 5 years
NEW HIRES/RE-HIRES					
Thoms, Luz	Psychologist	Psychological Services	April 14, 2014		New Hire - Probationary I
39-MONTH REEMPLOYMENT					
Kerley, Meghan	Teacher	Jefferson	March 4, 2014	June 4, 2017	
RETURNING FROM 39-MONTH REEMPLOYMENT					
Kerley, Meghan	Teacher	Jefferson	April 1, 2014		
CONSENTS FOR THE 2013-14 SCHOOL YEAR - E.C. 44258.7 (b)					
Koeler, David	Teacher	Segerstrom			Competitive Sport
Peck, Stephanie	Teacher	Segerstrom			Competitive Sport

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
 Board Meeting - April 22, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
ABSENCE (3 to 20 duty days) - Without Pay with Benefits					
Ryan, Brittney	Speech and Language Pathologist	Speech Department	March 26, 2014	June 4, 2014	Child Care
CALIFORNIA FAMILY RIGHTS ACT (21 duty days or more) - Paid with Benefits					
Crow, Karen	Teacher	Carr	April 2, 2014	June 9, 2014	Statutory
FAMILY CARE AND MEDICAL LEAVE ABSENCE (3 to 20 duty days) - Paid with Benefits					
Heng, Ka	Teacher	Kennedy	February 21, 2014	March 16, 2014	Statutory
FAMILY CARE AND MEDICAL LEAVE (21 duty days or more) - Paid with Benefits					
Evans, Jessica	Teacher	Carver	March 13, 2014	April 24, 2014	Statutory
Hu, Alejandra	Teacher	Pio Pico	April 15, 2014	June 6, 2014	Statutory
Lund, Amber	Teacher	Seegerstrom	May 2, 2014	June 20, 2014	Statutory
Nunez, Jessica	Teacher	Monroe	April 14, 2014	May 26, 2014	Statutory
Mc Cartin, Casey	Teacher	Jefferson	March 14, 2014	June 4, 2014	Statutory
Moore, Jane	Teacher	Roosevelt	April 14, 2014	May 20, 2014	Statutory
Salazar, Nichole M.	Teacher	Godinez	April 14, 2014	June 20, 2014	Statutory
Shelby, Cathy	Teacher	Sepulveda	April 3, 2014	May 16, 2014	Statutory
Valencia, Claudia	Teacher	Godinez	April 14, 2014	June 20, 2014	Statutory

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - April 22, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
EXTENSION ON FAMILY CARE AND MEDICAL LEAVE (21 duty days or more) - Paid with Benefits					
Crow, Karen	Teacher	Carr	April 2, 2014	June 9, 2014	Statutory
Garcia, Teresa D.	Teacher	Mendez	March 17, 2014	May 21, 2014	Statutory
Gutierrez, Karina	Teacher	Jefferson	March 19, 2014	March 21, 2014	Statutory
Rockwell, Bruce	Teacher	Lorin Griset	March 19, 2014	May 27, 2014	Statutory
CORRECTION ON FAMILY CARE AND MEDICAL LEAVE (21 duty days or more) - Paid with Benefits					
Sell, Ortencia	Outreach Consultant	Valley	March 7, 2014	March 21, 2014	Statutory
EXTRA DUTY 2013-14					
Bailey, Kathleen	Teacher	Special Education	July 1, 2013	July 2, 2013	Substitute Daily Rate
Conner, Christopher	Substitute	Special Projects	April 1, 2014	May 2, 2014	Long Term Daily Rate
Lambert, Christianne	Teacher	Special Education	December 16 2013	January 24, 2014	Conference Period
Nehrbass, Marilynn	Retired Substitute	Special Education	March 28, 2014	June 30, 2014	Regular Daily Rate
Prado, Rafael	Substitute	Special Projects	April 1, 2014	May 2, 2014	Long Term Daily Rate
EXTRA DUTY 2012-13					
Bailey, Kathleen	Teacher	Special Education	2012-13		6 Days Extra Duty

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - April 22, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
CORRECTION EXTRA DUTY 2013-14					
Ward, Deborah	Teacher	Sierra	February 3, 2014	June 19, 2014	Extra Period
SPRING SPORTS 2013-14					
Carpenter, Rory	Assistant Coach	Saddleback	2013-14		Football
Gregory, Susan	Head Coach	Saddleback	2013-14		Volleyball (Boys)
Mc Cord, Derek	Head Coach	Saddleback	2013-14		Swimming (Co-Ed)
Pesak, Rod	Assistant Coach	Saddleback	2013-14		Track & Field (Co-Ed)
Silva, Meliton	Head Coach	Saddleback	2013-14		Track & Field (Co-Ed)
Thompson, Robert	Head Coach	Saddleback	2013-14		Football
Ornelas, Alfredo	Assistant Coach	Santa Ana	2013-14		Football
Bird, Gary	Head Coach	Valley	2013-14		Tennis (Boys)
Castaneda Alvarez, Paul	Head Coach	Valley	2013-14		Track (Co-Ed)
Conover, Matthew	Head Coach	Valley	2013-14		Golf (Boys)
DeMent, Russell	Assistant Coach	Valley	2013-14		Baseball (Boys)
Duong, Karen	Head Coach	Valley	2013-14		Track (Co-Ed)
Echaves, Michael	Assistant Coach	Valley	2013-14		Track (Co-Ed)
Esaki, Aimee	Assistant Coach	Valley	2013-14		Tennis (Boys)
Fausto, David	Assistant Coach	Valley	2013-14		Softball
Knobbe, Christine	Assistant Coach	Valley	2013-14		Softball
Lammers, Frederick	Head Coach	Valley	2013-14		Swimming (Boys)

Personnel Calendar
Board Meeting - April 22, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SPRING SPORTS 2013-14 (Continued)					
Morris, Matthew	Assistant Coach	Valley	2013-14		Baseball (Boys)
Orabona, Eda	Head Coach	Valley	2013-14		Softball
Sanchez, Jose C.	Assistant Coach	Valley	2013-14		Track (Co-Ed)
Terwilliger, Erik	Head Coach	Valley	2013-14		Swimming (Boys)
CORRECTION SPRING SPORTS 2013-14					
From Assistant Coach to Head Coach					
Erikson, Tom	Coach	Santa Ana	2013-14		Tennis (Boys)
Ramirez, Robert	From Head Coach to Assistant Coach	Santa Ana	2013-14		Tennis (Boys)
HOME TEACHER 2013-14					
Sanchez Jimenez, Mayra	Home Teacher	Pupil Support Services	March 6, 2014	June 19, 2014	If and as needed basis
Zamudio, Alma	Home Teacher	Pupil Support Services	March 13, 2014	June 19, 2014	If and as needed basis
ELEMENTARY SUPERVISION 2013-14					
Ishimaru, Ken		Jackson	March 20, 2014	June 20, 2014	

Mark A. McKinney, Associate Superintendent, Human Resources

**AGENDA ITEM REQUESTS
CERTIFICATED
2013-14**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
2013-14 After School Grades 6-8 Intramural Sports-Boys/Girls Track & Field Certificated	Special Projects	ASES-After School Program	\$40,000	April 28, 2014
Academic Pentathlon Coaches (Ratification)	Mendez	General Fund	\$6,600	September 3, 2013
Before and After School Tutoring	Lincoln	Title I Core	\$4,000	April 23, 2014
CCSS Curriculum Units Of Study Writing	Educational Services, Elementary	Elementary Division	\$2,500	April 23, 2014
Common Core Unit of Study Training	Educational Services	Title I-Core Waiver	\$60,000	April 23, 2014
District Writing Assessment Scorer Grades 6-12 Retired Teacher	Educational Services	Title I	\$240	April 24, 2014
Early Childhood Education - Facilitate Preschool Activities and Community Events	Early Childhood Education	Title I	\$1,000	April 23, 2014
Elementary Division Kindergarten Assessment Administration	Educational Services	EIA-SCE	\$49,510	April 23, 2014
Parent Nutrition Education	Special Projects/ Network for a Healthy California	Network for a Healthy California	\$518	April 23, 2014
Preparation Period For ESY	Special Education	Special Education	\$10,000	June 23, 2014
Professional Development (Ratification)	Santa Ana	Core	\$3,000	March 25, 2014
RTC Kindergarten Spring Spanish Testing	Registration & Testing Center	EIA-SCE	\$15,656	April 23, 2014
Site Extended Response Scoring and Training	Educational Services	Title I-Core Waiver	\$20,000	April 23, 2014
Social Science Common Core Writing Training	Educational Services	Title I	\$7,920	April 23, 2014

**Board Meeting
April 22, 2014**

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - April 22, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RETIREMENTS						
Alvarado, Tulia	Sr. Fd. Svc. Wkr.	Sierra	June 19, 2014			14 years, 7 months
Castellon, Catalina	Fd. Svc. Wkr.	Godinez	June 20, 2014			18 years, 8 months
Clarke, Deborah	Storekeeper	Nutrition Svcs.	May 22, 2014			38 years, 9 months
RESIGNATIONS						
Blancas, Celina	Speech & Language Pathology Asst.	Speech Dept.	June 19, 2014			Correction of date
Lopez, Stephanie	SSP Sp. Ed.	Santa Ana	April 14, 2014			Personal - 3 months
Ramirez, Rosa	Activity Supervisor	Edison	April 30, 2013			Personal - 12 years
Sierra, Michelle	Site Clerk	Franklin	April 4, 2014			Personal - 2 years, 5 months
Tapia, Alejandro	SSP Sp. Ed.	Villa	April 11, 2014			To Sub Teach
ABSENCE (3 to 20 duty days) - Without Pay						
Cevallos, Guadalupe	Instr. Asst. Sp. Ed.	Garfield	March 12, 2014	March 28, 2014		Personal

CLASSIFIED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - April 22, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
FAMILY CARE & MEDICAL LEAVES (3 to 20 duty days) - Paid						
Alvarez, Mario	Custodian	Adams	March 17, 2014	April 31, 2014		Statutory Leave
McKeun, Steven	Storekeeper	Fairview Warehouse	December 30, 2013	April 3, 2014		Statutory Leave
FAMILY CARE & MEDICAL LEAVES (21 duty days or more) - Paid						
Ortega-Villareal, Petra	Preschool Teacher	ECE	April 21, 2014	June 14, 2014		Statutory Leave
Talavera, Angelina	Registration & Testing Specialist	RTC	March 25, 2014	May 6, 2014		Statutory Leave
FAMILY CARE & MEDICAL LEAVE/CFRA (California Family Rights Act) (3 to 20 duty day) - Paid						
Mendoza, Jesus	Ath. Fld. Grndskpr.	Bldg. Svcs.	March 4, 2014	March 24, 2014		Statutory Leave
FAMILY CARE & MEDICAL LEAVE/CFRA (California Family Rights Act) (21 duty days or more) - Paid						
Fernandez, Emilio	Custodian	Bldg. Svcs.	January 1, 2014	September 3, 2014		Statutory Leave/ Intermittent/As Needed Basis
Gonzalez, Carolina	Community & Family Outreach Liason	PSS	March 20, 2014	June 30, 2014		Statutory Leave/ Intermittent/As Needed Basis
Mejia, Jose	Custodian	Lorin Grisnet	March 24, 2014	April 25, 2014		Statutory Leave

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - April 22, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
PROBATIONARY APPOINTMENTS						
Angel Felix, Wendy	Fd. Svc. Wkr.	Nutrition Svcs.	March 13, 2014		11/1	
Escobar Contreras, Nancy	Fd. Svc. Wkr.	Santiago	March 31, 2014		11/1	
Maljian, Christine	Account Clerk	Accounting Dept.	March 20, 2014		25/1	
Olson, Matthew	Sch. Police Officer	School Police	April 1, 2014		40/1	
Ortiz, Janet	Fd. Svc. Wkr.	Heninger	March 31, 2014		11/1	
Rubio, Priscilla	Fd. Svc. Wkr.	Walker	March 31, 2014		11/1	
PROMOTIONAL APPOINTMENT						
Bolaños, Alberto	Facilities Planning Technician	Facilities Dept.	March 25, 2014		30/5	
REAPPOINTMENT						
Kobert, Lynn	Site Clerk	Monte Vista	February 20, 2014		24/3	
TEMPORARY ASSIGNMENTS - Out of Class Compensation						
Bazurto, Bobby	Plant Custodian Elem. Bldg. Svcs.		March 12, 2014	March 13, 2014	28/1	
Colin, Nancy	Sch. Off. Asst. Sec.	Mendez	April 1, 2014	April 30, 2014	24/6	
Gomez, Liza	Sch. Off. Mgr. Elem.	Edison	April 1, 2014	April 4, 2014	28/5	

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - April 22, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
TEMPORARY ASSIGNMENTS - Out of Class Compensation (Continuation)						
Hernandez, Michele	Instr. Asst. Sev. Dis.	Century	March 19, 2014	April 15, 2014	20/3	
Olivares, Adriana	Sr. Exec. Secretary	Deputy Supt's Office	August 16, 2013	August 30, 2013	37/1	
Olivares, Adriana	Sr. Exec. Secretary	Deputy Supt's Office	March 5, 2014	April 2, 2014	37/1	
Palomino, Debbie	Instr. Asst. Sev. Dis.	Special Ed.	March 17, 2014	May 7, 2014	20/5	
Prado, Alejandro	Plant Custodian Inter.	Bldg. Svcs.	February 28, 2014	March 12, 2014	32/1	
Silbas, Jaime	Rv. Ld. Custodian	Bldg. Svcs.	March 17, 2014	March 20, 2014	28/5 + Diff. 40/1 +	
Singer, Brian	School Police Officer	School Police	March 23, 2014	June 30, 2014	Graveyard	
Slater II, Laurence	Maint. Wkr. I	Bldg. Svcs.	April 1, 2014	June 30, 2014	26/4	
Torres, Maurilio	Tree Trimmer	Bldg. Svcs.	April 1, 2014	April 30, 2014	29/6	
SALARY ADJUSTMENT						
Alcaraz, Susana	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 18, 2014		15/4	
ACTIVITY SUPERVISORS						
Castillo, Maricela	Activity Supervisor	Carver	March 21, 2014		10/1	
Lopez, Maria	Activity Supervisor	Lincoln	April 2, 2014		10/1	
Zeilinger, Daniel	Activity Supervisor	Seegerstrom	March 24, 2014		10/1	

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - April 22, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
SUBSTITUTES						
Cisneros, Isaac	DSO		March 26, 2014		31/1	
Gonzalez, Cesar	SSP Sp. Ed.		March 26, 2014		19/1	
Loera, Victoria	SSP Sp. Ed.		March 24, 2014		19/1	
Mendoza, Patricia	Head Start Teacher		March 26, 2014		\$150	
Mondragon, Cesar	Custodian		March 11, 2014		23/1	
Rojas, Jorge	Fd. Svc. Wkr.		March 24, 2014		11/1	
Salazar, Sara	Fd. Svc. Wkr.		March 20, 2014		11/1	
Soto Gonzalez, Gilberto	Custodian		March 13, 2014		23/1	
Valencia-Lopez, Adriana	SSP Sp. Ed.		March 20, 2014		19/1	
ATHLETIC SPECIALIST						
Albert, Martin	Spring Football Coach	Seegerstrom	May 29, 2014		\$23.73	
Amezcuca, Carlos	Asst. Track Coach	Saddleback	February 17, 2014		\$18.98	
Barrett, Levelle	Asst. Softball Coach	Valley	February 17, 2014		\$18.98	
Bustamante, Omar	Head Baseball Coach	Valley	February 17, 2014		\$23.73	
Camarda, Blaire	Asst. Track Coach	Santa Ana	February 17, 2014		\$18.98	
Carnegie, Paul	Asst. Football Coach	Saddleback	May 29, 2014		\$23.73	
Carrillo, Ricardo	Asst. Volleyball Coach	Valley	February 17, 2014		\$18.98	
Chio, Said	Head Tennis Coach	Saddleback	February 17, 2014		\$23.73	
Chio-Alarcon, Miguel	Asst. Tennis Coach	Saddleback	February 17, 2014		\$18.98	

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - April 22, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
ATHLETIC SPECIALIST (Continuation)						
Franklin, Noble	Asst. Track Coach	Saddleback	February 17, 2014		\$18.98	
Garcia, Art	Head Baseball Coach	Saddleback	February 17, 2014		\$23.73	
Gonzalez, Francisco	Asst. Swimming Coach	Saddleback	February 17, 2014		\$18.98	
Gonzalez, Samuel	Asst. Swimming Coach	Saddleback	February 17, 2014		\$18.98	
Herrera, Manny	Asst. Baseball Coach	Saddleback	February 17, 2014		\$18.98	
Huynh, Tommy	Asst. Volleyball Coach	Valley	February 17, 2014		\$18.98	
Lomeli, Michael	Asst. Baseball Coach	Saddleback	February 17, 2014		\$18.98	
Lopez, David	Asst. Track Coach	Saddleback	February 17, 2014		\$18.98	
Martinez, Yobany	Head Volleyball Coach	Valley	February 17, 2014		\$23.73	
McCreadie, Brian Sr.	Asst. Baseball Coach	Valley	February 17, 2014		\$18.98	
Mendez, Jared	Asst. Football Coach	Saddleback	May 29, 2014		\$23.73	
Orosco, Jacquelyne	Asst. Softball Coach	Saddleback	February 17, 2014		\$18.98	
Pena, Henry	Asst. Volleyball Coach	Saddleback	February 17, 2014		\$18.98	
Pineda, Jesus	Asst. Track Coach	Valley	February 17, 2014		\$18.98	
Pineda Torres, Gerzain	Asst. Track Coach	Valley	February 17, 2014		\$18.98	
Romo, Clarissa	Head Softball Coach	Saddleback	February 17, 2014		\$23.73	
Rosas, Ricardo	Asst. Baseball Coach	Saddleback	February 17, 2014		\$18.98	
Rosas, Ricardo	Asst. Football Coach	Saddleback	February 17, 2014		\$23.73	
Rucker, Frostee	Asst. Track Coach	Valley	February 17, 2014		\$18.98	

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

**Personnel Calendar
 Board Meeting - April 22, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
ATHLETIC SPECIALIST (Continuation)						
Rucker, Frostee	Asst. Basketball Coach	Valley	November 18, 2013		\$18.98	
Sanchez, Sulema	Asst. Track Coach	Valley	February 17, 2014		\$18.98	
Sarinana, Mayra	Asst. Swimming Coach	Valley	February 17, 2014		\$18.98	
Torres, Rosaura	Asst. Track Coach	Saddleback	February 17, 2014		\$18.98	
Truong, Hai	Asst. Volleyball Coach	Saddleback	February 17, 2014		\$18.98	
Vargas, Alberto	Asst. Swimming Coach	Valley	February 17, 2014		\$18.98	
Webster, Amanda	Asst. Softball Coach	Valley	February 17, 2014		\$18.98	
Zuniga-Magno, Oscar	Asst. Track Coach	Saddleback	February 17, 2014		\$18.98	

**AGENDA ITEMS REQUESTS
CLASSIFIED
2013-14 School Year**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
2013-14 After-School Grades 6-8 Intramural Sports	Office of Special Projects	ASES - After School	\$14,000	April 28, 2014
Boys/Girls Track and Field Classified	Chavez High School	General Fund	\$250	May 9, 2014
CAHSEE Clerical	Godinez High School	General Fund	\$300	May 9, 2014
CAHSEE Clerical	Independent Study Program	General Fund	\$250	May 12, 2014
CAHSEE Clerical	Lorin Grisett High School	General Fund	\$350	May 7, 2014
CAHSEE Clerical	Saddleback High School	General Fund	\$350	May 9, 2014
CAHSEE Clerical	Santa Ana High School	General Fund	\$700	May 13, 2014
CAHSEE Clerical	Valley High School	General Fund	\$900	May 8, 2014
Child Care (Ratification)	Muir Fundamental School	Title I	\$500	March 28, 2014
CPR Training for Activity Supervisors (Ratification)	Risk Management	Fund 810000	\$1,000	March 22, 2014
CPR Training for Plant Custodian (Ratification)	Risk Management	Fund 810000	\$250	March 22, 2014
Extra Duty - Field Trip (Ratification)	Special Education	Special Education	\$2,500	February 1, 2014
LCAP - Custodian Services (Ratification)	Communications Office	LCAP	\$7,500	March 3, 2014
LCAP - Maintenance & Operations Services (Ratification)	Communications Office	LCAP	\$7,500	March 3, 2014
RTC Kinder Spring Spanish Testing	Registration & Testing Center	EIA-SCE	\$5,810	April 23, 2014

SANTA ANA UNIFIED SCHOOL DISTRICT
 GIFTS RECOMMENDED FOR ACCEPTANCE - April 22, 2014

School:	Gift:	Amount:	Donor:	Used for:
Adams Elementary		\$362	General Mills Box Tops for Education Mr. Hans Duncan Highland Park, MI	Field trips
Adams Elementary		\$2,000	Adams PFO Ms. Celina Castro President Santa Ana	Field trips
Garfield Elementary	Samsung Chromebook	\$250	Orange County Register Laptop Program Ms. Gail Courtney Santa Ana	Student Learning
Garfield Elementary		\$3,500	Garfield PTA Mrs. Raquel Perez President Santa Ana	Field trips and transportation
Pio Pico Elementary		\$4,000	Pio Pico PTA Ms. Helen Martinez President Santa Ana	Field trips
Santiago Elementary		\$148	Santiago PTA Mrs. Monique Cadwell President Santa Ana	Student incentives
Thorpe Fundamental		\$3,500	Pacific Life Foundation Mr. Robert Haskell President Newport Beach	iPads for portable technology labs
Thorpe Fundamental		\$847	Thorpe PTA Ms. Becky Clevenger President Santa Ana	Field trips
MacArthur Fundamental		\$3,000	Pacific Life Foundation Ms. Tennyson S. Oyler Vice President Newport Beach	Technology and library books
Mendez Fundamental		\$1,242	Mendez PTSA Ms. Juanita Zambrano President Santa Ana	

Minutes Book Page 478 School:	Gift:	Amount:	Donor:	Board of Education Used for: Minutes April 22, 2014
Godinez Fundamental		\$668	Lauren Bertoglio and Kenna Herboldd Santa Ana	2014 Cheerleader Nationals
Segerstrom High School	Art Supplies - Bamboo easels, black metal table top easel, paint, paint brushes, and body for hanging mannequins	\$200	Ms. Sharlane Herman Santa Ana	Art Department
Valley High School		\$690	The Doctor's Show Los Angeles	Health Occupation Students of America (HOSA) Club Students
English Learner Program		\$1,000	National Geographic/Cengage Mr. Eric Bredeberg Regional Manager Independence, KY	2014 Parent conference incentives
District School Police Department		\$1,000	Donor 1: Mr. Dan Alvarez, Alvarez and Associates-CPTED, Inc. Rancho Cucamonga Donor 2: Mr. Michael Kandilian CEO - United Pacific Waste San Gabriel	"Every 15 Minutes" Teenage Drunk Driver Awareness Program
April 22, 2014 donations		\$22,407		
2014 Total donations	\$53,822	\$76,229		

For purposes of determining the estimated value of a gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

DH:lr



SANTA ANA UNIFIED SCHOOL DISTRICT

EARLY LEARNING SPECIALIST

JOB SUMMARY:

Under the direction of the Early Childhood Education Coordinator and/or designee, assist in the management and day-to-day operations of early childhood education programs in accordance with State, District, and local laws. Supervise, monitor, coach, support and evaluate Early Childhood Education staff, develop and implement staff and parent workshops, and facilitate outreach services for families.

REPRESENTATIVE DUTIES:

- Facilitate the alignment of California Preschool Learning Foundations to the Common Core State Standards in developmentally appropriate ways. Support teachers to implement developmentally appropriate curriculum. Collaborate with preschool and K-3 staff to create fluid transition from preschool to kindergarten. **E**
- Identify child development issues for project planning and program improvements. Assist in the development of strategies to help children enter school ready to learn. **E**
- Plan and facilitate training and provide technical support to all early childhood education staff. Facilitate and support the development of a system for collaboration of exemplary practices in the Early Childhood Education department. **E**
- Provide outreach support or referrals to families as needed. Handle and respond to unique or high-risk family situations. Determine non-routine responses and develop and maintain community resources and contacts to address these situations. **E**
- Supervise and evaluate performance of assigned staff. Assign and review work and participate in the selection of new personnel as assigned. Recommend and participate in disciplinary action as needed. **E**
- Maintain documentation and compliance with program regulations. Supervise maintenance of records. **E**
- Assist in planning parent training calendar and meetings. Assist in the supervision and recruitment of parents and children. **E**
- Prepare timely reports for tracking health, disabilities and family services provided to families. **E**
- Attend county and district meetings as directed as they relate to Early Childhood Education department needs. **E**

EARLY LEARNING SPECIALIST (CONTINUED)**REPRESENTATIVE DUTIES:** (Continued)

- Substitute for staff as necessary. E
- Perform other related duties as assigned.

KNOWLEDGE AND ABILITIES:**Knowledge of:**

- Title 22 and Title 5 Community Care Licensing for child development programs.
- Current policies, procedures, standards and grant mandates in the Early Childhood Education Department.
- Early Childhood Developmental Psychology & current pedagogical theory.
- California Preschool Learning Foundations & Common Core State Standards.
- Developmentally appropriate instructional strategies and best practices.
- Effective instructional strategies for English Language Learners.
- Needs of students of differing socioeconomic, ethnic and linguistic backgrounds.
- Early childhood assessment tools utilized by the Early Childhood Education Department.
- Assisting in establishing, planning, organizing and implementing an effective parent education and involvement program.
- Identify family outreach opportunities and make referrals to appropriate agencies as needed.
- Assist in establishing, planning, organizing and implementing an effective staff development calendar based on identified staff needs and interests.
- Technology in the classroom and use of technology in an office environment.

Ability to:

- Strong oral and written communication skills; English/Spanish bilingual preferred.
- Positive interpersonal skills and collaborative working skills.
- Interact effectively with a variety of agencies and organizations.
- Direct, train and evaluate early childhood education staff.
- Organization, planning and evaluation strategies, techniques and procedures.
- Work independently.
- Adhere to schedules and timelines.
- Maintain records and prepare reports.
- Drive a vehicle to conduct work.
- Recognize needs and initiate appropriate activities to address them.

EARLY LEARNING SPECIALIST (CONTINUED)

EDUCATION AND EXPERIENCE:

Bachelor's degree from an accredited institution, preferably with a major in Child Development or Early Childhood Education or related field. Three years of preschool teaching experience. Experience in a leadership position in early childhood education preferred.

LICENSES AND OTHER REQUIREMENTS:

Child Development Program Director Permit
Valid California Driver's license

WORKING CONDITIONS:

Environment:

- Varied office, classroom site, and workshop training environment.
- Exposure to noise.
- Driving a vehicle to conduct work.

Physical Abilities:

- Hearing and speaking to accurately exchange information in person or on the telephone.
- Seeing to read a variety of printed and electronically displayed materials.
- Sitting for an extended period of time.
- Dexterity of hands and fingers to operate a computer keyboard.
- Bending at the waist, kneeling, squatting or crouching.
- Lifting or moving of objects, normally not exceeding 25 pounds, but on occasion up to 50 pounds.

Accommodation may be made to enable a person with a disability to perform the essential functions of the job with or without reasonable accommodation.

Board Approved: 4/22/14

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RESOLUTION NO. 13/14-3000

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

TEACHER/SUPPORT STAFF APPRECIATION WEEK

AND

CLASSIFIED SCHOOL EMPLOYEE WEEK

WHEREAS, education is the basis for attaining individual success and for developing an informed, responsible society; and,

WHEREAS, the future of this school district, state and nation depends largely on the tremendous contributions of our teachers, support staff, and classified employees to the children of Santa Ana; and,

WHEREAS, teachers, support staff, and classified employees are partners along with parents in producing an environment that supports and encourages learning; and,

WHEREAS, the Board of Education of the Santa Ana Unified School District recognizes that through the collective work of teachers, support staff and classified employees, the children of Santa Ana will be provided a world-class education to ensure that they are college and career ready; and,

WHEREAS, this school district is cognizant of the importance of this collaboration for the benefit of all students; and,

WHEREAS, it is appropriate for the Santa Ana Unified School District to acknowledge its teacher corps and support staff on Day of the Teacher and its classified staff during Classified School Employee Week;

NOW, THEREFORE, BE IT RESOLVED: That the Santa Ana Unified School District's Board of Education proclaims May 5-9, 2014, as National Teacher/Support Staff Appreciation Week in addition to proclaiming May 18-24, 2014, as Classified School

1 Employee Week and urges all citizens to participate in observances that express
2 their gratitude and appreciation for teachers and classified employees.

3 Upon motion of Member Richardson and duly seconded, the foregoing
4 Resolution was adopted by the following vote:

5 AYES: Audrey Yamagata-Noji, Jose A. Hernandez, Rob Richardson, John
6 Palacio, and Cecilia Iglesias.

7 NOES: -


8 ABSENT -

9 STATE OF CALIFORNIA)
10) ss.
11 COUNTY OF ORANGE)

12
13 I, Rick Miller, Secretary of the Board of Education of the Santa Ana Unified
14 School District of Orange County, California, hereby certify that the above and
15 foregoing Resolution was duly adopted by the said Board at a regular meeting
16 thereof held on the 22 day of April, 2014, and passed by a vote of 5-0 of said
17 Board.

18 IN WITNESS WHEREOF, I have hereunto set my hand this 23 day of April, 2014.

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Richard Miller, Ph.D.
Secretary to the Board of Education
Santa Ana Unified School District

1 RESOLUTION NO. 13/14-3001

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5
6 Proclamation Declaring National School Nurses' Week - May 6-12, 2014

7
8 WHEREAS, our children are our most valuable resource, and educational
9 achievement is directly affected by their health and well-being; and,

10 WHEREAS, our school district continues to enroll students and provide
11 education to those with multiple-and-severe health conditions; and,

12 WHEREAS, the number of students with unmet health needs is increasing,
13 thereby potentially interfering with normal developmental milestones and academic
14 success; and,

15 WHEREAS, school nurses are charged with the responsibility of addressing
16 these critical issues and providing diligent care for the health, development, and
17 disease control of all students through implementation of the health services
18 program; and,

19 WHEREAS, school nursing services include health assessments, interventions,
20 education, referrals, development and supervision of specialized health care plans
21 for medically involved students, and networking with community agencies.

22 NOW, THEREFORE, BE IT RESOLVED: That the Santa Ana Unified School District's
23 Board of Education declares May 6-12, 2014, as "National School Nurses' Week" and
24 commemorates the unique contribution of school nurses to the total educational
25 program.

26 Upon motion of Member Palacio and duly seconded, the foregoing
27 Resolution was adopted by the following vote:

1 AYES: Audrey Yamagata-Noji, Jose A. Hernandez, Rob Richardson, John
2 Palacio, and Cecilia Iglesias.

3 NOES: -

4 ABSENT -

5 STATE OF CALIFORNIA)

6) ss.

7 COUNTY OF ORANGE)

8
9 I, Rick Miller, Secretary of the Board of Education of the Santa Ana Unified
10 School District of Orange County, California, hereby certify that the above and
11 foregoing Resolution was duly adopted by the said Board at a regular meeting
12 thereof held on the 22 day of April, 2014, and passed by a vote of 5-0 of said
13 Board.

14 IN WITNESS WHEREOF, I have hereunto set my hand this 23 day of April, 2014.

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Richard Miller, Ph.D.

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Secretary to the Board of Education

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Santa Ana Unified School District

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RESOLUTION NO. 13/14-3003

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

NATIONAL POLICE WEEK

WHEREAS, Santa Ana Unified School District Police Department plays an essential role in safeguarding the rights and freedoms of the students, staff and school community; and,

WHEREAS, it is important for the school community to know and understand the duties, responsibilities, hazards, and sacrifices of their law enforcement agency and its members; and,

WHEREAS, in 1962, President John F. Kennedy signed Public Law 87-726 designating May 15 as Peace Officers' Memorial Day, and the week in which May 15 falls as National Police Week. The law was amended by the Violent Crime Control and Law Enforcement Act of 1994, Public Law 103-322, signed by President Bill Clinton, directing that the flag of the United States be displayed at half-staff on all government buildings on May 15 each year.

WHEREAS, 105 police officers lost their lives in the line of duty nationwide during 2013; and,

WHEREAS, the Board of Education of the Santa Ana Unified School District recognizes that members of the School Police Department play an essential role in safeguarding the rights and freedoms of all stakeholders served by our school district; and,

WHEREAS, it is appropriate for the Santa Ana Unified School District to acknowledge its members of Santa Ana Unified School District Police Department during National Police Week;

1 NOW, THEREFORE, BE IT RESOLVED: That the Santa Ana Unified School District's
2 Board of Education proclaims May 11-17, 2014, as National Police Appreciation
3 Week, and in addition, urges all citizens to participate in observances that
4 express their gratitude and appreciation for our police officers.

5 Upon motion of Member Palacio and duly seconded, the forgoing Resolution was
6 adopted by the following vote:

7 AYES: Audrey Yamagata-Noji, José A. Hernández, Rob Richardson, John
8 Palacio, and Cecilia Iglesias.

9 NOES: -


10 ABSENT -

11 STATE OF CALIFORNIA)
12) ss.
13 COUNTY OF ORANGE)

14
15 I, Rick Miller, Secretary of the Board of Education of the Santa Ana Unified
16 School District of Orange County, California, hereby certify that the above and
17 foregoing Resolution was duly adopted by the said Board at a regular meeting
18 thereof held on the 22 day of April, 2014, and passed by a vote of 5-0 of said
19 Board.

20 IN WITNESS WHEREOF, I have hereunto set my hand this 23 day of April, 2014.

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Richard Miller, Ph.D.
Secretary to the Board of Education
Santa Ana Unified School District

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RESOLUTION NO. 13/14-3013

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

National Day of Prayer - May 1, 2014

WHEREAS, Civic prayers and national days of prayers have a long and venerable history in our constitution republic, dating back to the First Continental Congress in 1775; and

WHEREAS, the Declaration of Independence, our first statement as Americans of national purpose and identity, made "the Laws of Nature and Nature's God" the foundation of our United States of America and asserted that people have inalienable rights that are God-given; and

WHEREAS, The Supreme Court has affirmed the right of state legislatures to open their sessions with prayer and the Supreme Court and the U.S. Congress themselves begin each day with prayer; and

WHEREAS, in 1988, legislation setting aside the first Thursday in May in each year as a National Day of Prayer was passed unanimously by both Houses of Congress and signed by President Ronald Reagan; and

WHEREAS, the National Day of Prayer is an opportunity for Americans of all faiths to join in united prayer to acknowledge our dependence on God, to give thanks for blessings received, to request healing for wounds endured, and to ask God to guide our leaders and bring wholeness to the United States and her citizens; and

WHEREAS, it is fitting and proper to give thanks to God by observing a day of prayer in the Borough of Spotswood when all may acknowledge our blessings and

1 express gratitude for them, while recognizing the need for strengthening religious
2 and moral values in our State and nation; and
3

4 NOW, THEREFORE, BE IT RESOLVED THAT, the Santa Ana Unified School District Board of
5 Education recognizes May 1, 2014 as the National Day of Prayer and affirms it as a
6 part of our great American heritage.
7

8 Upon motion of Member Palacio and duly seconded, the foregoing Resolution
9 was adopted by the following vote:

10 AYES: Audrey Yamagata-Noji, Jose A. Hernandez, Rob Richardson, John
11 Palacio, and Cecilia Iglesias.

12 NOES: -

13 ABSENT -

14 STATE OF CALIFORNIA)
15) ss.
16 COUNTY OF ORANGE)
17

18 I, Rick Miller, Secretary of the Board of Education of the Santa Ana Unified
19 School District of Orange County, California, hereby certify that the above and
20 foregoing Resolution was duly adopted by the said Board at a regular meeting
21 thereof held on the 22 day of April, 2014, and passed by a vote of 5-0 of said
22 Board.

23 IN WITNESS WHEREOF, I have hereunto set my hand this 23 day of April, 2014.
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26 Richard Miller, Ph.D.
27 Secretary to the Board of Education
28 Santa Ana Unified School District
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AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: Approval of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips

ITEM: Consent

SUBMITTED BY: Dawn Miller, Assistant Superintendent, Secondary Education

PREPARED BY: Dawn Miller, Assistant Superintendent, Secondary Education

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of extended field trip(s) for the school(s) listed.

RATIONALE:

The Board recognizes that school-sponsored trips are important components of student development. In addition to supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help students relate school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips. All trips involving out-of-state or overnight travel shall require prior approval of the Board. Approval is contingent upon national and international safety and security at the time of the trip.

Board Policy (BP) 6153 and Administrative Regulation (AR) 6153.1 require a parent waiver for school-sponsored trips. Trained staff will be employed by the hosting organization and will provide 24-hour supervision to the students. Parents have given permission for students to attend the trip under this provision. No eligible student will be denied the opportunity to attend.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the extended field trip(s) in accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips.

SANTA ANA UNIFIED SCHOOL DISTRICT - EXTENDED FIELD TRIPS
 RECOMMENDED FOR APPROVAL - May 13, 2014

Date:	Schools/Location:	Funding and Cost:	Student(s):	Staff and Chaperone:
June 5-11, 2014 (Thursday - Wednesday)	Valley High School 2014 Cooking Up Change Competition U.S. House of Representatives Washington D.C.	\$1,000.00 per student (s) (cost paid by High School, Inc. and General funds)	3	2

Funding and costs for participation in educational activities related to field trips are in compliance with the ACLU settlement.

Agenda Item Backup Sheet

- ITEM:** Request of extended field trip for 2014 Cooking Up Change Competition. Valley High School students will visit Washington D.C. on June 5-11, 2014.
- OVERVIEW:** 3 Valley High School students are representing the District at the National competition in Washington Dc and the winners of the competition will have the honor of serving their winning school meal to the U.S. House of Representatives.
- RATIONALE:** Students will learn at the competition how to make an appetizing school meal that will only cost a \$1.00 and the meal must be mouth-watering for other students to want to eat. The meals also have to meet nutritional standards set forth by the USDA for school meals. The challenge will also teach the students to work together as a team.
- PARTICIPANTS:** 3 students and 2 chaperones (all certificated).
- COSTS:** \$1,000 per student - To include lodging, meals, and transportation
- FUNDING:** High School, Inc, and General Funds
- RECOMMENDATION:** Approve the request of the extended field trip for 3 students and 2 chaperones to go to Washington D.C. to compete in the 2014 Cooking Up Change Competition on June 5-11, 2014.

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Approval of Memorandum of Understanding between Roadtrip Nation Experience and Santa Ana Unified School District for 2014-15 School Years**

ITEM: **Consent**

SUBMITTED BY: **Dawn Miller, Assistant Superintendent, Secondary Education**

PREPARED BY: **Dawn Miller, Assistant Superintendent, Secondary Education**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the Memorandum of Understanding (MOU) between Roadtrip Nation (RTN) Experience and the Santa Ana Unified School District for the 2014-15 school years. This MOU supports Chavez and Lorin Griset Academy high school students to explore what is possible for their future.

RATIONALE:

The RTN Experience is a program that empowers students to map their interests to future pathways in life. The heart of this experience is students exploring their communities and speaking with local leaders to learn the steps that they look to get to where they are today.

This school-based program provides a framework for students to “define their own roads in life” through 12 online multimedia lessons, access to the web-based RTN Interview Archive, companion workbook activities, guided classroom discussions, and culminating a Roadtrip Project in which student’s work in groups to identify and interview leaders in their own communities. To date, over 100,000 students from 22 states have participated in the RTN Experience.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Memorandum of Understanding between the Roadtrip Nation Experience and the Santa Ana Unified School District for the 2014-15 school years.

 DM:EW:sz

RoadtripNation.org Memorandum of Understanding

We are pleased to announce that RoadtripNation.org is able to utilize financial support from AT&T to subsidize the cost (\$35.00/student) of The Roadtrip Nation Experience (Program), which includes the Roadtrip Nation Experience workbooks, online curriculum and teacher training. As budgets across the state are extremely tight right now, we are pleased to be able to offer this program fully subsidized to your students. To comply with the guidelines of our supporters, we ask you to agree to the terms set forth below to ensure that these valuable resources will be effectively utilized.

- 1) Participating teachers will complete a 30-minute online training, as fully subsidized by Roadtrip Nation.
- 2) Participating teachers agree to distribute The Roadtrip Nation Experience journals only to students participating in the program. Participating teacher shall return any unused or leftover journals to RoadtripNation.org, unless otherwise agreed upon in writing.
- 3) In addition to the journals, the participating teachers will also each create an educator account on RoadtripNation.org, where they will access the online curriculum lessons. Students will also create their own accounts on RoadtripNation.org, where they will watch lesson videos, read informational text, and respond to reflective questions.
- 4) Participating teachers will require their students to complete, at minimum, the following four lessons: Lesson 1: Define Your Own Road; Lesson 4: Explore Your Interests; Lesson 8: Redefine Success; and Lesson 12: My Manifesto.
- 5) Participating teachers will require that their students complete both the embedded pre-survey in Lesson 1 and the embedded post-survey in Lesson 12 to ensure that data on student self-efficacy is captured. The due date for these completed surveys is June 30, 2015.
- 6) District office for participating sites will provide de-identified, on-track indicator (OTI) data for both students who are and are not participating in the program in order to measure the effectiveness of The Roadtrip Nation Experience, as required by AT&T and fully subsidized by Roadtrip Nation.
- 7) Students will be selected to attend the AT&T/Roadtrip Nation event on February 25, 2014, and Roadtrip Nation will fully subsidize the cost of their transportation.

Thank you again for participating in The Roadtrip Nation Experience!

Printed Name of Administrator

Printed Name of Roadtrip Nation Program Coordinator

Signature

Signature

Program Site

Date

Date

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Approval of Memorandum of Understanding between County of Orange Social Services Agency and Santa Ana Unified School District for 2014-19 School Years**

ITEM: **Consent**

SUBMITTED BY: **Dawn Miller, Assistant Superintendent, Secondary Education**

PREPARED BY: **Dawn Miller, Assistant Superintendent, Secondary Education**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the Memorandum of Understanding (MOU) between the County of Orange Social Services Agency (SSA) and the Santa Ana Unified School District for the 2014-19 school years. This MOU supports the implementation and administration of the Partnership Academy Literacy Support (PALS) volunteer reading program.

RATIONALE:

Century High School students will be recruited to participate in the school's PALS program. PALS provides high student readers and adult volunteer readers an opportunity to read to SSA clients and their young children, who meet the criteria, in the lobby of SSA's Adult Services and Assistance Program, Santa Ana Regional Center building.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Memorandum of Understanding between the County of Orange Social Services Agency and Santa Ana Unified School District for 2014-19 school years.

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE COUNTY OF ORANGE SOCIAL SERVICES AGENCY
AND
SANTA ANA UNIFIED SCHOOL DISTRICT
FOR THE PROVISION OF THE
PARTNERSHIP ACADEMY LITERACY SUPPORT
VOLUNTEER READING PROGRAM

This Memorandum of Understanding (MOU) is entered into by and between the County of Orange, acting through its Social Services Agency, hereinafter referred to as "SSA," and Santa Ana Unified School District hereinafter referred to as "SCHOOL". This MOU contains program content and purpose, along with specific guidelines, for SCHOOL and SSA to follow for the implementation and administration of the Partnership Academy Literacy Support (PALS) volunteer reading program. PALS provides high school student readers and adult volunteer readers an opportunity to read to SSA clients and their young children, who meet the criteria, in the lobby of SSA's Adult Services and Assistance Program (ASAP), Santa Ana Regional Center (SARC) building. SSA and SCHOOL may be referred to individually as "Party" and collectively as "the Parties." The County of Orange may be referred to as "COUNTY." The relationship between SSA and SCHOOL, with regard to this MOU, is based upon the following:

1. SSA provides services to families with children and adults in need of health care, food, shelter, and clothing.
2. The Director of SSA is willing to provide volunteer opportunities for the SCHOOL high school student and/or adult volunteer readers, in accordance with the guidelines contained in this MOU.
3. SCHOOL shall facilitate the implementation and administration of the PALS volunteer reading program by providing student and adult volunteers to read to SSA clients and their children, approximately one (1) day per week, for three (3) hours, for the purpose of providing positive activities that encourage parents to read to their children.
4. The SCHOOL high school student volunteers will receive community service hours for their efforts.
5. The volunteer reading program will support the efforts of SCHOOL to increase the literacy rate in the city of Santa Ana and reach credible literacy goals through a community-based partnership with SSA.
6. This MOU is authorized and provided for pursuant to California Welfare and Institutions Code Section 16501.

7. This MOU sets forth the guidelines authorized by both the SSA Director and SCHOOL for their respective employees and volunteers to follow in providing services.

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I. **TERM**

The term of this MOU shall commence on July 1, 2014, and end on June 30, 2019, unless earlier terminated pursuant to Paragraph XXIV of this MOU. In the event of such termination, the Parties shall be obligated to perform such duties as would normally extend beyond this term, including, but not limited to, obligations with respect to indemnification, reporting and confidentiality.

II. **PURPOSE**

The purpose of this MOU is to establish the procedure for the implementation and administration of the SCHOOL Partnership Academy Literacy Support (PALS) volunteer reading program for SSA clients and their children who meet the criteria in Paragraph III below.

III. **POPULATION TO BE SERVED**

SCHOOL shall provide volunteer reading services to SSA clients and their children ages birth to five (5) years.

IV. **GOAL**

The goal of this MOU is to provide volunteer reading services to SSA clients and their children ages birth to five (5) years, to encourage SSA clients to read to their children at home and to provide volunteer opportunities for local high school student readers and/or volunteer adult readers.

V. **SUBCONTRACTS**

SCHOOL shall not subcontract for services under this MOU without the prior written consent of SSA. If SSA consents in writing to a subcontract, in no event shall the subcontract alter, in any way, any legal responsibility of SCHOOL to COUNTY. All subcontracts must be in writing and copies of same shall be provided to SSA, SCHOOL shall include in each subcontract any provision SSA may require.

VI. **SCHOOL RESPONSIBILITIES**

SCHOOL shall:

- A. Assign an adult chaperone to accompany and remain with volunteer high school student readers while at SARC. Adult chaperones are to be selected from Century High School staff after having successfully passed a background and finger print check by SCHOOL.
- B. Recruit students to participate in Century High School's PALS program; all students must have and provide evidence of a Tuberculosis check, to participate as volunteer student readers.
- C. Select volunteer adult readers who must successfully pass, prior to providing services to population, the SCHOOL background check, reference check, criminal and finger print check through Live Scan, and medical screening, including a Tuberculosis check.

- D. Provide a minimum of one (1) hour orientation and training annually to volunteer readers outlining expectations, duties, and responsibilities.
- E. Develop and provide to COUNTY a schedule of daily, weekly, and/or monthly hours volunteer readers will provide services.
- F. Prepare and maintain accurate and complete records of the number of SSA clients and children served and books distributed under the terms of this MOU, in a form acceptable to SSA.
- G. Obtain prior written consent/authorization of the parents of high school volunteer readers who are not yet eighteen (18) years old.
- H. Provide monthly statistics report to COUNTY, by the tenth (10th) of each month for the prior month's activities, including but not limited to, the number of books provided, number of books distributed, number of children read to, and the number of SSA parents/caretakers who utilized PALS services.
- I. Provide a final annual report to COUNTY, within sixty (60) days after June thirtieth (30th) of each year this MOU is in effect. The annual report, in a format approved by SSA, shall summarize the activities and services provided by SCHOOL to participants.
- J. Ensure SSA clients remain with their children throughout the reading session(s) and that volunteer readers do not provide childcare.
- K. Provide PALS volunteer reading program literature in SARC waiting rooms.
- L. Conduct a minimum of one (1) community donation book drive that will collect books to read at SARC and to give to SSA clients and their children to keep and take home.

VII. SSA RESPONSIBILITIES

SSA will:

- A. Inform SSA clients, with children ages birth to five (5), waiting in the lobby for their appointments to SCHOOL volunteer reading services taking place in the lobby.
- B. Provide Training and Career Development (TCD) Trainers for a minimum of one (1) hour of group training annually to all readers. The title of the training module is "Volunteer Reading Program Introduction," and consists of the following objectives/key topics: SSA's Philosophy and Goals, Confidentiality and You (per the California Department of Social Services Manual of Policies and Procedures, Division 19-000 as it pertains to volunteers), and Child/Elder Abuse Reporting (for volunteer adult readers).
- C. Allow the use of a bookcase(s) for storage of supplies, books, and various program materials at SARC.
- D. Provide space in SARC ASAP waiting room for readers, SSA clients, and their children to participate in the volunteer reading program.

VIII. **FACILITIES**

It is mutually understood that SCHOOL will provide services at the following SSA facility:

Santa Ana Regional Center (SARC)
Building #32, Room #B101
1928 S. Grand Avenue
Santa Ana, CA 92705

IX. **USE OF COUNTY PROPERTY**

- A. SSA intends to permit SCHOOL the rent-free use of office space, office furniture, and office equipment located in the facility in accordance with Paragraph VIII of this MOU. The SSA office and facility at which SCHOOL shall be collocated with SSA staff pursuant to this MOU, is more particularly set forth in the certain real estate license described in Subparagraph B below. As stated in the license, said office space, office furniture, and equipment shall be used solely by employees and volunteers of SCHOOL while performing their assigned duties pursuant to this MOU.
- B. SCHOOL shall enter into a rent-free license agreement with SSA for facilities provided by SSA and will execute all terms and conditions of said agreement upon SSA's presentation of said document to SCHOOL. Failure to execute the license will result in a breach of this MOU.

X. **NON-DISCRIMINATION**

- A. In the performance of this MOU, SCHOOL agrees that it shall not engage nor employ any unlawful discriminatory practices in the admission of clients, provision of services or benefits, assignment of accommodations, treatment, evaluation, employment of personnel or in any other respect on the basis of sex, race, color, ethnicity, national origin, ancestry, religion, age, marital status, medical condition, sexual orientation, sexual preference, physical or mental disability, or any other protected group in accordance with the requirements of all applicable Federal or State laws.
- B. SCHOOL shall develop an Affirmative Action Program Plan which meets the lawful and applicable requirements of the U.S. Department of Health and Human Services.
- C. SCHOOL shall furnish any and all information requested by SSA and shall permit SSA access, during business hours, to books, records, and accounts in order to ascertain SCHOOL's compliance with Paragraph X et seq.
- D. Non-Discrimination in Employment
 - 1. All solicitations or advertisements for employees placed by or on behalf of SCHOOL shall state that all qualified applicants will receive consideration for employment without regard to sex, race, color, ethnicity, national origin, ancestry, religion, age, marital status, medical condition, sexual orientation, sexual preference, physical or mental disability, or any other protected group in accordance with the requirements of all applicable

Federal or State laws. Notices describing the provisions of the equal opportunity clause shall be posted in a conspicuous place for employees and job applicants.

2. SCHOOL shall refer any and all employees desirous of filing a formal discrimination complaint to:

California Department of Social Services
Public Inquiry and Response Bureau
P.O. Box 944243, M.S. 8-3-23
Sacramento, CA 94244-2430
Telephone: (800) 952-5253
(800) 952-8349 (For the hard of hearing)

E. Non-Discrimination in Service Delivery

1. SCHOOL shall comply with Titles VI and VII of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; the Food Stamp Act of 1977, as amended, and in particular Section 272.6; Title II of the Americans with Disabilities Act of 1990; California Civil Code Section 51 et seq., as amended; California Government Code (CGC) Sections 11135-11139.5, as amended; CGC Section 12940 (c), (h) (1), (i), and (j); CGC Section 4450; Title 22, California Code of Regulations (CCR) Sections 98000-98413; Title 24, CCR Section 3105A(e); the Dymally-Alatorre Bilingual Services Act (CGC Section 7290-7299.8); Section 1808 of the Removal of Barriers to Interethnic Adoption Act of 1996; and other applicable Federal and State laws, as well as their implementing regulations (including Title 45 CFR Parts 80, 84, and 91; Title 7 CFR Part 15; and Title 28 CFR Part 42), and any other law pertaining to Equal Employment Opportunity, Affirmative Action and Nondiscrimination as each may now exist or be hereafter amended. SCHOOL shall not implement any administrative methods or procedures which would have a discriminatory effect or which would violate the California Department of Social Services (CDSS) Manual of Policies and Procedures (MPP) Division 21, Chapter 21-100. If there are any violations of this Paragraph, CDSS shall have the right to invoke fiscal sanctions or other legal remedies in accordance with WIC Section 10605, or CGC Sections 11135-11139.5, or any other laws, or the issue may be referred to the appropriate Federal agency for further compliance action and enforcement of Subparagraph X et seq.
2. SCHOOL shall provide any and all clients desirous of filing formal complaint any and all information as appropriate:
 - a. Pamphlet: "Your Rights Under California Welfare Programs" (PUB 13)
 - b. Discrimination Complaint Form
 - c. Civil Rights Contacts:

County Civil Rights Contact:
Orange County Social Services Agency
Program Integrity
Attn: Civil Rights Coordinator
P.O. Box 22001
Santa Ana, CA 92702-2001
Telephone: (714) 438-8877

State Civil Rights Contact:
California Department of Social Services
Civil Rights Bureau
P.O. Box 944243, M.S. 15-70
Sacramento, CA 94244-2430

Federal Civil Rights Contact:
U.S. Department of Health and Human Services
Office of Civil Rights
50 U.N. Plaza, Room 322
San Francisco, CA 94102

XI. **CONFIDENTIALITY**

- A. SSA and SCHOOL agree to maintain confidentiality of all records pursuant to WIC Sections 10850-10853, the CDSS MPP, Division 19-000, and all other provisions of law, and regulations promulgated thereunder relating to privacy and confidentiality, as each may now exist or be hereafter amended.
- B. All records and information concerning any and all persons referred to SCHOOL by SSA or SSA's designee shall be considered and kept confidential by SCHOOL, and SCHOOL's staff, agents, employees, and volunteers. SCHOOL shall require all of its employees, agents, and volunteer staff who may provide services for SCHOOL under this MOU to sign an agreement with SCHOOL before commencing the provision of any such services, to maintain the confidentiality of any and all materials and information with which they may come into contact, or the identities or any identifying characteristics or information with respect to any and all participants referred to SCHOOL by SSA, except as may be required to provide services under this MOU or to those specified in this MOU as having the capacity to audit SCHOOL, and as to the latter, only during such audit. SCHOOL shall provide reports and any other information required by COUNTY in the administration of this MOU, and as otherwise permitted by law.
- C. SCHOOL shall inform all of its employees, agents, volunteers, and partners of this provision and that any person knowingly and intentionally violating the provisions of said State law may be guilty of a crime.
- D. SCHOOL agrees that any and all subcontracts entered into shall be subject to the confidentiality requirements of this MOU.

XII. PUBLICITY

- A. Information and solicitations, prepared and released by SCHOOL, concerning the services provided under this MOU shall state that the program, wholly or in part, is funded through County, State, and Federal government funds.
- B. SCHOOL shall not disclose any details in connection with this MOU to any person or entity except as may be otherwise provided hereunder or required by law. However, in recognizing SCHOOL's need to identify its services and related clients to sustain itself, COUNTY shall not inhibit SCHOOL from publishing its role under this MOU within the following conditions:
 - 1. SCHOOL shall develop all publicity material in a professional manner; and
 - 2. During the term of this MOU, SCHOOL shall not authorize another to publish or disseminate any commercial advertisements, press releases, feature articles, or other materials using the name of COUNTY without the prior written consent of COUNTY. COUNTY shall not unreasonably withhold written consent.

XIII. INDEMNIFICATION

- A. SCHOOL agrees to indemnify, defend with counsel approved in writing by COUNTY, and hold U.S Department of Health and Human Services, the State, COUNTY, and their elected and appointed officials, officers, employees, agents, and those special districts and agencies which COUNTY's Board of Supervisors acts as the governing Board ("COUNTY INDEMNITEES") harmless from any claims, demands, or liability of any kind or nature, including but not limited to personal injury or property damage, arising from or related to the services, products, or other performance provided by SCHOOL pursuant to this MOU. If judgment is entered against SCHOOL and COUNTY by a court of competent jurisdiction because of the concurrent active negligence of COUNTY or COUNTY INDEMNITEES, SCHOOL and COUNTY agree that liability will be apportioned as determined by the court. Neither party shall request a jury apportionment.
- B. COUNTY agrees to indemnify, and hold SCHOOL, its Board, officers, employees, and agents harmless from any claims, demands, or liability of any kind or nature, including but not limited to personal injury or property damage, arising from or related to the services, products, or other performance provided by COUNTY pursuant to this MOU. If judgment is entered against SCHOOL and COUNTY by a court of competent jurisdiction because of the concurrent active negligence of SCHOOL, SCHOOL and COUNTY agree that liability will be apportioned as determined by the court. To the extent permitted by law, neither party shall request a jury apportionment.

XIV. INSURANCE

- A. Prior to the provision of services under this MOU, SCHOOL agrees to purchase all required insurance or maintain a program of self-insurance at SCHOOL's expense and to deposit with SSA Certificates of Insurance, including all endorsements required herein, necessary to satisfy COUNTY that the insurance provisions of this MOU have been complied with, and to keep such insurance coverage and the certificates therefore on deposit with SSA during the entire term of this MOU.
- B. SCHOOL shall ensure that all subcontractors performing work on behalf of SCHOOL pursuant to this MOU shall obtain insurance subject to the same terms and conditions as set forth herein for SCHOOL.
- C. All self-insured retentions (SIRs) and deductibles shall be clearly stated on the Certificate of Insurance. If no SIRs or deductibles apply, indicate this on the Certificate of Insurance with a "0" by the appropriate line of coverage. Any SIR or deductible in an amount in excess of \$25,000 (\$5,000 for automobile liability), shall specifically be approved by the County Executive Office (CEO)/Office of Risk Management.
- D. If SCHOOL fails to maintain insurance acceptable to COUNTY for the full term of this MOU, COUNTY may terminate this MOU.
- E. Qualified Insurer:
 - 1. Minimum insurance company ratings as determined by the most current edition of the Best's Key Rating Guide/Property-Casualty/United States or ambest.com shall be A- (Secure A.M. Best's Rating) and VIII (Financial Size Category).
 - 3. The policy or policies of insurance required herein must be issued by an insurer licensed to do business in the State of California (California Admitted Carrier). If the insurer is a non-admitted carrier in the State of California and does not meet or exceed an A.M. Best rating of A-/VIII, CEO/Office of Risk Management retains the right to approve or reject carrier after a review of the company's performance and financial ratings. If the non-admitted carrier meets or exceeds the minimum A.M. Best rating of A-/VIII, SSA can accept the insurance.
- F. The policy or policies of insurance maintained by SCHOOL shall provide the minimum limits and coverage as set forth below:

<u>Coverage</u>	<u>Minimum Limits</u>
Commercial General Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Automobile Liability including coverage for owned, non-owned and hired vehicles	\$1,000,000 per occurrence
Workers' Compensation	Statutory

Employer's Liability Insurance	\$1,000,000 per occurrence
Sexual Misconduct Liability	\$1,000,000 per occurrence
Professional Liability Insurance	\$1,000,000 per claims made or per occurrence

G. Required Coverage Forms:

1. Commercial General Liability coverage shall be written on Insurance Services Office (ISO) form CG 00 01, or a substitute form providing liability coverage at least as broad.
2. Business Auto Liability coverage shall be written on ISO form CA 00 01, CA 00 05, CA 0012, CA 00 20, or a substitute form providing coverage at least as broad.

H. Required Endorsements:

1. Commercial General Liability policy shall contain the following endorsements, which shall accompany the Certificate of insurance:
 - a. An Additional Insured endorsement using ISO form CG 2010 or CG 2033 or a form at least as broad naming the County of Orange, its elected and appointed officials, officers, employees, and/or agents as Additional Insureds.
 - b. A primary non-contributing endorsement evidencing that SCHOOL's insurance is primary and any insurance or self-insurance maintained by the County of Orange shall be excess and non-contributing.

I. All insurance policies required by this MOU shall waive all rights of subrogation against the County of Orange and members of the Board of Supervisors, its elected and appointed officials, officers, agents, and employees when acting within the scope of their appointment or employment.

J. The Workers' Compensation policy shall contain a waiver of subrogation endorsement waiving all rights of subrogation against the County of Orange, and members of the Board of Supervisors, its elected and appointed officials, officers, agents, and employees.

K. All insurance policies required by this MOU shall give the County of Orange thirty (30) days notice in the event of cancellation and ten (10) days for non-payment of premium. This shall be evidenced by policy provisions or an endorsement separate from the Certificate of Insurance.

L. If SCHOOL's Professional Liability policy is a "claims made" policy, SCHOOL shall agree to maintain professional liability coverage for two (2) years following completion of this MOU.

M. The Commercial General Liability policy shall contain a severability of interests clause also known as a "separation of insureds" clause (standard in the ISO CG 0001 policy).

- N. Insurance certificates should be mailed to COUNTY at the address indicated in Paragraph XX of this MOU.
- O. If SCHOOL fails to provide the insurance certificates and endorsements within seven (7) days of notification by CEO/County Procurement Office or SSA, COUNTY may terminate this Agreement.
- P. COUNTY expressly retains the right to require SCHOOL to increase or decrease insurance of any of the above insurance types throughout the term of this MOU. Any increase or decrease in insurance will be as deemed by County of Orange Risk Manager as appropriate to adequately protect COUNTY.
- Q. COUNTY shall notify SCHOOL in writing of changes in the insurance requirements. If SCHOOL does not deposit copies of acceptable certificates of insurance and endorsements with COUNTY incorporating such changes within thirty (30) days of receipt of such notice, this MOU may be in breach without further notice to SCHOOL, and COUNTY shall be entitled to all legal remedies.
- R. The procuring of such required policy or policies of insurance shall not be construed to limit SCHOOL's liability hereunder nor to fulfill the indemnification provisions and requirements of this MOU, nor act in any way to reduce the policy coverage and limits available from the insurer.

XV. **NOTIFICATION OF INCIDENT, CLAIMS, OR SUITS**

SCHOOL shall report to SSA:

- A. Any accident or incident relating to services performed under this MOU which involves injury or property damage which may result in the filing of a claim or lawsuit against SCHOOL and/or COUNTY. Such report shall be made in writing within twenty-four (24) hours of occurrence.
- B. Any third party claim or lawsuit filed against SCHOOL arising from or related to services performed by SCHOOL under this MOU. Such report shall be submitted to COUNTY within twenty-four (24) hours of occurrence.
- C. Any injury to an employee of volunteer of SCHOOL that occurs on COUNTY property. Such report shall be submitted to COUNTY within twenty-four (24) hours of occurrence.
- D. Any loss, disappearance, destruction, misuse, or theft of any kind whatsoever of COUNTY properties, monies, or securities entrusted to SCHOOL under the term of this MOU. Such report shall be submitted to COUNTY within twenty-four (24) hours of occurrence.

XVI. **RECORDS**

- A. Client Records:
 - 1. SCHOOL shall prepare and maintain accurate and complete records of SSA clients served and dates and type of services provided under the terms of this MOU in a form acceptable to SSA.

2. All SSA client records related to services provided under the terms of this MOU shall be retained by SCHOOL for a minimum of five (5) years from the date of termination of this MOU or until all pending County, State, and Federal audits are completed, whichever is later. Notwithstanding anything to the contrary, upon termination of this MOU, SCHOOL shall relinquish control with respect to SSA client records to COUNTY in accordance with Paragraph XXIV XXIV.B.
- B. Public Records:
1. With the exception of SSA client records or other records referenced in Paragraph XI entitled Confidentiality, all records, including but not limited to, reports, audits, notices, statements and correspondence, required by this MOU may be subject to public disclosure. COUNTY will not be liable for any such disclosure.

XVII. **PERSONNEL DISCLOSURE**

- A. SCHOOL shall make available to SSA a current list of all personnel providing services hereunder, including résumés and job applications. Changes to the list will be immediately provided to SSA in writing, along with a copy of a résumé and/or job application. The list shall include:
1. Names of all full or part-time personnel by title, including volunteer personnel, whose direct services are required to provide the programs described herein;
 2. A brief description of the functions of each position and the hours each person works each week; or for part-time personnel, each day or month, as appropriate;
 3. The professional degree, if applicable, and experience required for each position; and
 4. The language skill, if applicable, for all personnel.
- B. SCHOOL's employment applications shall require applicants to provide detailed information regarding the conviction of a crime by any court, for offenses other than minor traffic offenses. Information not disclosed in the employment application discovered subsequent to the hiring or promotion of any applicant shall be cause for termination of that employee from the performance of services under this MOU.
- C. Where authorized by law, SCHOOL shall conduct, at no cost to the COUNTY, criminal record background checks on all employees and/or volunteers who will provide services under this MOU. Candidates will satisfy background checks consistent with and comparable to those required for COUNTY employees.
- D. SCHOOL warrants that all persons employed or otherwise assigned by SCHOOL to provide services under this MOU have satisfactory past work records and/or reference checks indicating their ability to perform the required duties and accept

the kind of responsibility anticipated under this MOU. SCHOOL shall maintain records of background investigations and reference checks undertaken and coordinated by SCHOOL for each employee and/or volunteer assigned to provide services under this MOU for a minimum of five (5) years from the date of final payment under this MOU or until all pending COUNTY, State and Federal audits are completed, whichever is later, in compliance with all applicable laws.

- E. SCHOOL shall immediately notify SSA concerning the arrest and/or subsequent conviction, for offenses other than minor traffic offenses, of any paid employee and/or volunteer staff performing services under this MOU, when such information becomes known to SCHOOL. SSA, in its sole discretion, may determine whether such employee and/or volunteer may continue to provide services under this MOU and shall provide notice of such determination to SCHOOL in writing. SCHOOL's failure to comply with SSA's decision shall be deemed a material breach of this MOU.
- F. COUNTY has the right to approve or disapprove all of SCHOOL's staff performing work hereunder and any proposed changes in SCHOOL's staff.
- G. COUNTY shall have the right, at its sole discretion, to require SCHOOL to remove any employee from the performance of services under this MOU. At the request of COUNTY, SCHOOL shall immediately replace said personnel.
- H. SCHOOL shall notify COUNTY immediately when staff is terminated for cause from working on this MOU.
- I. Disqualification, if any, of SCHOOL staff, pursuant to Paragraph XVII, shall not relieve SCHOOL of its obligation to complete all work in accordance with the terms and conditions of this MOU.

XVIII. **CHILD AND DEPENDENT ADULT/ELDER ABUSE REPORTING**

SCHOOL shall establish a procedure acceptable to SSA to ensure that all employees, volunteers, consultants, or agents performing services under this MOU report child abuse or neglect to one of the agencies specified in Penal Code Section 11165.9 and dependent adult or elder abuse as defined in Section 15610.07 of the WIC to one of the agencies specified in WIC Section 15630. SCHOOL shall require such employee, volunteer, consultant or agent to sign a statement acknowledging the child abuse reporting requirements set forth in Sections 11166 and 11166.05 of the Penal Code and the dependent adult and elder abuse reporting requirements as set forth in Section 15630 of the WIC and will comply with the provisions of these code sections as they now exist or as they may hereafter be amended.

XIX. **NOTICE TO EMPLOYEES REGARDING THE SAFELY SURRENDERED BABY LAW**

SCHOOL shall notify and provide to its employees, a fact sheet regarding the Safely Surrendered Baby Law, its implementation in Orange County, and where and how to safely surrender a baby. The fact sheet is available on the Internet at www.babysafe.ca.gov for printing purposes. The information shall be posted in all reception areas where clients are served.

XX. NOTICES

A. All notices, claims, correspondence, reports, and/or statements authorized or required by this MOU shall be addressed as follows:

SSA: County of Orange Social Services Agency
Attn: Contract Services
888 North Main Street
Santa Ana, CA 92701

SCHOOL: Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701
Attn: Jonathan Geiszler, Director of Purchasing

B. All notices shall be deemed effective when in writing and deposited in the United States mail, first class, postage prepaid and addressed as above. Any notices, claims, correspondence, reports and/or statements authorized or required by this MOU addressed in any other fashion shall be deemed not given. SSA and SCHOOL may mutually agree in writing to change the addresses to which notices are sent.

XXI. RESOLUTION OF CONFLICTS

For resolution of conflicts between SSA and SCHOOL in regards to the provisions of this MOU, the following shall apply:

- Step 1: Conference between the SSA Contract Administrator, and the SCHOOL's Director of Contracts and Grants or designee.
- Step 2: Conference between the SSA Program Manager and/or Deputy Director or designee, and the SCHOOL's Director of Contracts and Grants or designee.
- Step 3: Conference between the SSA Director of Adult Services and Assistance Program, or designee, and the Chief Executive Officer of the SCHOOL or designee.

XXII. CONFLICT OF INTEREST

- A. SCHOOL shall exercise reasonable care and diligence to prevent any actions or conditions that could result in a conflict with the best interests of COUNTY. This obligation shall apply to SCHOOL's employees, agents, relatives, subcontractors, and third parties associated with accomplishing the work hereunder.
- B. SCHOOL's efforts shall include, but not be limited to, establishing precautions to prevent its employees or agents from making, receiving, providing, or offering gifts, entertainment, payments, loans, or other considerations which could be deemed to appear to influence individuals to act contrary to the best interests of COUNTY.

XXIII. POLITICAL ACTIVITY

SCHOOL agrees that the funds provided herein shall not be used to promote, directly or indirectly, any political party, political candidate, or political activity, except as permitted by law.

XXIV. TERMINATION

- A. SSA may terminate this MOU without penalty immediately with cause or after thirty (30) days' written notice without cause, unless otherwise specified. Notice shall be deemed served on the date of mailing. Cause shall be defined as any breach of this MOU, any misrepresentation, or fraud on the part of SCHOOL. Exercise by SSA of the right to terminate this MOU shall relieve SSA of all further obligations under this MOU.
- B. Upon termination, or notice thereof, the Parties agree to cooperate with each other in the orderly transfer of service responsibilities, case records, and pertinent documents.
- C. The obligations of SSA under this MOU are contingent upon the availability of Federal and/or State funds, as applicable, and inclusion of sufficient funds for the services hereunder each fiscal year this MOU remains in effect or operation. In the event that such funding is terminated or reduced, SSA may immediately terminate or modify this MOU, without penalty. The decision of SSA shall be binding on SCHOOL. SSA shall provide SCHOOL with written notification of such determination. SCHOOL shall immediately comply with SSA's decision.

XXV. GENERAL PROVISIONS

- A. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between SSA and any participant participating in this program, or any of SCHOOL's agents or employees.
- B. This MOU represents the entire understanding of the Parties with respect to the subject matter. No change, modification, extension, termination or waiver of this MOU, or any of the understandings herein contained, shall be valid unless made in writing and signed by duly authorized representatives of the Parties hereto.
- C. This MOU has been negotiated and executed in the state of California and shall be governed by and construed under the laws of the state of California. In the event of any legal action to enforce or interpret this MOU, the sole and exclusive venue shall be a court of competent jurisdiction located in Orange County, California, and the parties hereto agree to and do hereby submit to the jurisdiction of such court, notwithstanding Code of Civil Procedure Section 394. Furthermore, the parties specifically agree to waive any and all rights to request that an action be transferred for trial to another county.

WHEREFORE, the parties hereto have executed the Memorandum of Understanding in the County of Orange.

By: _____

Michael F. Ryan, Director

County of Orange

Social Services Agency

Dated: _____

By: _____

Stefanie P. Phillips, Ed.D., CBO

Deputy Superintendent, Operations

Santa Ana Unified School District

Dated: _____

Approved As To Form

County Counsel

County of Orange, California

By: _____

Deputy

Dated: _____

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Approval of Memorandum of Agreement Between High School, Inc. Foundation and Santa Ana Unified School District**

ITEM: **Consent**

SUBMITTED BY: **Dawn Miller, Assistant Superintendent, Secondary Education**

PREPARED BY: **Patricia Carter, Director, Career Development/ROP**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the Memorandum of Agreement with the High School, Inc. Foundation and the Santa Ana Unified School District in support of a collaborative partnership between the District-funded program specialist and the program director, funded by the High School, Inc. Foundation.

RATIONALE:

The partners will collaboratively share the responsibilities needed to coordinate and support the students enrolled in the High School, Inc. program at Valley High School. The advantage of a collaborative partnership is to draw on the resources and expertise of each partner. Together they will plan, implement, and increase work-based learning opportunities for the students.

FUNDING:

Not applicable

RECOMMENDATION:

Approve the Memorandum of Agreement between the High School, Inc. Foundation and Santa Ana Unified School District.

Memorandum of Agreement

Between Santa Ana Unified School District and High School, Inc. Foundation

In order to support the efforts of High School, Inc., at Valley High School, the following agreements will be agreed upon:

- The Santa Ana Unified School District will provide funding for a full-time Program Specialist position (i.e. Focus Coordinator) which, under the direction of the designated site administrator, will implement, coordinate and facilitate the High School, Inc. program at Valley High School and work closely with the High School, Inc. Foundation Program Director.
- The High School Inc. Foundation will provide funding for a full-time Program Director position who, under the director of the High School, Inc. Foundation Board, will work collaboratively with the Valley High School Program Specialist (i.e. Focus Coordinator) and serve as a liaison between community members and outside agencies including district colleagues, parents, students, and other staff members in the program.

The two parties will work in partnership on certain listed projects, such as:

- a. Planning and implementing outreach efforts to students, parents, staff, and community members and outside agencies.
- b. Providing leadership/guidance at the High School Inc. monthly academy meetings.
- c. Developing work-based learning opportunities for students, including paid or unpaid internships.

If at any time the Program Director position ceases to be funded by the High School, Inc. Foundation, the District will discontinue the funding of the Program Specialist position. If at any time the Program Specialist position ceases to be funded by the Santa Ana Unified School District, the High School Inc. Foundation will discontinue the funding of the Program Director position.

Audrey Yamagata-Noji, Ph.D.
SAUSD School Board, President

Donnie Crevier
High School, Inc. Foundation, President

Stefanie Phillips, Ed.D., CBO
Deputy Superintendent, Operations

hn 5/13/14

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Approval of Courses: Engineering Geometry with Physics – Math, Engineering Geometry with Physics – Science, Principals of Engineering, Human Body Systems, Flight and Space, and Medical Detectives

ITEM: Consent

SUBMITTED BY: Dawn Miller, Assistant Superintendent, Secondary Education

PREPARED BY: Ed Winchester, Executive Director, Secondary Curriculum and Instruction

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of courses: Engineering Geometry with Physics – Math, Engineering Geometry with Physics – Science, Principals of Engineering, Human Body Systems, Flight and Space, and Medical Detectives.

RATIONALE:

The Board is requested to approve the courses that form a relevant framework for higher academic standards.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the courses: Engineering Geometry with Physics – Math, Engineering Geometry with physics – science, Principals of Engineering, Human Body Systems, Flight and Space, and Medical Detectives.

AGENDA ITEM BACKUP SHEET**May 13, 2014****Board Meeting**

TITLE: Approval of Engineering Geometry with Physics – Math Course and Engineering Geometry with Physics – Science Course

ITEM: Consent

SUBMITTED BY: Dawn Miller, Assistant Superintendent, Secondary Education

PREPARED BY: Ed Winchester, Executive Director, Secondary Curriculum and Instruction

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the Engineering Geometry with Physics – Math Course and Engineering Geometry with Physics – Science Course.

RATIONALE:

The Engineering Geometry with Physics courses are designed to introduce students to the vital role geometry and physics have played in the development of the modern world. Students earn A-G credits for geometry and laboratory science, while exploring the world of engineering-career fields and disciplines. This course helps expand the District math and science course offerings and enhances our commitment to preparing students for college majors and careers opportunities in science, technology, engineering, and math.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Engineering Geometry with Physics – Math Course and the Engineering Geometry with Physics – Science Course.

COURSE OUTLINE

Course Title: Engineering Geometry with Physics-Math **District Course #:**

Department: Mathematics **Grade Level:** 9-10

Course Length: One Year, 2 Semesters, or 3 Trimesters Equivalent

Prerequisites: None

Course Description:

Engineering Geometry with Physics-Math

In this course students learn how Geometry and Physics have played vital roles in the development and innovation of the world around them through engineering discoveries like catapults, roller coasters, musical instruments, and more. Upon completion of this course, students receive credit in both UC "c" mathematics and UC "d" lab science areas. Students explore the world of engineering and its connected career fields and disciplines.

Unit 1: Introduction to Engineering Geometry & Physics

Unit Description

This unit is designed as an introduction and survey to the course. The unit grounds students in the scientific process as it relates to engineering and design through the cross disciplinary building of a working catapult. This catapult must be able to launch an object a desired distance set by the teacher. Students are introduced to the social/co-operative learning models that are used throughout the course so special emphasis is put on establishing group norms and how to effectively brainstorm. Students explore key scientific literacy strategies including for example the vocabulary in geometry needed to understand proofs, congruency and congruency theorems. During the exploration, students will learn the necessary interpretive processes to translate quantitative or technical information into a variety of media forms and perform analyses intrinsic to the nature of the engineering process. Basic engineering presentation skills will be emphasized.

Although students use math and physics concepts to design the catapult, this will not be a highlighted part of the project. This project focuses on the engineering process that is used throughout the course with an emphasis on mechanical engineering. However, using the properties of similarity, students will also learn how to create a scale drawing with standard geometric tools like rulers, compasses, protractors.

Unit 2: Building Bridges

Unit Description

This unit entails the incorporation of geometry, engineering and physics to design and build a bridge with the highest efficiency. The students design, calculate, and construct a bridge using a set amount of materials for each student/group. This project focuses on the engineering process that is used throughout the course with an emphasis on mechanical, civil, and manufacturing engineering pathways.

For geometry, this unit focuses on congruent and similar polygons, particularly triangles. The students are able to apply geometric strategies to solve design problems by tying together the relationships of sides and angles in congruent triangles as well as parallel lines to help find congruent parts in triangles and parallelograms and prove parallelograms are congruent. Truss bridges in particular require parallel construction to ensure loads are evenly distributed, to avoid structural failure. Continuing with an introduction of trigonometry and similar triangles, the students use the Pythagorean theorem to see the special relationship of 30-60-90 degree triangles and 45-45-90 degree triangles, again to understand how to maintain structural strength and stability. These special relationships also tie together the meaning of similarity as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. The students visualize relationships between two-dimensional and three-dimensional objects, and are able to implement these relationships into a 2D and 3D model or bridge blueprint. They are exposed to coordinate geometry and are able to prove simple geometric theorems algebraically when their design is graphed. They also are introduced to radius and arc length of a circle towards the end of the unit to illustrate the various methods used to calculate support beams and cables in suspension and arch bridges.

This unit explores the concepts of forces and Newton's laws of motion as they relate to static structures such as bridges and buildings. Within bridges, the supporting members and the forces exerted on them are

governed primarily by Newton's Second and Third Law of motion. In calculating and analyzing these forces, students need to be able to identify action/reaction pairs at not only supporting structures in the bridge but also in the joints holding the bridge together. Structural members in bridges are often not aligned to purely vertical and horizontal axes, requiring students to resolve these vectors so they can be utilized in completing calculations and analyses of the forces acting within the bridge structure.

This unit also allows students to learn how civil engineers impact our daily lives, identify different areas of specialization, understand the benefits of a career in civil engineering, and identify the necessary skills to develop in high school.

Unit 3: Solar Energy

Unit Description

This unit allows students to explore solar energy through researching the history of solar energy, the current applications of solar energy and the possibilities for solar energy in the future. Students create a solar water heater as their final product. Students explore how energy from the sun is converted into electrical and thermal energy. As the energy from the sun is transported via electromagnetic radiation, the electromagnetic waves encounter a solar cell; the conversion of this energy to electrical energy requires understanding of energy, work, and the law of conservation of energy. This electrical energy is then transported away from the generation unit using electrical circuits, requiring the understanding of Ohm's Law. Students also explore the world of thermodynamics and how the basic laws of thermodynamics can be used to harness the power of the sun. Concepts of heat flow through conduction, convection, and radiation will be explored as they apply to convection currents created with the solar collector and how fluids behave in such systems.

The concepts of coordinate geometry will be reinforced along with coordinates to prove simple geometric theorems algebraically. The students explore the surface area and shapes made by a cross-section of a three-dimensional object (such as a cylinder, a cube, or a prism). Understanding these shapes allow students to look at and measure a cross section of a solar collector to determine how to effectively harness the sun's energy on a determined target. They learn to apply the concepts of perimeter and area to find the volume of solids. They also apply concepts of density based on area and volume in modeling situations. Parallel lines, corresponding angles, and the theorems governing them will be explored as students diagram how light rays are reflected by a variety of shaped mirrors. Students testing and diagramming these mirrors will determine the most appropriate shapes for these mirrors based on the application of these theorems and geometric diagrams. These principles will be revisited in much more depth in Unit 6, Telescopes.

This project focuses on the engineering process that is used throughout the course with an emphasis on mechanical, electrical, and environmental engineering. This unit will cover the relationship between concepts such as: safety, system design, electrical and mechanical design, and subsystem design. Students review technical drawings such as blueprints. Students analyze and learn about incorporating the following systems into building a house: lighting, climate control, mechanical systems, electrical, and plumbing. Students develop a site analysis that considers passive energy techniques, sustainability, landscaping and construction.

Unit 4: Windmills

Unit Description

During this unit, students utilize the iterative design process and collaborative teaming to construct a wind turbine that generates enough electricity to power a small light bulb or other electronic device.

The students analyze the relations between interior angles and the remote exterior angle, vertical angle relationships, and the relationship of the angles formed when a transversal passes through two parallel lines. They learn that the measurements of a triangle sum up to 180 degrees, base angles of isosceles triangles are congruent. They prove geometric theorems using congruency; identify that the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; and the medians of a triangle meet at a point. Application of the Pythagorean theorem aids in solving trigonometric ratios. When exploring circles in the units, the students become familiar with key terminology of parts of a circle. The students identify and describe relationships among interior and exterior angles, chords, secants, and tangents to a circle. They also find arc lengths and areas of sectors of circles in order to properly construct wind turbines large enough to produce adequate power while still maintaining the required size constraints.

From the physics standpoint, this unit focuses on transforming energy from the wind into electrical energy through the processes of rotational mechanical energy. Electrical and gravitational potential energy as they relate to conservation of energy is stressed. This process requires the understanding that it is a force that causes rotation by the process of torque. Torque is dependent on the radius of rotation and the magnitude of the force acting. Understanding that centripetal force is a constant that points towards the center of a circle eases the calculation of centripetal acceleration ($a=v^2/r$). The rotation of the windmill causes a magnet to spin and induces an electrical current that can be transported away from the generation source using circuits to the location of need. To further understand this concept of direction of magnetic field affecting circuits, students will apply knowledge by constructing simple electrical circuits using magnetic materials.

Unit 5: Archimedes Screw

Unit Description

Through incorporating the history and theory of screw pumps, students design and construct a working screw pump model. Students work in teams to build, test and evaluate their designs. Writing a technical report supports their designs with research on the historical context, present applications and future possibilities of the screw pump. Students present this information in a public forum.

In this unit students explore the relationships of force, energy, and gravity. As the screw applies a force to the liquid, work is done to transform rotational mechanical energy into gravitational potential energy by lifting the liquid to a higher elevation. This process requires work because the law of universal gravitation dictates that two objects with mass are attractive to each other requiring energy to move them further apart.

Coordinate geometry plays a key role in the standards covered. The students use coordinates to prove simple geometric theorems algebraically. The students visualize relationships between two-dimensional

and three-dimensional objects, and implement these relationships into a 2D and 3D model as they take 2D blueprints and drawings and translate them into a working 3D model. Students also implement this skill set in the initial stages as they take a 3D idea in concept and begin sketching it in the drawings and design phase. The relationship between coordinate geometry and 2D/3D modeling will be used when exploring the construction of the Archimedes pump as it pertains to tube size, angles, and pump rate.

Unit 6: Telescopes

Unit Description

Students study aspects of optics, lenses, mirrors, and geometry to engineer a telescope that allows them to view objects at a reasonable distance from the observer. This project focuses on the engineering process that is used throughout the course with an emphasis on mechanical engineering. Students also practice public speaking and through the use of digital social media present their ideas and findings from the project.

Students explore the phenomena of electromagnetic energy, its waveform, anatomy and function. Understanding telescope design and its interactions with visible and invisible waves, students understand how waves are concentrated to allow a more detailed analysis of the information they carry through the universe. This concentration process is achieved through the use of mirrors and lenses using the concepts of reflection and refraction. Students may explore how weather may or may not affect data acquisition.

Using a variety of tools and methods, the students continue to make formal geometric constructions of congruent segments/angles, bisecting segments/angles, parallel lines, perpendicular bisectors, and various polygons inscribed in a circle or triangle to fully understand the construction of and object clarity of telescopes. When exploring spherical lenses and mirrors, the concepts of circles in the unit continue as students become familiar with key terminology for parts of a circle, identify and describe relationships among interior and exterior angles, chords, secants, and tangents as they apply to the determination of focal points in lenses and mirrors. They also find arc lengths and areas of sectors of circles.

Unit 7: Roller Coasters

Unit Description

In this unit within teams, the students design and engineer a roller coaster that integrates concepts from geometry and physics. The students showcase their knowledge in problem solving as a team. They come to a consensus on the materials used to fabricate a prototype and then conduct test simulations to determine whether their initial design specifications are met.

By exploring the workings of a roller coaster, students discover the interplay between kinetic and gravitational potential energy. They discover that both potential and kinetic energy can be transformed into one another and how friction and other forces are integrated into this process. Students also uncover the connection between kinetic energy and momentum, as well as how to calculate these quantities based on an object's physical properties such as mass and velocity. Newton's 2nd Law provides the basis for students to understand kinematic equations in one dimension, using acceleration to calculate time and

velocity. Conceptually, students will unpack Newton's 3rd Law by looking at the interaction between the train and the track and the riders and their seats.

The students tie the relationships of sides and angles in congruent triangles as well as parallel lines to help find congruent parts in parallelograms and prove parallelograms are congruent. The definition of parallelogram is addressed more and the students are able to see that other polygons fall in the parallelogram category, such as rectangles and squares. From there students explore the properties of a right triangle and explore the relation of the side measurements to the complementary angles, leading into similar triangles and trigonometry. The students then are able to distinguish the relationship between the sine and cosine of complementary angles. These special relationships also tie together the meaning of similarity as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. Coordinate geometry also plays a key role in the determination of slope and layout of the roller coaster track. The students use coordinates to prove simple geometric theorems algebraically and how the use of certain shapes can add stability and flexibility to the roller coaster structure.

Students develop a heightened and mature emphasis to understand the various forces that bear on and within structures, including axial force, shear, torsion, and moment. Students conduct evaluations of available building materials (e.g., steel and wood) considering their properties and effects on building form recognizing strengths and limitations. From this evaluation, a preliminary building plan is developed by using the appropriate materials. The stress-strain relationship of building structures and the laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.

Unit 8: The Energy Efficient House

Unit Description

Students learn current and future methodologies to minimize the use of electricity in residential dwellings through the use of thermodynamic principles. This involves correctly placing the house on a lot to maximize electrical efficiency. Students investigate which building materials allow them to maximize electrical efficiency. Students learn residential mechanical systems which include climate control, and electrical circuits. Students explore usage of strategic landscaping to maximize electrical efficiency. Students are preparing to design an energy efficient home or "green home" in this class. As part of their research students study green building practices and techniques as well as energy efficient designs like passive solar solutions for integration into their design. Students also learn types of renewable alternative energy sources such as solar energy and wind power. Using the Internet and a variety of sources and materials, students create a presentation with appropriate props explaining the design choices for their house based on their research, class lectures, and presentations. Students present the information in class as a sales pitch to a prospective buyer.

When testing insulating materials, students explain that quantities of energy tend to flow until they become distributed uniformly, and students brainstorm ways to slow down this process. Insulation functions to limit this flow of energy between interior and exterior environments of rooms, houses, and other structures. Students investigate the heat conductivity of various materials and develop explanations for the causes of high and low heat capacity by researching the molecular structures of materials and the ease in which thermal energy is transferred through these structures. Students discuss thermal energy as a function of temperature during these activities.

In this unit, the definition of a parallelogram is addressed in more depth and the students are able to see that other polygons fall into the parallelogram category, such as rectangles and squares, and from there explore the properties of a right triangle and the relation of the side measurements to the complementary angles. The concepts of volume and surface area become vital as students consider how energy and air flow are addressed in various configurations and orientations of rooms. They also learn to use coordinates to compute perimeters of polygons and areas of triangles and rectangles via the distance formula or midpoint formula as they sketch blueprints or technical drawings in the construction of the model. In some instances the students are able to use geometric shapes and their properties to describe objects in an application. Once the students are familiar with polygons and circles, they explore the shapes made by a cross-section of a three-dimensional object. They learn to apply the perimeter and area towards finding the volume of solids and determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids as they apply these to designing a house or other habitable structure. ??They are able to apply concepts of density based on area and volume in modeling situations, such as air flow and convection.

Students need to use modeling or CADD software to aid in the design of their energy efficient house as well as in the presentation and discussion of their final product. This final presentation can be accomplished by creating a website or PowerPoint showcasing the energy-efficient features of the house along with a discussion of why these features function to reduce the energy consumption of the house.

Unit 9: Building an Instrument

Unit Description

In this project students explore the workings of current instruments and utilize those concepts to design and build a new musical instrument.

As students investigate the designs of various musical instruments, they discover the fact that sound travels at different speeds through different mediums. Students utilize this fact to engineer instruments to produce various frequencies depending on the density and molecular structure of the material they choose. Throughout this unit, students research how sound is a longitudinal wave and transfers energy to our ear drum. This provides a deeper understanding of wave functions learned in Unit 6. Students discover how a string vibrating as a standing wave can produce a longitudinal wave in the air and that the frequency and speed of that wave is dependent on the medium it is traveling through.

When analyzing circles, the students derive the equation of a circle of given center and radius using the Pythagorean Theorem and complete the square to find the center and radius of a circle given by an equation. In some instances the students are able to use geometric shapes and their properties to describe objects in an application. They also learn to use coordinates to compute perimeters of polygons and areas of triangles and rectangles via the distance formula or midpoint formula. These concepts and relationships are employed in understanding how an instrument is tuned and the determination of the shape and size of its resonator.

Unit 10: Vehicle Efficiency

Unit Description

In this unit, ideas in geometry, physics and engineering are explored through the design and construction of a model race car powered by a single mousetrap. This unit emphasizes two topical areas of physics: energy and rotation. Through the build and design aspects of the project students explore the connections between stored energy and mechanical energy and how they can be used to induce a rotation in the wheels to propel the car forward in a linear fashion. The geometry of the wheels and axle system has a direct effect on the performance of the car in terms of speed, accuracy of travel, and distance traveled.

Students refine their ability to apply the process of logical thought through application of geometric proofs and theorems. Students prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. Transformations are also addressed in ways for the students to analyze the effects of rotation, reflection, and translation and also develop definitions for these transformations in terms of angles, circles, perpendicular lines, parallel lines, and line segments, and describe the rotations and reflections that carry onto itself in application to the design of various components of the car and its overall design. The students have an opportunity to also draw transformed figures with one transformation or a sequence of transformations to create congruent or similar figures. Proving congruency and similarity is implemented into all of the units we have developed. The Physics of the car involve storing energy in the spring of the mousetrap and using that stored energy to move a lever arm. This motion causes a torque in the axle of the wheel via a string that is attached to the lever arm and wound around the axle assembly. As the torque is applied, it causes the wheel and axle to rotate, propelling the car forward.

This project focuses on the engineering processes that are used throughout the course with an emphasis on mechanical, automotive, electrical, and manufacturing engineering. Students experiment with aspects of the racecar to explore vehicle performance tasks - speed, power, accuracy, and how these performance tasks are affected by different aspects of the car.

This project is expected to be the last unit and therefore a culmination of the content and skills the students have learned throughout the course. Therefore the unit parallels a real world engineering project with marketing and business models, product specifications, complete documentation including manufacturing specifications, design reviews, product testing, advertising, and sale of the product, most likely on the web. The teacher can choose which aspects to include in detail for the project. The project results in a technical paper, a multi-purpose vehicle and a presentation.

COURSE OUTLINE

Course Title: Engineering Geometry with Physics-Science **District Course #:**
Department: Laboratory Science **Grade Level:** 9-10
Course Length: One Year, 2 Semesters, or 3 Trimesters Equivalent
Prerequisites: None

Course Description:

Engineering Geometry with Physics-Science

In this course students learn how Geometry and Physics have played vital roles in the development and innovation of the world around them through engineering discoveries like catapults, roller coasters, musical instruments, and more. Upon completion of this course, students receive credit in both UC "c" mathematics and UC "d" lab science areas. Students explore the world of engineering and its connected career fields and disciplines.

Unit 1: Introduction to Engineering Geometry & Physics

Unit Description

This unit is designed as an introduction and survey to the course. The unit grounds students in the scientific process as it relates to engineering and design through the cross disciplinary building of a working catapult. This catapult must be able to launch an object a desired distance set by the teacher. Students are introduced to the social/co-operative learning models that are used throughout the course so special emphasis is put on establishing group norms and how to effectively brainstorm. Students explore key scientific literacy strategies including for example the vocabulary in geometry needed to understand proofs, congruency and congruency theorems. During the exploration, students will learn the necessary interpretive processes to translate quantitative or technical information into a variety of media forms and perform analyses intrinsic to the nature of the engineering process. Basic engineering presentation skills will be emphasized.

Although students use math and physics concepts to design the catapult, this will not be a highlighted part of the project. This project focuses on the engineering process that is used throughout the course with an emphasis on mechanical engineering. However, using the properties of similarity, students will also learn how to create a scale drawing with standard geometric tools like rulers, compasses, protractors.

Unit 2: Building Bridges

Unit Description

This unit entails the incorporation of geometry, engineering and physics to design and build a bridge with the highest efficiency. The students design, calculate, and construct a bridge using a set amount of materials for each student/group. This project focuses on the engineering process that is used throughout the course with an emphasis on mechanical, civil, and manufacturing engineering pathways.

For geometry, this unit focuses on congruent and similar polygons, particularly triangles. The students are able to apply geometric strategies to solve design problems by tying together the relationships of sides and angles in congruent triangles as well as parallel lines to help find congruent parts in triangles and parallelograms and prove parallelograms are congruent. Truss bridges in particular require parallel construction to ensure loads are evenly distributed, to avoid structural failure. Continuing with an introduction of trigonometry and similar triangles, the students use the Pythagorean theorem to see the special relationship of 30-60-90 degree triangles and 45-45-90 degree triangles, again to understand how to maintain structural strength and stability. These special relationships also tie together the meaning of similarity as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. The students visualize relationships between two-dimensional and three-dimensional objects, and are able to implement these relationships into a 2D and 3D model or bridge blueprint. They are exposed to coordinate geometry and are able to prove simple geometric theorems algebraically when their design is graphed. They also are introduced to radius and arc length of a circle towards the end of the unit to illustrate the various methods used to calculate support beams and cables in suspension and arch bridges.

This unit explores the concepts of forces and Newton's laws of motion as they relate to static structures such as bridges and buildings. Within bridges, the supporting members and the forces exerted on them are governed primarily by Newton's Second and Third Law of motion. In calculating and analyzing these

forces, students need to be able to identify action/reaction pairs at not only supporting structures in the bridge but also in the joints holding the bridge together. Structural members in bridges are often not aligned to purely vertical and horizontal axes, requiring students to resolve these vectors so they can be utilized in completing calculations and analyses of the forces acting within the bridge structure.

This unit also allows students to learn how civil engineers impact our daily lives, identify different areas of specialization, understand the benefits of a career in civil engineering, and identify the necessary skills to develop in high school.

Unit 3: Solar Energy

Unit Description

This unit allows students to explore solar energy through researching the history of solar energy, the current applications of solar energy and the possibilities for solar energy in the future. Students create a solar water heater as their final product. Students explore how energy from the sun is converted into electrical and thermal energy. As the energy from the sun is transported via electromagnetic radiation, the electromagnetic waves encounter a solar cell; the conversion of this energy to electrical energy requires understanding of energy, work, and the law of conservation of energy. This electrical energy is then transported away from the generation unit using electrical circuits, requiring the understanding of Ohm's Law. Students also explore the world of thermodynamics and how the basic laws of thermodynamics can be used to harness the power of the sun. Concepts of heat flow through conduction, convection, and radiation will be explored as they apply to convection currents created with the solar collector and how fluids behave in such systems.

The concepts of coordinate geometry will be reinforced along with coordinates to prove simple geometric theorems algebraically. The students explore the surface area and shapes made by a cross-section of a three-dimensional object (such as a cylinder, a cube, or a prism). Understanding these shapes allow students to look at and measure a cross section of a solar collector to determine how to effectively harness the sun's energy on a determined target. They learn to apply the concepts of perimeter and area to find the volume of solids. They also apply concepts of density based on area and volume in modeling situations. Parallel lines, corresponding angles, and the theorems governing them will be explored as students diagram how light rays are reflected by a variety of shaped mirrors. Students testing and diagramming these mirrors will determine the most appropriate shapes for these mirrors based on the application of these theorems and geometric diagrams. These principles will be revisited in much more depth in Unit 6, Telescopes.

This project focuses on the engineering process that is used throughout the course with an emphasis on mechanical, electrical, and environmental engineering. This unit will cover the relationship between concepts such as: safety, system design, electrical and mechanical design, and subsystem design. Students review technical drawings such as blueprints. Students analyze and learn about incorporating the following systems into building a house: lighting, climate control, mechanical systems, electrical, and plumbing. Students develop a site analysis that considers passive energy techniques, sustainability, landscaping and construction.

Unit 4: Windmills

Unit Description

During this unit, students utilize the iterative design process and collaborative teaming to construct a wind turbine that generates enough electricity to power a small light bulb or other electronic device.

The students analyze the relations between interior angles and the remote exterior angle, vertical angle relationships, and the relationship of the angles formed when a transversal passes through two parallel lines. They learn that the measurements of a triangle sum up to 180 degrees, base angles of isosceles triangles are congruent. They prove geometric theorems using congruency; identify that the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; and the medians of a triangle meet at a point. Application of the Pythagorean theorem aids in solving trigonometric ratios. When exploring circles in the units, the students become familiar with key terminology of parts of a circle. The students identify and describe relationships among interior and exterior angles, chords, secants, and tangents to a circle. They also find arc lengths and areas of sectors of circles in order to properly construct wind turbines large enough to produce adequate power while still maintaining the required size constraints.

From the physics standpoint, this unit focuses on transforming energy from the wind into electrical energy through the processes of rotational mechanical energy. Electrical and gravitational potential energy as they relate to conservation of energy is stressed. This process requires the understanding that it is a force that causes rotation by the process of torque. Torque is dependent on the radius of rotation and the magnitude of the force acting. Understanding that centripetal force is a constant that points towards the center of a circle eases the calculation of centripetal acceleration ($a=v^2/r$). The rotation of the windmill causes a magnet to spin and induces an electrical current that can be transported away from the generation source using circuits to the location of need. To further understand this concept of direction of magnetic field affecting circuits, students will apply knowledge by constructing simple electrical circuits using magnetic materials.

Unit 5: Archimedes Screw

Unit Description

Through incorporating the history and theory of screw pumps, students design and construct a working screw pump model. Students work in teams to build, test and evaluate their designs. Writing a technical report supports their designs with research on the historical context, present applications and future possibilities of the screw pump. Students present this information in a public forum.

In this unit students explore the relationships of force, energy, and gravity. As the screw applies a force to the liquid, work is done to transform rotational mechanical energy into gravitational potential energy by lifting the liquid to a higher elevation. This process requires work because the law of universal gravitation dictates that two objects with mass are attractive to each other requiring energy to move them further apart.

Coordinate geometry plays a key role in the standards covered. The students use coordinates to prove simple geometric theorems algebraically. The students visualize relationships between two-dimensional and three-dimensional objects, and implement these relationships into a 2D and 3D model as they take 2D

blueprints and drawings and translate them into a working 3D model. Students also implement this skill set in the initial stages as they take a 3D idea in concept and begin sketching it in the drawings and design phase. The relationship between coordinate geometry and 2D/3D modeling will be used when exploring the construction of the Archimedes pump as it pertains to tube size, angles, and pump rate.

Unit 6: Telescopes

Unit Description

Students study aspects of optics, lenses, mirrors, and geometry to engineer a telescope that allows them to view objects at a reasonable distance from the observer. This project focuses on the engineering process that is used throughout the course with an emphasis on mechanical engineering. Students also practice public speaking and through the use of digital social media present their ideas and findings from the project.

Students explore the phenomena of electromagnetic energy, its waveform, anatomy and function. Understanding telescope design and its interactions with visible and invisible waves, students understand how waves are concentrated to allow a more detailed analysis of the information they carry through the universe. This concentration process is achieved through the use of mirrors and lenses using the concepts of reflection and refraction. Students may explore how weather may or may not affect data acquisition.

Using a variety of tools and methods, the students continue to make formal geometric constructions of congruent segments/angles, bisecting segments/angles, parallel lines, perpendicular bisectors, and various polygons inscribed in a circle or triangle to fully understand the construction of and object clarity of telescopes. When exploring spherical lenses and mirrors, the concepts of circles in the unit continue as students become familiar with key terminology for parts of a circle, identify and describe relationships among interior and exterior angles, chords, secants, and tangents as they apply to the determination of focal points in lenses and mirrors. They also find arc lengths and areas of sectors of circles.

Unit 7: Roller Coasters

Unit Description

In this unit within teams, the students design and engineer a roller coaster that integrates concepts from geometry and physics. The students showcase their knowledge in problem solving as a team. They come to a consensus on the materials used to fabricate a prototype and then conduct test simulations to determine whether their initial design specifications are met.

By exploring the workings of a roller coaster, students discover the interplay between kinetic and gravitational potential energy. They discover that both potential and kinetic energy can be transformed into one another and how friction and other forces are integrated into this process. Students also uncover the connection between kinetic energy and momentum, as well as how to calculate these quantities based on an object's physical properties such as mass and velocity. Newton's 2nd Law provides the basis for students to understand kinematic equations in one dimension, using acceleration to calculate time and velocity. Conceptually, students will unpack Newton's 3rd Law by looking at the interaction between the train and the track and the riders and their seats.

The students tie the relationships of sides and angles in congruent triangles as well as parallel lines to help find congruent parts in parallelograms and prove parallelograms are congruent. The definition of parallelogram is addressed more and the students are able to see that other polygons fall in the parallelogram category, such as rectangles and squares. From there students explore the properties of a right triangle and explore the relation of the side measurements to the complementary angles, leading into similar triangles and trigonometry. The students then are able to distinguish the relationship between the sine and cosine of complementary angles. These special relationships also tie together the meaning of similarity as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. Coordinate geometry also plays a key role in the determination of slope and layout of the roller coaster track. The students use coordinates to prove simple geometric theorems algebraically and how the use of certain shapes can add stability and flexibility to the roller coaster structure.

Students develop a heightened and mature emphasis to understand the various forces that bear on and within structures, including axial force, shear, torsion, and moment. Students conduct evaluations of available building materials (e.g., steel and wood) considering their properties and effects on building form recognizing strengths and limitations. From this evaluation, a preliminary building plan is developed by using the appropriate materials. The stress-strain relationship of building structures and the laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.

Unit 8: The Energy Efficient House

Unit Description

Students learn current and future methodologies to minimize the use of electricity in residential dwellings through the use of thermodynamic principles. This involves correctly placing the house on a lot to maximize electrical efficiency. Students investigate which building materials allow them to maximize electrical efficiency. Students learn residential mechanical systems which include climate control, and electrical circuits. Students explore usage of strategic landscaping to maximize electrical efficiency. Students are preparing to design an energy efficient home or "green home?" in this class. As part of their research students study green building practices and techniques as well as energy efficient designs like passive solar solutions for integration into their design. Students also learn types of renewable alternative energy sources such as solar energy and wind power. Using the Internet and a variety of sources and materials, students create a presentation with appropriate props explaining the design choices for their house based on their research, class lectures, and presentations. Students present the information in class as a sales pitch to a prospective buyer.

When testing insulating materials, students explain that quantities of energy tend to flow until they become distributed uniformly, and students brainstorm ways to slow down this process. Insulation functions to limit this flow of energy between interior and exterior environments of rooms, houses, and other structures. Students investigate the heat conductivity of various materials and develop explanations for the causes of high and low heat capacity by researching the molecular structures of materials and the ease in which thermal energy is transferred through these structures. Students discuss thermal energy as a function of temperature during these activities.

In this unit, the definition of a parallelogram is addressed in more depth and the students are able to see that other polygons fall into the parallelogram category, such as rectangles and squares, and from there explore the properties of a right triangle and the relation of the side measurements to the complementary

angles. The concepts of volume and surface area become vital as students consider how energy and air flow are addressed in various configurations and orientations of rooms. They also learn to use coordinates to compute perimeters of polygons and areas of triangles and rectangles via the distance formula or midpoint formula as they sketch blueprints or technical drawings in the construction of the model. In some instances the students are able to use geometric shapes and their properties to describe objects in an application. Once the students are familiar with polygons and circles, they explore the shapes made by a cross-section of a three-dimensional object. They learn to apply the perimeter and area towards finding the volume of solids and determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids as they apply these to designing a house or other habitable structure. They are able to apply concepts of density based on area and volume in modeling situations, such as air flow and convection.

Students need to use modeling or CADD software to aid in the design of their energy efficient house as well as in the presentation and discussion of their final product. This final presentation can be accomplished by creating a website or PowerPoint showcasing the energy-efficient features of the house along with a discussion of why these features function to reduce the energy consumption of the house.

Unit 9: Building an Instrument

Unit Description

In this project students explore the workings of current instruments and utilize those concepts to design and build a new musical instrument.

As students investigate the designs of various musical instruments, they discover the fact that sound travels at different speeds through different mediums. Students utilize this fact to engineer instruments to produce various frequencies depending on the density and molecular structure of the material they choose. Throughout this unit, students research how sound is a longitudinal wave and transfers energy to our ear drum. This provides a deeper understanding of wave functions learned in Unit 6. Students discover how a string vibrating as a standing wave can produce a longitudinal wave in the air and that the frequency and speed of that wave is dependent on the medium it is traveling through.

When analyzing circles, the students derive the equation of a circle of given center and radius using the Pythagorean Theorem and complete the square to find the center and radius of a circle given by an equation. In some instances the students are able to use geometric shapes and their properties to describe objects in an application. They also learn to use coordinates to compute perimeters of polygons and areas of triangles and rectangles via the distance formula or midpoint formula. These concepts and relationships are employed in understanding how an instrument is tuned and the determination of the shape and size of its resonator.

Unit 10: Vehicle Efficiency

Unit Description

Santa Ana Unified School District

In this unit, ideas in geometry, physics and engineering are explored through the design and construction of a model race car powered by a single mousetrap. This unit emphasizes two topical areas of physics: energy and rotation. Through the build and design aspects of the project students explore the connections between stored energy and mechanical energy and how they can be used to induce a rotation in the wheels to propel the car forward in a linear fashion. The geometry of the wheels and axle system has a direct effect on the performance of the car in terms of speed, accuracy of travel, and distance traveled.

Students refine their ability to apply the process of logical thought through application of geometric proofs and theorems. Students prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. Transformations are also addressed in ways for the students to analyze the effects of rotation, reflection, and translation and also develop definitions for these transformations in terms of angles, circles, perpendicular lines, parallel lines, and line segments, and describe the rotations and reflections that carry onto itself in application to the design of various components of the car and its overall design. The students have an opportunity to also draw transformed figures with one transformation or a sequence of transformations to create congruent or similar figures. Proving congruency and similarity is implemented into all of the units we have developed. The Physics of the car involve storing energy in the spring of the mousetrap and using that stored energy to move a lever arm. This motion causes a torque in the axle of the wheel via a string that is attached to the lever arm and wound around the axle assembly. As the torque is applied, it causes the wheel and axle to rotate, propelling the car forward.

This project focuses on the engineering processes that are used throughout the course with an emphasis on mechanical, automotive, electrical, and manufacturing engineering. Students experiment with aspects of the racecar to explore vehicle performance tasks - speed, power, accuracy, and how these performance tasks are affected by different aspects of the car.

This project is expected to be the last unit and therefore a culmination of the content and skills the students have learned throughout the course. Therefore the unit parallels a real world engineering project with marketing and business models, product specifications, complete documentation including manufacturing specifications, design reviews, product testing, advertising, and sale of the product, most likely on the web. The teacher can choose which aspects to include in detail for the project. The project results in a technical paper, a multi-purpose vehicle and a presentation.

AGENDA ITEM BACKUP SHEET**May 13, 2014****Board Meeting**

TITLE: Approval of Principles of Engineering Course
ITEM: Consent
SUBMITTED BY: Dawn Miller, Assistant Superintendent, Secondary Education
PREPARED BY: Don Isbell, Coordinator, Special Projects

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the Principles of Engineering course.

RATIONALE:

In the 2013-2014 school year three of our high schools (Century, Santa Ana, and Valley) started their Engineering Pathways following the Project Lead the Way (PLTW) curriculum. Principles of Engineering will be the second course offering in our Engineering Pathway.

This year-long course will introduce students to the principles of engineering. This course will provide engineering problems that engage and challenge students to explore a broad range of engineering topics. Topics include mechanisms, energy sources, structures, materials, hydraulics and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Principles of Engineering course.

COURSE OUTLINE

Course Title:	Principles of Engineering	District Course #:
Department:	CTE/ Science	Grade Level: 9-12
Course Length:	180 Hours	
Prerequisites:	None	

Course Description:

Principles of Engineering

This year long course will introduce students to the principles of engineering. This class will provide engineering problems that engage and challenge students to explore a broad range of engineering topics. Topics include mechanisms, energy sources, structures, materials, hydraulics and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Unit 1: Energy and Power

Lesson 1.1 Mechanisms

Performance Objectives

It is expected that students will:

- Differentiate between engineering and engineering technology.
- Conduct a professional interview and reflect on it in writing.
- Identify and differentiate among different engineering disciplines.
- Measure forces and distances related to mechanisms.
- Distinguish between the six simple machines, their attributes, and components.
- Calculate mechanical advantage and drive ratios of mechanisms.
- Design, create, and test gear, pulley, and sprocket systems.
- Calculate work and power in mechanical systems.
- Determine efficiency in a mechanical system.
- Design, create, test, and evaluate a compound machine design

Lesson 1.2 Energy Sources

Performance Objectives

It is expected that students will:

- Identify and categorize energy sources as nonrenewable, renewable, or inexhaustible.
- Create and deliver a presentation to explain a specific energy source.
- Summarize and reflect upon information collected during a visit to a local utility company.
- Define the possible types of power conversion.
- Calculate work and power.
- Demonstrate the correct use of a digital multimeter.
- Calculate power in a system that converts energy from electrical to mechanical.
- Determine efficiency of a system that converts an electrical input to a mechanical output.
- Calculate circuit resistance, current, and voltage using Ohm's law.
- Understand the advantages and disadvantages of parallel and series circuit design in an application.

Lesson 1.3 Energy Application

Performance Objectives

It is expected that students will:

- Test and apply the relationship between voltage, current, and resistance relating to a photovoltaic cell and a hydrogen fuel cell.
- Experiment with a solar hydrogen system to produce mechanical power.
- Design, construct, and test recyclable insulation materials.
- Test and apply the relationship between R-values and recyclable insulation.
- Complete calculations for conduction, R-values, and radiation.

Lesson 1.4 Design Problem – Energy and Power

Performance Objectives

It is expected that students will:

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision-making matrix for a design problem.
- Select an approach that meets or satisfies the constraints provided in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon the design team's decision matrix.
- Present a workable solution to the design problem.

Unit 2: Materials and Structures

Lesson 2.1 Statics

Performance Objectives

It is expected that students will:

- Create free body diagrams of objects, identifying all forces acting on the object.
- Mathematically locate the centroid of structural members.
- Calculate moment of inertia of structural members.
- Differentiate between scalar and vector quantities.
- Identify magnitude, direction, and sense of a vector.
- Calculate the X and Y components given a vector.
- Calculate moment forces given a specified axis.
- Use equations of equilibrium to calculate unknown forces.
- Use the method of joints strategy to determine forces in the members of a statically determinate truss.

Lesson 2.2 Material Properties

Performance Objectives

It is expected that students will:

- Investigate specific material properties related to a common household product.
- Conduct investigative non-destructive material property tests on selected common household products. Property testing conducted to identify continuity, ferrous metal, hardness, and flexure.
- Calculate weight, volume, mass, density, and surface area of selected common household product
- Identify the manufacturing processes used to create the selected common household product.
- Identify the recycling codes.
- Promote recycling using current media trends.

Lesson 2.3 Material Testing

Performance Objectives

It is expected that students will:

- Utilize a five-step technique to solve word problems.
- Obtain measurements of material samples.
- Tensile test a material test sample.
- Identify and calculate test sample material properties using a stress strain curve.

Lesson 2.4 Design Problem – Materials and Structures

Performance Objectives

It is expected that students will:

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision making matrix for the design problem.
- Select an approach that meets or satisfies the constraints given in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon your team's decision matrix.
- Present a workable design solution.

Unit 3: Control Systems

Lesson 3.1 Machine Control

Performance Objectives

It is expected that students will:

- Create detailed flow charts utilizing a computer software application.
- Create control system operating programs utilizing computer software.
- Create system control programs that utilize flowchart logic.
- Choose appropriate inputs and output devices based on the need of a technological system.
- Differentiate between the characteristics of digital and analog devices.
- Judge between open and closed loop systems in order to choose the most appropriate system for a given technological problem.
- Design and create a control system based on given needs and constraints.

Lesson 3.2 Fluid Power

Performance Objectives

It is expected that students will:

- Identify devices that utilize fluid power.
- Identify and explain basic components and functions of fluid power devices.
- Differentiate between the characteristics of pneumatic and hydraulic systems.
- Distinguish between hydrodynamic and hydrostatic systems.

- Design, create, and test a hydraulic device.
- Design, create, and test a pneumatic device.
- Calculate values in a fluid power system utilizing Pascal's Law.
- Distinguish between pressure and absolute pressure.
- Distinguish between temperature and absolute temperature.
- Calculate values in a pneumatic system, utilizing the perfect gas laws.
- Calculate flow rate, flow velocity, and mechanical advantage in a hydraulic system.

Lesson 3.3 Design Problem – Control Systems

Performance Objectives

It is expected that students will:

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision-making matrix for a design problem.
- Select an approach that meets or satisfies the constraints provided in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon the design team's decision matrix.
- Present a workable solution to the design problem.

Unit 4: Statistics and Kinematics

Lesson 4.1 Statistics

Performance Objectives

It is expected that students will:

- Calculate the theoretical probability that an event will occur.
- Calculate the experimental frequency distribution of an event occurring.
- Apply the Bernoulli process to events that only have two distinct possible outcomes.
- Apply AND, OR, and NOT logic to probability.
- Apply Bayes' theorem to calculate the probability of multiple events occurring.
- Create a histogram to illustrate frequency distribution.
- Calculate the central tendency of a data array, including mean, median, and mode.
- Calculate data variation, including range, standard deviation, and variance.

Lesson 4.2 Kinematics

Performance Objectives

It is expected that students will:

- Calculate distance, displacement, speed, velocity, and acceleration from data.
- Design, build, and test a vehicle that stores and releases potential energy for propulsion.
- Calculate acceleration due to gravity given data from a free fall device.
- Calculate the X and Y components of a projectile motion.
- Determine the angle needed to launch a projectile a specific range given the projectile's initial velocity.

AGENDA ITEM BACKUP SHEET**May 13, 2014****Board Meeting**

TITLE: Approval of Human Body Systems Course
ITEM: Consent
SUBMITTED BY: Dawn Miller, Assistant Superintendent, Secondary Education
PREPARED BY: Don Isbell, Coordinator, Special Projects

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the Human Body Systems course.

RATIONALE:

In the 2013-2014 school year Saddleback high school started their Biomedical Pathway following the Project Lead the Way (PLTW) curriculum. Human Body Systems will be the second course offering in our Biomedical Pathway.

This year-long course will introduce students to the scientific foundations of the human body systems. Students will examine the interactions of human body systems as they explore and identify power, movement, protection, and homeostasis. Exploring science in action students build organs and tissues on a skeletal system, use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration, and take on the roles of biomedical professionals to solve real-world medical cases.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Human Body Systems course.

DM:DI:sz

COURSE OUTLINE

Course Title:	Human Body Systems	District Course #:
Department:	CTE/Science	Grade Level: 9-12
Course Length:	180 hours	
Prerequisites:	None	

Course Description:

Human Body Systems

This year long course will introduce students to the human body systems. Students will examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal system; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Unit One - Identity

Lesson 1: Identity – Human

It is expected that students will:

- Identify the systems and structures involved in basic body processes.
- Explain the functions of different human body systems, and list the major organs within each system.
- Describe how multiple body systems are interconnected and how those interconnections and interactions are necessary for life.
- Explain how directional terms and regional terms can be used to pinpoint location on the body.
- Show the relationship between multiple human body systems.
- Demonstrate the correct use of directional and regional terms.
- Illustrate key directional term pairs on a model of the human body.

Lesson 2: Identity – Tissues

It is expected that students will:

- Identify characteristics of the four categories of human tissue.
- Describe the functions of the human skeletal system.
- Recognize that differences in bone structure contribute to a person's unique identity.
- Recognize that there is a relationship between the length of long bones and the overall height of an individual.
- Analyze the structure of various human tissue types to infer function.
- Identify and locate bones of the human skeletal system.
- Interpret bone markings, bone landmarks, and bone measurements to determine a person's gender, age, stature, and ethnicity.
- Derive and analyze a linear equation.

Lesson 3: Identity – Molecules and Cells

It is expected that students will:

- Explain how restriction enzymes cut DNA.
- Describe how gel electrophoresis separates DNA fragments.
- Recognize that gel electrophoresis can be used to examine DNA differences between individuals.
- Outline current biometrics technology.
- Digest DNA samples using restriction enzymes.
- Demonstrate the steps of gel electrophoresis and analyze the resulting restriction fragment length polymorphisms (RFLPs).

Unit Two – Communication

Lesson 1: The Brain

It is expected that students will:

- Describe the structure and function of the central nervous system.
- Identify major regions of the human brain.
- Match regions of the brain with their primary function in the human body.
- Apply knowledge of brain structure and function to determine the parts of the brain related to specific human actions, emotions, and/or dysfunctions.
- Interpret how a breakdown in communication in the central nervous system would impact the function of the human body.

Lesson 2: Electrical Communication

It is expected that students will:

- Recognize that the nervous system relies on specialized cells called neurons to pass signals to and from the brain and spinal cord.
- Describe how the movement of ions, across the cell membrane of a neuron, generates an action potential and propagates electrical signals.
- Explain how neurons communicate at the synapse.
- Describe how brain processing differs in reflex and voluntary responses.
- Outline what goes on in the human body from an initial stimulus to a response.
- Analyze experimental data to explore reaction time and reflexes in the human body.
- Design an experiment to test factors that impact reaction time.
- Analyze case studies to determine the effects of a communication breakdown in the nervous system on the human body.

Lesson 3: Chemical Communication

It is expected that students will:

- Describe the way in which hormones interact with target cells.
- Recognize that the human body uses feedback mechanisms to maintain proper hormone levels.
- Model a feedback loop that shows how the body maintains homeostasis.
- Analyze physical symptoms of a patient and relate these symptoms to errors in chemical communication.

Lesson 4: Communication with the Outside World

It is expected that students will:

- Identify the key structures of the eye.
- Demonstrate how light is processed in the eye in a person with normal vision, as well as a person with myopia or hyperopia.
- Explain the tests and procedures in a typical eye exam.
- Diagram the path of light as it enters the eyes and travels to the brain for processing.
- Evaluate visual perception by testing depth perception, peripheral vision, color vision, and visual acuity.
- Experiment with lenses to refocus light and correct problems with vision.

Unit Three - Power

Lesson 1: Introduction to Power

It is expected that students will:

- List and describe the human body systems that create, process, and distribute food, water, and oxygen.
- Recognize that factors unique to the person, such as age, weight, and overall health affect the body's ability to utilize biological resources and maintain homeostasis.
- Recognize that factors in the environment, such as climate or temperature, affect the body's ability to utilize biological resources and maintain homeostasis.
- Estimate how long the human body can last without food, without water, and without oxygen.

Lesson 2: Understandings Addressed in Lesson:

It is expected that students will:

- Recognize that enzymes are designed to be highly specific, and the structure of the enzyme's active site determines the substrate it acts upon.
- Recognize that factors such as temperature, pH, and enzyme and substrate concentration affect the rate of an enzyme-catalyzed reaction.
- List specific enzymes that digest carbohydrates, fats, and proteins at sites along the digestive tract.
- Describe the structure and function of the organs in the digestive system.
- Explain how energy is stored in ATP.
- Model the interaction between enzymes and their corresponding substrates.
- Outline what happens to a bite of food as it travels down the digestive tract.
- Design a laboratory experiment investigating the impact that environmental changes can have on enzyme function and analyze the results.
- Analyze energy inputs and outputs in the body to assess overall health.

Lesson 3: Oxygen

It is expected that students will:

- Describe the structure of the respiratory system, especially the lungs, and the basic mechanics of breathing.
- Explain how the structure of the lungs facilitates the exchange of oxygen and carbon dioxide between air and the body.
- Recognize that during and after exercise the concentration of oxygen removed from the air is increased compared to when the individual is at rest.
- Use sensors to measure lung capacity and oxygen capture.
- Analyze data collected using a spirometer to determine tidal volume, vital capacity, and minute volume.
- Analyze data collected using an oxygen sensor to determine the change in oxygen concentration of inhaled air versus exhaled air.

Lesson 4: Water

It is expected that students will:

- Describe the structure and function of the human urinary system.
- Describe how the structure of the kidney relates to its function in the body.
- Recognize that the nephron is the structural and functional unit of the kidney.
- Describe the connections between urine and blood and the exchange of ions and fluids that occurs across the nephron.
- Illustrate the path of urine formation through the kidney.
- Estimate the filtration rate of the glomerulus and relate mathematical estimates to the function of the human kidney.
- Analyze urinalysis results to diagnose disease and dysfunction in human body systems.

Unit Four - Movement

Lesson 1: Joints and Motion

It is expected that students will:

- Recognize that a joint is the location at which two or more bones connect, allowing movement and providing support to the human skeleton.
- Describe the motion at joints, such as flexion and extension.
- Demonstrate the types of movement possible at a joint and match range of motion photographs to specific actions.
- Measure range of motion of human joints using a goniometer.

Lesson 2: Muscles

It is expected that students will:

- Describe how the three types of muscle tissue differ in structure and function.
- Explain the sliding filament mechanism of muscle contraction.
- Recognize the connection between nerves and muscle.
- Analyze muscle tissue structure using a microscope.
- Interpret muscle function by examining its structure and its attachment to bones.
- Test the effect of varying solutions of ATP on the contraction of muscle tissue.
- Demonstrate the process of muscle contraction as well as the phenomenon of rigor mortis.

Lesson 3: Blood Flow

It is expected that students will:

- Explain the relationship between the heart and the lungs.
- Identify the body's major arteries and veins and name the body region supplied by each.
- Recognize that unlike arteries, veins contain valves that prevent the backflow of blood.
- Describe pulse and blood pressure as they relate to cardiovascular health.
- Recognize that lifestyle choices, such as poor diet and smoking, can lead to the development of blood flow disorders.

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- Trace blood flow in pulmonary and systemic circulation.
- Calculate and interpret cardiac output values and relate the amount of blood pumped by the heart to the health of other body systems and organs.
- Measure peripheral pulses using Doppler ultrasound and calculate an ankle brachial index (ABI)
- Interpret the ankle brachial index (ABI) to determine possible blockages in blood vessels.

Lesson 4: Energy and Motion: Exercise Physiology

It is expected that students will:

- Recognize that the body uses high energy molecules such as creatine phosphate, glycogen, and glucose to supply ATP to working muscle.
- Recognize that muscle fatigue occurs with prolonged or repetitive use of a muscle group.
- Describe ways in which an athlete can prepare his or her body for the stress of an athletic event.
- Illustrate the body's response to the stages of exercise.
- Design an experiment to test the effect of feedback, coaching, or competition on muscle fatigue.
- Interpret EMG and grip strength data to assess muscle fatigue.
- Apply knowledge of power and movement in the body to design a comprehensive training plan for an athlete.

Unit Five – Protection

Lesson 1: The Skin

It is expected that students will:

- Recognize that the skin is composed of two main layers, the epidermis and the dermis, and contains accessory organs such as sweat glands and hair follicles.
- Explain how different degrees of burns damage layers of the skin.
- Explain how the human body senses and processes signals of pain.
- Interpret how burn damage to the skin will affect the function of the organ and overall homeostasis in the body.
- Outline what happens inside the body when a person feels pain.

Lesson 2: Bones

It is expected that students will:

- Recall the four main types of bone.
- Recognize that bone is a living connective tissue composed of cells and protein fibers wrapped in hard mineral salts that can adapt and change to fit the needs of the person.
- Describe the structure and function of compact and spongy bone. U1
- Describe the types of bone fractures.
- Analyze bone structure using a microscope.
- Interpret X-rays to determine specific types of bone fractures.
- Apply knowledge of hormones and of bone remodeling to explain calcium balance in the body.

- Diagram the stages of bone healing after injury.

Lesson 3: Lymph and Blood

It is expected that students will:

- Describe the structure and function of the lymphatic and immune system.
- Recognize that a type of white blood cell called B lymphocyte is responsible for the production of antibodies and has the ability to remember invaders once they have entered the body.
- Recognize that blood type is determined by the antigens present on red blood cells.
- Describe the genetics of blood type.
- Describe the interaction between antigens and antibodies.
- Use information presented in a computer animation to create a flow chart of immune response to a common cold.
- Analyze simulated blood samples to determine blood type.
- Produce and analyze a family pedigree for blood type and determine potential donors for a transfusion.
- Graph and interpret antibody data collected after an infection and relate this data to the response of body cells.
- Diagram an immune response to a common cold.
- Apply knowledge of specific immunity to deduce how vaccines function.

Unit Six – Homeostasis

Lesson 1: Health and Wellness

It is expected that students will:

- Describe how the body systems respond to extreme external environments.
- Explain how the systems work together to maintain homeostasis in the body and to complete basic functions such as movement and communication.
- Illustrate disease in the human body, from its initial symptoms to eventual diagnosis and treatment.
- Interpret knowledge of homeostasis in the body to design an innovative medical intervention or invention.
- Trace disease in human systems by generating a fictional case study and compiling a patient case file.

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Approval of Flight and Space Course

ITEM: Consent

SUBMITTED BY: Dawn Miller, Assistant Superintendent, Secondary Education

PREPARED BY: Don Isbell, Coordinator, Special Projects

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the Flight and Space course.

RATIONALE:

In the 2013-2014 school year three of our intermediate schools (Carr, MacArthur Fundamental, and McFadden) started engineering programs using the Project Lead the Way (PLTW) curriculum. Flight and Space will be the third course offering for our intermediate school program. This course will further our Districts goal of adding more courses that support a rigor and relevant framework for higher academic standards.

In this course students will learn the foundation principles of aerospace engineering. Students will explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Flight and Space course.

DM:DI:sz

COURSE OUTLINE

Course Title:	Flight and Space	District Course #:
Department:	CTE/Science	Grade Level: 6-8
Course Length:	45-90 hours	
Prerequisites:	None	

Course Description:

Flight & Space (FS)

Students will learn the foundation principles of aerospace engineering. Students will explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

Flight and Space

Lesson 1 - History of Flight and Space

Understandings

1. The aerospace industry uses engineers who specialize in many different types of engineering careers.
2. The history of aerospace studies has influenced how people meet the challenges of traveling through the atmosphere or in space.
3. Engineering designs in aerospace exploration evolve as they are developed.
4. Different types of vehicles result in different types of flight.

Knowledge and Skills

It is expected that students will:

- Describe the roles and responsibilities of STEM professionals for high demand technological careers, especially in the aerospace industry.
- Apply their knowledge of research techniques to investigate an aerospace topic.
- Describe the flight characteristics of kites, whirly gigs, model airplanes, hot air balloons, and model rockets.
- Write a script and develop a storyboard to explain an aerospace concept.

Lesson 2 - Aeronautics

Understandings

1. Forces working on an airplane in flight are lift, gravity, thrust, and drag.
2. In order to fly, an airplane must overcome gravity with sufficient lift and must overcome drag with sufficient thrust.
3. Newton's three laws of motion are observed in both spacecraft and aircraft.
4. Bernoulli's principle, which states that as the speed of a fluid increases, its pressure decreases, explains in part how an airfoil gains lift.
5. Changing a wing's angle of attack affects the speed of the air flowing over the wing and the amount of lift the wing creates.
6. Airfoils are tested for performance in a wind tunnel.
7. Aircraft have different purposes, but the majority of their components are similar.
8. Propulsion systems provide the thrust so aircraft can fly.

Knowledge and Skills

It is expected that students will:

- Describe how center of gravity affects an aerospace vehicle in distributing weight.

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- Recognize the tools and purpose of aeronautic design and testing.
- Distinguish between the forces of lift, drag, weight, and thrust that affect an object moving through a fluid.
- Explain the importance of the forces that affect an object moving through a fluid.
- Explain how Newton's laws apply to flight and space.
- Explain how Bernoulli's principle affects flight.
- Identify the characteristics of an airfoil and how they compare and contrast with the characteristics of wings.
- Analyze the features and benefits of different types of wings.
- Research and design an airfoil that will create lift using a wing tester.
- Calculate fuel consumption and range of an airplane given speed and fuel capacity.
- Describe the major parts (fuselage, empennage, high lift devices, wings, undercarriage, propulsion, instruments, and controls) of aircraft and how they can affect the overall balance of an airplane during flight.

Lesson 3 - Traveling and Living in Space

Understandings

1. Reliable, inexpensive rockets are the key to enabling humans to travel, work, visit, and commercially develop space.
2. There are many reasons for going into space, including colonization, intelligence surveillance, international diplomacy, natural resources, research, satellites, and advancing technology.
3. Humans must adjust their diets, hygiene, clothing, recreation, and sleep patterns in order to survive in space.
4. Engineers use technology on the moon to research, design, and build appropriate equipment to solve problems related to the topography and atmosphere found on the moon.

Knowledge and Skills

It is expected that students will:

- Discuss the history and development of rocketry, space flight, and living in space.
- Know that a rocket must overcome the forces of gravity and drag in order to escape the atmosphere.
- Explain the basic principles of flight and rocketry.
- Investigate how changes in various design characteristics of a rocket will affect the rocket's performance.
- List challenges that engineers face to provide safe travel and optimum living conditions in space.
- Explain how gravity relates to an object's orbit.
- Use a simulation to select optimal components for a lunar robot to save stranded astronauts on the moon.

AGENDA ITEM BACKUP SHEET**May 13, 2014****Board Meeting**

TITLE: Approval of Medical Detectives Course
ITEM: Consent
SUBMITTED BY: Dawn Miller, Assistant Superintendent, Secondary Education
PREPARED BY: Don Isbell, Coordinator, Special Projects

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the Medical Detectives course.

RATIONALE:

In the 2013-2014 school years three of our intermediate schools (Carr, MacArthur Fundamental and McFadden) started engineering programs using the Project Lead the Way (PLTW) curriculum. This fourth PLTW course will offer an alternative biomedical focus for our students. Medical Detectives will be the fourth course offered in our intermediate school program. This course will further our Districts goal of adding more STEM courses that support a rigor and relevant framework for higher academic standards.

Students will play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They will solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Medical Detectives course.

COURSE OUTLINE

Course Title:	Medical Detectives	District Course #:
Department:	CTE/Science	Grade Level: 6-8
Course Length:	45-90 hours	
Prerequisites:	None	

Course Description:

Medical Detectives (MD)

Students will play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They will solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Medical Detectives

Lesson 1 - What is a Medical Detective?

Understandings

1. Patient health can be evaluated in a variety of ways, including collecting a patient's medical history and testing vital signs.
2. An epidemic is an infectious disease that spreads rapidly and sickens a large number of people.
3. Medical professionals use a sequential, logical process to evaluate, diagnose, and treat patients.
4. A variety of health care professionals and scientists investigate medical mysteries.

Knowledge and Skills

It is expected that students will:

- Measure vital signs including heart rate, blood pressure, and temperature.
- Demonstrate the use of technology as an important tool in the Biomedical Sciences.
- Explain the different ways a virus spreads through a population.
- Describe the spread of a viral illness after inoculation is introduced.
- Evaluate patient case files to diagnose the pathogen responsible for the patient's mystery illness.
- Describe the steps that a medical professional will take to diagnose and treat a patient.
- Provide examples how medical professionals contribute to the health and wellness of individuals.

Lesson 2 - Mysteries of the Human Body Systems

Understandings

1. The nervous system collects and interprets input from the outside world using specialized receptors.
2. The brain is a complex organ that is organized into specialized regions.
3. The expression of a genetic trait through families highlights the varying patterns of genetic inheritance.
4. The unique sequence of a person's DNA can be utilized for a variety of purposes including testing for a genetic disease.
5. A mutation in the sequence of nucleotides in DNA may cause a genetic disease.

Knowledge and Skills

It is expected that students will:

- Describe how the brain collects and interprets input.
- Compare and contrast the senses of hearing and sight, taste and smell and how they are collected and processed by the human body.
- Identify major regions of the human brain.
- Dissect a sheep's brain, accurately identifying and describing the function of the specified structures.
- Compare and contrast the brains of a human and sheep.
- Evaluate patient family history as part of a medical exam and create a pedigree.
- Determine the probability of a child inheriting a genetic disease.
- Use appropriate laboratory methods to isolate DNA from cheek cells.
- Analyze how changes in the huntingtin gene affect the resulting protein and nerve cell function.

Lesson 3 - Murder Mystery

Understandings

1. Body temperature can be used as one way to determine the approximate time of death.
2. An autopsy can provide clues to the circumstances surrounding a mysterious death.
3. Human DNA is a unique code of over three billion base pairs that provides a genetic blueprint of an individual.

Knowledge and Skills

It is expected that students will:

- Know how to use patient and ambient temperature to identify the time of death.
- Know how to use the time of death information to identify suspects.
- List the steps of an autopsy.
- Analyze a portion of an autopsy report to determine the cause of death for a murder victim.
- Use DNA gel electrophoresis to compare DNA samples.
- Defend identification of suspect using physical evidence including time of death, cause of death, and DNA crime scene analysis.

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Approval of Fifth Amendment to Agreement No. FCI-SD-22 with Children and Families Commission of Orange County for 2013-14 Program Year

ITEM: Consent

SUBMITTED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education

PREPARED BY: Keely Orlando, Coordinator, Early Childhood Education

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the Fifth Amendment to the agreement No. FCI-SD-22 with the Children and Families Commission of Orange County (CFCOC) for the 2013-14 program year.

RATIONALE:

On July 1, 2013, the CFCOC released additional funding for health, early care, and educational opportunities for Santa Ana children and their families.

The Fifth Amendment to the agreement No. FCI-SD-22 awards an additional \$33,503.69 to the District in order to provide increased or additional services. Funds will be used to provide:

- | | |
|--|-------------|
| ● Early Development Instrument Participation | \$14,534.71 |
| ● Early Development Instrument Project Additional Services | \$ 6,203.38 |
| ● Purchase of two PlusOptix Meters for Vision Screening | \$12,765.60 |

FUNDING:

Children and Families Commission of Orange County: \$33,503.69

RECOMMENDATION:

Approve the Fifth Amendment to the agreement No. FCI-SD-22 with Children and Families Commission of Orange County for 2013-14 program year.

FIFTH AMENDMENT TO AGREEMENT FCI-SD-22

BY AND BETWEEN

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY

AND

SANTA ANA UNIFIED SCHOOL DISTRICT

FOR THE PROVISION OF SERVICES

This **FIFTH AMENDMENT TO AGREEMENT** (“Fifth Amendment”) is entered into as of the 7th day of March, 2012 (“Date of Amendment”), which date is enumerated for the purpose of reference only, by and between the **CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**, a public body and legal public entity (“COMMISSION”), and **SANTA ANA UNIFIED SCHOOL DISTRICT**, a school district organized and existing under the laws of the State of California (“CONTRACTOR”). The Original Agreement, the First Amendment, the Second Amendment, the Third Amendment, the Fourth Amendment and this Fifth Amendment, are and shall continue to be administered by the Executive Director of COMMISSION or his/her authorized designee (“ADMINISTRATOR”).

RECITALS

A. The COMMISSION and CONTRACTOR previously entered into that certain Agreement for the Provision of Project Services dated June 1, 2011, under which the COMMISSION awarded funds for the “Project” described in Exhibits A, A-1 and B therein (“Original Agreement”).

B. Pursuant to the Original Agreement, COMMISSION awarded to CONTRACTOR funds to further the purposes of and implement COMMISSION’s Strategic Plan.

C. On May 4, 2011, COMMISSION awarded \$425,100 to CONTRACTOR (\$175,100 for Early Learning Specialist Services and \$250,000 for School Readiness Nurse Services) for the period July 1, 2011 through June 30, 2012.

D. On June 1, 2011, COMMISSION awarded \$400,000 to CONTRACTOR for additional School Readiness Services for the period July 1, 2011 through June 30, 2012.

E. On June 1, 2011, COMMISSION awarded \$19,832.23 to CONTRACTOR to provide services implementing the Early Development Index (EDI) project for the period July 1, 2011 through June 30, 2012 and entered into a First Amendment to Agreement.

F. On March 7, 2012, COMMISSION awarded additional funding not to exceed \$1,650,200 to CONTRACTOR (\$350,200 for Early Learning Specialist Services, \$500,000 for School Readiness Nurse Services, and \$800,000 for additional School Readiness Services) for the period July 1, 2012 through June 30, 2014 and entered into a Second Amendment to Agreement

G. On March 7, 2012, COMMISSION authorized a total of \$135,000 annually to all school districts participating in the EDI project for the period July 1, 2012 through June 30, 2014. Of

the \$135,000 available to all school districts for the period July 1, 2012 through June 30, 2013, COMMISSION awarded an additional \$13,191 to CONTRACTOR to provide EDI project services and entered into a Third Amendment to Agreement.

H. On July 3, 2013, COMMISSION awarded additional funding in the amount of \$88,000 to CONTRACTOR for services related to the First 5 California Child Signature Program (CSP) for the period July 1, 2013 through June 30, 2015 and entered into a Fourth Amendment.

I. COMMISSION hereby awards to CONTRACTOR an additional \$14,534.71 of the \$135,000 authorized by the COMMISSION on March 7, 2012 for all school districts participating in EDI project services for the period July 1, 2013 through June 30, 2014.

J. COMMISSION granted general authority to its Executive Director or designee on June 2, 2004, to award additional funding to a grantee not to exceed ten percent (10%) up to a maximum amount of \$50,000 for increased or additional services.

K. COMMISSION's Executive Director authorized an increase of \$18,968.98 in funding to CONTRACTOR for additional or increased services (\$6,203.38 for additional EDI project services and \$12,765.60 for the purchase of two (2) PlusOptix meters for vision screening) for the period July 1, 2013 through June 30, 2014.

L. COMMISSION hereby awards an additional \$18,968.98 to CONTRACTOR in order to provide increased or additional Services for the EDI project and for the purchase of two (2) PlusOptix meters for vision screening for the period July 1, 2013 through June 30, 2014.

M. CONTRACTOR desires to accept the additional \$33,503.69 of funding set forth in Recitals I and L in order to provide increased or additional services pursuant to the terms and conditions of the Original Agreement, as amended by this Fifth Amendment. The Original Agreement, the First Amendment, the Second Amendment, the Third Amendment, the Fourth Amendment and this Fifth Amendment, are referred to collectively as the "Agreement."

N. The parties desire by this Fifth Amendment to amend and restate COMMISSION's Maximum Payment Obligation.

O. The parties desire by this Fifth Amendment to amend and restate Exhibit B, Project Budget. This restated Exhibit B shall replace the existing Exhibit B in the Original Agreement. A copy of the restated Exhibit B is attached hereto and incorporated herein by reference.

P. The parties desire by this Fifth Amendment to add an Attachment 4 to Exhibit B, Capital Expense Table. A copy of Attachment 4 to Exhibit B, Capital Expense Table, is attached hereto and incorporated herein by reference.

Q. Capitalized terms in this Fifth Amendment are as set forth in the Original Agreement, or as specifically defined herein.

R. The parties desire by this Fifth Amendment to set forth certain modifications, and clarifications to the terms and conditions of the Original Agreement.

NOW, THEREFORE, based upon the foregoing Recitals, which are hereby a substantive part of this Fifth Amendment, and in consideration of the covenants contained herein, COMMISSION and CONTRACTOR hereby agree as follows:

1. Maximum Payment Obligation. Additional funding of \$33,503.69 is provided by COMMISSION to CONTRACTOR by this Fifth Amendment for a cumulative total of Two Million, Six Hundred Twenty Nine Thousand, Eight Hundred Twenty Six Dollars and Ninety Two Cents (\$2,629,826.92). Paragraph 16 of the Original Agreement, Maximum Payment Obligation, with respect to CONTRACTOR is hereby amended to read as follows: “The ‘Maximum Payment Obligation’ of COMMISSION to CONTRACTOR under this Agreement shall be Two Million, Six Hundred Twenty Nine Thousand, Eight Hundred Twenty Six Dollars and Ninety Two Cents or the actual reasonable cost incurred and paid for performance of the services whichever is *less*,” which amount is the sum of (a) the first allocation of \$425,100 on May 4, 2011, (b) the second allocation of \$400,000 on June 1, 2011, (c) the third allocation of \$19,832.23 on June 1, 2011 for EDI implementation, (d) the fourth allocation of \$1,650,200 on March 7, 2012, (e) the fifth allocation of \$13,191 on March 7, 2012 for EDI implementation, (f) the sixth allocation of \$88,000 on July 3, 2013 for CSP Services, (g) this seventh allocation of \$14,534.71 for EDI implementation, and (h) this eighth allocation of \$18,968.98 under the Executive Director’s authority as authorized on June 2, 2004 for additional EDI project services and purchase of two (2) vision screening meters, as specified in the amended and restated Exhibit B to Fifth Amendment to Agreement attached hereto and incorporated herein by this reference.

2. Project Budget. The Amended and Restated Project Budget, Exhibit B, attached hereto and incorporated herein by this reference, is added to the Agreement and shall replace Exhibit B in the Original Agreement.

3. No Other Changes. Except as amended by this Fifth Amendment, the terms of the Original Agreement, as previously amended by the First Amendment, the Second Amendment, the Third Amendment, and the Fourth Amendment, shall remain in full force and effect as written and entered into between COMMISSION and CONTRACTOR.

[Signature blocks for Fifth Amendment start on next page]

IN WITNESS WHEREOF, the COMMISSION and CONTRACTOR have executed this Fifth Amendment to Agreement in the County of Orange, State of California.

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY, a public body and legal public entity

Dated: _____ By: _____
Chair

SIGNED AND CERTIFIED THAT A COPY OF THIS DOCUMENT HAS BEEN DELIVERED TO THE CHAIR OF COMMISSION

By: _____
SUSAN NOVAK
Clerk of COMMISSION

Dated: _____

APPROVED AS TO FORM:

WOODRUFF, SPRADLIN & SMART

By: _____
James M. Donich, Commission Counsel

[Signature block for CONTRACTOR on next page.]

[Signature block continued from previous page.]

SANTA ANA UNIFIED SCHOOL DISTRICT, a
school district, organized and existing under the laws
of the State of California

DATED: _____

By: _____
Stefanie P. Phillips, Ed.D., CBO
Deputy Superintendent, Operations

EXHIBIT B

PROJECT BUDGET

SANTA ANA UNIFIED SCHOOL DISTRICT	Funds Due 07/01/11 – 6/30/12	Funds Due 07/01/12 – 6/30/13	Funds Due 07/01/13 – 6/30/14	Funds Due 07/01/14 – 6/30/15
Staffing	\$719,198.42	\$694,010.00	\$737,117.09	\$20,000.00
Direct Project Expenses	\$66,674.97	\$87,304.00	\$95,744.00	\$24,000.00
Capital Equipment	\$0	\$0	\$12,765.60	\$0
Indirect/Administrative	\$30,058.84	\$26,977.00	\$26,977.00	\$0
Subcontract(s)	\$29,000.00	\$30,000.00	\$30,000.00	\$0
TOTAL FUNDS DUE	\$844,932.23	\$838,291.00	\$902,603.69	\$44,000.00

MAXIMUM PAYMENT OBLIGATION: \$2,629,826.92

Attachment 1 to Exhibit B

STAFFING TABLE

	7/1/11 - 6/30/12	7/1/12 - 6/30/13	7/1/13 - 6/30/14	7/1/14 - 6/30/15
	FTE	FTE	FTE	FTE
	Salary & Benefits	Salary & Benefits	Salary & Benefits	Salary & Benefits
Position Title: School Readiness Project Coordinator	2.0 FTE	2.0 FTE	2.0 FTE	N/A
	\$175,100.00	\$184,685.00	\$185,332.00	\$0

Minimum Qualifications: Bachelor or higher degree from an accredited institution, Valid California teaching credential and Child Development Program Director Permit, experience working with early childhood student population, experience providing staff development and training to ECE providers, School Readiness Project Coordinator shall be qualified, knowledgeable and experienced in the areas of early childhood education theory, Kindergarten standards, developmentally appropriate practices, integrated service delivery, and community resources.

Job Duties: Provide services as described in subparagraph **3.1** of Exhibit A to this Agreement.

Position Title: School Readiness Nurse (School Nurse, Elementary)	2.5 FTE	2.5 FTE	2.5 FTE	N/A
	\$250,000.00	\$250,000.00	\$264,346.00	\$0

Minimum Qualifications: Licensed Registered Nurse with a valid California School Nurse Services Credential or a Licensed Registered Nurse with a Preliminary School Nurse Credential with enrollment in a School Nurse Credential Program, certified in first aid and CPR; knowledgeable of current federal and state laws and regulations regarding the children through age 5 population and health constraints including HIPAA, FERPA, Education Codes, Title 22 regulations, and the Nursing Practice Act.

Job Duties: Provide services as described in subparagraph **3.2** of Exhibit A to this Agreement.

Position Title: Parent Trainer	1.0 FTE	1.0 FTE	1.0 FTE	N/A
	\$75,866.83	\$78,223.00	\$78,386.00	\$0

Minimum Qualifications: Any combination equivalent to an AA degree and three years teaching experience in ECE setting and experience working and training parents. Communicate in English and Spanish oral and written. Plan, schedule, coordinate and implement EL programs to parent(s) with children 0 – 5 on effective strategies that support language and enhance school readiness skills development in home.

Job Duties: Provide services as described in subparagraph **3.1** of Exhibit A to this Agreement.

Attachment 1 to Exhibit B

Position Title: Data Entry Clerk	1.0 FTE \$63,140.66	1.0 FTE \$65,000.00	1.0 FTE \$64,676.00	N/A \$0
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Minimum Qualifications: Data entry experience, bilingual in Spanish/English. Experience in AIREs and compiling student assessment data and other office support services. Proficiency in EXCEL.

Job Duties: Provide services as described in subparagraph 3.1 of Exhibit A to this Agreement.

Position Title: Preschool Teacher	3.0 FTE \$135,258.70	2.0 FTE \$102,911.00	2.0 FTE \$103,639.00	N/A \$0
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Minimum Qualifications: California Department of Education teacher certification, college coursework in child development, experience working with young children. Experience in working with Hispanic urban population.

Job Duties: Provide services as described in subparagraph 3.1 of Exhibit A to this Agreement.

Position Title: Preschool Teacher Extra Duty Hours	N/A \$0	N/A \$0	FTE \$15,000.00	FTE \$15,000.00
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Minimum Qualifications: California Department of Education teacher certification, college coursework in child development, experience working with young children. Experience in working with Hispanic urban population.

Job Duties: Provide services as described in subparagraph 3.1 of Exhibit A to this Agreement.

Position Title: Preschool Teacher Substitute Coverage	N/A \$0	N/A \$0	FTE \$5,000.00	FTE \$5,000.00
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Minimum Qualifications: California Department of Education teacher certification, college coursework in child development, experience working with young children. Experience in working with Hispanic urban population.

Job Duties: Provide services as described in subparagraph 3.1 of Exhibit A to this Agreement.

Attachment 1 to Exhibit B

# of Teachers Attending Training*	# of K Teachers	# of EDIs completed	Hourly Rate	\$ for 1 Hr Training	\$ for EDI Completion	Total 07/01/11 – 06/30/12
44	47	1292	\$42.62	\$1,852.98	\$17,979.25	\$19,832.23

# of Teachers Attending Training*	# of K Teachers	# of EDIs completed	Hourly Rate	\$ for 1 Hr Training	\$ for EDI Completion	Total 07/01/12 – 06/30/13
28	28	850	\$42.37	\$1,186.00	\$12,005.00	\$13,191.00

# of Teachers Attending Training*	# of K Teachers	# of EDIs completed	Hourly Rate	\$ for 1 Hr Training	\$ for EDI Completion	Total 07/01/13 – 06/30/14
47		1515	\$37.57	\$1,765.74	\$18,972.35	\$20,738.09

Summary Table of Staffing Costs

7/1/11-6/30/12	7/1/12 - 6/30/13	7/1/13 - 6/30/14	7/1/14 - 6/30/15	3 Year TOTAL
\$719,198.42	\$694,010.00	\$737,117.09	\$20,000.00	\$2,170,325.51

Attachment 2 to Exhibit B

DIRECT PROJECT EXPENSES TABLE

FY 11/12 Expense Type	Amount	Program: SNE/EL	1-2 sentence narrative description of expenses.
Category- Classroom/Office Supplies	\$66,674.97	EL	Annual cost for materials and equipment to support the work plan.
FY 11/12 Total	\$66,674.97		

FY 12/13 Expense Type	Amount	Program: SNE/EL	1-2 sentence narrative description of expenses.
Category- Classroom/Office Supplies	\$87,304.00	EL	Annual cost for materials and equipment to support the work plan.
FY 12/13 Total	\$87,304.00		

FY 13/14 Expense Type	Amount	Program: SNE/EL	1-2 sentence narrative description of expenses.
Category- Classroom/Office Supplies	\$71,744.00	EL	Annual cost for materials and equipment to support the work plan.
Category- Classroom/Office Supplies	\$24,000.00	CSP	Annual cost for materials and equipment to support the work plan for CSP 3 sites..
FY 13/14 Total	\$95,744.00		

Attachment 2 to Exhibit B

FY 14/15 Expense Type	Amount	Program: SNE/EL	1-2 sentence narrative description of expenses.
Category- Classroom/Office Supplies	\$24,000.00	CSP	Annual cost for materials and equipment to support the work plan for CSP 3 sites..
FY 13/14 Total	\$24,000.00		

Attachment 4 To Exhibit B

CAPITAL EXPENSE TABLE

Expense Type	7/1/11-6/30/12	7/1/12 - 6/30/13	7/1/13 - 6/30/14	7/1/14 - 6/30/15	1-2 sentence description of services sub-contracted. This table is for services outsourced to a third Party.
PlusOptix Meter	\$0	\$0	\$12,765.60	\$0	Photoscreening Technology to evaluate children’s visual acuity. Purchase of two (2) PlusOptix meters at a cost of \$5,875 plus tax.
Total Capital Expenses	\$0	\$0	\$12,765.60	\$0	

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Approval of Expulsion of Students for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

ITEM: Consent

SUBMITTED BY: Doreen Lohnes, Assistant Superintendent, Support Services

PREPARED BY: Sonia Rodarte-Llamas, Ed.D., Director, School Climate

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of student expulsions in violation of Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c).

RATIONALE:

The following students were recommended for expulsion from the District for various terms. The students received a hearing before the administrative hearing panel, which found students to have received due process and to be guilty of the charges brought forth. The panel has recommended the respective expulsion terms and remediation conditions for Board approval.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve expulsion of students for violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) according to Board Policy 5144.1.

Recommendations for Expulsions

Board Meeting: May 13, 2014

	<u>Student Name</u>	<u>School/Grade</u>	<u>Charges</u>	<u>Recomm. Options</u>	<u>Placement</u>	<u>Date Eligible to Reapply</u>
1	344185	Carr/6	C	2A	County	05/13/15
2	303458	Lorin Griset/11	A	2	Community Day HS	01/30/15
3	340567	McFadden/6	A	1	County	06/19/14
4	327572	Sierra/7	N, .2	2A	Community Day Int.	05/13/15
5	415170	Spurgeon/6	A, B	2A	County	05/13/15
6	341606	Spurgeon/6	B	2	County	01/30/15

SUMMARY LIST OF SUBDIVISIONS UNDER THE CALIFORNIA EDUCATION CODE, SECTION 48900

- | | |
|--|--|
| <ul style="list-style-type: none"> (A) Caused, attempted, or threatened to cause physical injury (B) Possessed, sold, furnished a weapon, dangerous object, explosives (C) Possessed, used, sold, furnished, or under the influence of any controlled substance (e.g. marijuana, cocaine, alcohol, intoxicants). (D) Offered, arranged, or negotiated to sell any controlled substance and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance (E) Committed or attempted to commit robbery or extortion (F) Caused or attempted to cause damage to school or private property (G) Stole or attempted to steal school or private property (H) Possessed or used tobacco or tobacco products (I) Committed an obscene act or engaged in habitual profanity or vulgarity (J) Possessed, offered, or arranged to sell paraphernalia (K) Disrupted school activities or willfully defied valid authority (L) Knowingly received stolen school or private property (M) Possessed an imitation firearm | <ul style="list-style-type: none"> (N) Committed or attempted to commit a sexual assault as defined by PC 261 or sexual battery PC 243.4 (O) Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding for the purposed of either preventing that student by being a witness or retaliating against that student by being a witness (P) Offering to sell or selling SOMA (Q) Hazing (R) Engaged in the act of bullying, included 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 (T) Aids or abets in physical injury (.2) Engaged in sexual harassment (Grades 4-12 only), vulgarity (.3) Engaged in hate crime (Grades 4-12 only) (.4) Harassment, threat, intimidation (Grades 4-12 only) (.7) Terrorist threats against school officials, school property or both |
|--|--|

EXPULSION RECOMMENDATIONS

- Option 1 to expel for one semester
- Option 1A to expel for one semester and suspend enforcement of the expulsion order
- Option 2 to expel for two semesters
- Option 2A to expel for one calendar year (from the date of the Board meeting)
- Option 3 to expel for two semesters and suspend enforcement of the entire expulsion order
- Option 4 to expel for two semesters and suspend enforcement of the second semester of the expulsion order
- Option 5 to reject the Findings of Fact and not expel (only the Board can recommend this Option)

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Approval of Payment and Reimbursement of Costs Incurred for Designated Instructional Services for Students with Disabilities for 2013-14 School Year**

ITEM: **Consent**

SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

PREPARED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of payment and reimbursement of costs incurred for designated instructional services for students with disabilities.

RATIONALE:

In accordance with the students' Individualized Education Program (IEP) the parties on the attached list require reimbursement for designated instructional services or participated in a resolution session, settlement conference and/or mediation following the filing of a due process hearing and agreed to resolve the dispute by reimbursing those applicable for costs incurred.

FUNDING:

Special Education: Not to Exceed \$ 3,800

RECOMMENDATION:

Approve the payment and reimbursement of costs incurred for designated instructional services for students with disabilities for the 2013-14 school year.

Reimbursement of Costs Incurred for Designated Instructional Services for Students with Disabilities for 2013-14 School Year

Board Meeting: May 13, 2014

Student ID#:	Amount:	Expenditure:	Parent of:
301749	\$ 1,000	Mileage	301749

Student ID#:	Amount:	Expenditure:	Parent of:
346957	\$ 2,800	Mental Health Services	346957

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Approval of Memorandum of Understanding with Girls Inc. of Orange County

ITEM: Action

SUBMITTED BY: Doreen Lohnes, Assistant Superintendent, Support Services

PREPARED BY: Heidi Cisneros, Executive Director, Pupil Support Services

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of a Memorandum of Understanding (MOU) with Girls Inc. of Orange County in order to increase the provision of nationally and locally recognized youth development and Tier 2 PBIS Interventions in District schools. Programs include *Will Power/Won't Power* and *Taking Care of Business* assertiveness training and *Body IMAGEination Health and Wellness Curriculum*. *STEM workshops* and scholarships to *Summer STEM Camps* will also be available to students. *College Bound*, and other programs designed around the Girls Inc. motto helping girls become "*Strong, Smart and Bold*" will also be available.

Services are being requested at Carr, McFadden, and Mendez Intermediate Schools, as well as Century and Valley High Schools. All programs are offered during after school hours. Girls Inc. services may be provided at other District schools upon request and parent permission will be required prior to participation in any activities.

RATIONALE:

Girls Inc. programs will nurture girls' self-esteem, increase interest in science and math, and encourage setting goals towards higher education.

This MOU is effective for a one year period beginning July 1, 2014 and may automatically renew for an additional one-year period on each successive July 1st.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Memorandum of Understanding with Girls Inc. of Orange County.

MEMORANDUM OF UNDERSTANDING

Girls Inc. of Orange County and the Santa Ana Unified School District

This Memorandum of Understanding (“MOU”) is entered into between Girls Inc. Of Orange County (“Provider”) and the Santa Ana Unified School District (“District”) to memorialize the terms under which Provider will deliver services to District students at schools or other facilities within the District.

1. **Term**. This MOU is effective for a one-year period beginning July 1, 2014 and may automatically renew for an additional one-year period on each successive July 1st, unless a party notifies the other party in writing before June 1 of its intent not to renew. Additionally, either party may terminate this MOU at any time with 30 days written notice of termination to the other party.
2. The services to be rendered by Provider (“Services”) are described in the Scope of Work attached to this MOU and incorporated by this reference as though fully set forth. Provider will render the Services to students who are enrolled in District schools or programs (“Students”), who have requested and been given permission to receive the Services, on dates and at times to be mutually agreed upon by Provider and District.
3. **Qualifications**. Provider represents that the individuals and teams, as applicable, providing the Services are qualified to do so.
 - a. All personnel assigned by Provider to deliver Services hereunder shall be appropriately licensed, credentialed, certified, or otherwise experienced or trained to provide such Services to public school students in the state of California.
 - b. Provider will furnish to the District the names of the individuals and, upon request, copies of their certifications or licenses if applicable.
 - c. Provider further represents that all employees or contractors providing Services under this MOU have signed statements indicating their understanding of and compliance with child abuse and neglect reporting requirements and patient confidentiality under applicable law. These requirements will be provided to Provider in writing by District upon request.
 - d. Provider shall ensure that all employees or contractors who will have contact with Students have been cleared through a background check process or submitted to a volunteer clearance through Santa Ana School police and follow volunteer protocols and procedures per SAUSD.
 - e. Provider further represents it has developed and implemented a quality control system to ensure the Services meet or exceed the standard of care in the community.

4. **Applications and Permissions.** Provider will furnish the District and/or school administration, as appropriate, with a sufficient number of applications, consent forms, or similar paperwork for Students and Students' parents or guardians to complete as necessary to authorize the provision of Services.
5. **District's Obligations.** The District will facilitate delivery of the Services by:
 - a. Making announcements, as appropriate, to Students and their parents and guardians sufficiently in advance of the service delivery date to allow for reasonable arrangements so the maximum number of Students can receive the services.
 - b. Distributing Provider's printed applications, consent forms, or similar paperwork, and HIPAA Notice of Privacy Practices at appropriate times. Students' parents or guardians will be instructed to return completed paperwork in a manner that protects the confidentiality of the Students' protected health information, as applicable.
 - c. Collecting completed applications, consent forms, or similar paperwork from Students in advance of the date(s) on which the Services are to be delivered, and delivering the completed paperwork to Provider as far in advance of the service delivery date(s) as reasonably possible. District or school personnel will deliver paperwork to Provider in a manner that protects the confidentiality of this information.
 - d. Allotting usable space in the District school or facility on the service delivery date(s) that is sufficient for Provider to furnish the Services in an appropriately private and secure setting.
 - e. Cooperating with Provider's management and staff to accomplish the objectives of this MOU.
6. **Discretion.** The District reserves the right to refuse entry to its schools or facilities by any agent of the Provider who, in the sole discretion of the District, poses any risk to Students, staff, or property of the District.
7. **Payment.** The Services are to be delivered to Students at no charge to the District other than incidental administrative costs associated with the District's obligations under this MOU. The District will not pay Provider for its Services. Provider will not charge students or families for services rendered under the obligations of this MOU.
8. **Insurance.** Provider will secure and maintain a Commercial General Liability Policy (including coverage for contractual liability) with limits of not less than \$1,000,000 per occurrence or claim. Provider will secure and maintain Malpractice Errors and Omissions Policy with limits of \$1,000,000 per claim and \$3,000,000 aggregate. Provider will secure and maintain Business Automobile Liability Insurance for automobiles owned, leased or hired by Provider with a combined single limit of not less than \$1,000,000 per occurrence. Provider will deliver a copy of such insurance policies to District upon

request. Provider will further provide all required worker's compensation insurance for its employees, if any. All of the insurance policies described in this paragraph will be maintained at Provider's expense. The District shall be listed as an additional named insured on all of the policies described in this paragraph.

9. **Indemnification.** Provider will defend, indemnify, and hold harmless the District and its agents, contractors, employees, and governing board members, from and against all claims, damages, losses, and expenses (including, but not limited to attorney's fees, costs, and fees of other professional consultants) arising out of the negligent acts or omissions of the Provider or its respective agents, contractors, or employees during or related in any way to the offer or delivery of Services under this MOU, except to the extent arising from the sole negligence or willful misconduct of the District.
10. **Compliance with Law and District Policy.** The parties will adhere to all applicable laws, regulations, and District policies in the performance of their respective responsibilities under this MOU, including but not limited to HIPAA and laws and regulations related to the confidentiality of pupil records, which are incorporated herein by this reference.
11. **Responsibilities.** This MOU describes the mutual agreements and obligations of the District and the Provider for the sole purpose of rendering the Services to District Students. It does not place any additional responsibilities on either party or imply any transfer of responsibility from one to the other or sharing of statutory responsibilities.
12. **No Third Party Beneficiaries.** Nothing in this MOU, express or implied, is intended or shall be construed to confer on any person or entity other than the parties hereto any remedy or claim under or by reason of this MOU or any term, covenant, or condition hereof, as a third party beneficiary or otherwise.
13. **Independent Relationship.** The parties acknowledge and agree that the relationship created between the District and Provider is strictly that of an independent contractor with respect to the Services described. Nothing contained in this MOU shall be construed as creating any other type of relationship between the parties such as that of a principal-agent, master-servant, or employer-employee between Provider and the District. No party to this MOU nor any of its agents shall have any claim hereunder or otherwise against the other party for payment of employment taxes, workers' compensation, vacation, sick leave, retirement benefits, social security benefits, disability benefits, unemployment insurance, or employee compensation or benefits of any kind.
14. **Nondiscrimination.** Neither the District nor the Provider shall discriminate on the basis of race, religion, sex, sexual orientation, national origin, age or disability in employment or in the delivery of Services hereunder.
15. **Non-Assignment.** Neither party shall assign, transfer or subcontract the rights, duties or obligations called for under this MOU without the written consent of the other party.
16. **Entire Agreement.** Inclusive of Scope of Work, this MOU constitutes the entire understanding between the parties and supersedes all prior agreements, representations or

understandings between the parties relating to the subject matter hereof. It may be changed or modified only by a supplemental written agreement between the parties.

Scope of Work	
Responsible Partner	Description of Services
<p><i>Lucy Santana-Ornelas, CEO</i> <i>Veronica Escobedo, Director of Program Services</i> <i>Kimber Simons, Director of Operations</i></p> <p><i>Girls Incorporated of Orange County</i></p>	<ul style="list-style-type: none"> • Will provide Girls Incorporated nationally and locally developed programs such as: Will Power/Won't Power, Taking Care of Business, Mind+ Body, Body IMAGEination, STEM (Science, Technology, Engineering & Math) specialty workshops, GI Workforce, and College Bound all curricula is designed to help girls become Strong, Smart & Bold. • Will thoroughly evaluate all program components by administering a pre and post test; in addition, may conduct focus groups with girls and parents to better understand the needs girls' face. • Will track participants through Trax database and keep all files and personal information confidential at all times. • Will secure financial support from foundations, corporations and individuals to fully support programmatic efforts at SAUSD. • Will ensure that all employees working at school sites during school hours and activities occurring on school days receive appropriate clearances per SAUSD procedures and protocols. All employees of Girls Inc. will be Live Scanned by the Costa Mesa Police Department before entering a school site. Interns & Volunteers will undergo the same process as stated above. Guest speakers will not require screening and will never be outside of the presence of a Girls Inc. staff member. • Will ensure the space provided by the District for delivery of services is left in the condition in which it was found following each activity. • Shall provide agreed upon services as stated in this scope of work free of charge for participating parents and students.
<p><i>Heidi Cisneros, Executive Director</i></p>	<ul style="list-style-type: none"> • SAUSD will provide liaison between targeted school sites and Girls Inc. to facilitate communication and implementation.

	<ul style="list-style-type: none">• Shall collaborate with Girls Inc. to schedule dates, location for workshops and intervention.• Shall provide space in an appropriate private and secure setting for programming.
--	---

PROVIDER:

Girls Inc. of Orange County
150 Paularino Ave., Suite D-290
Costa Mesa, CA 92626

By: _____
Lucy Santana- Ornelas
| *CEO*

Dated: _____

DISTRICT:

Santa Ana Unified School District
1601 E. Chestnut Avenue
Santa Ana, CA 92701

By: _____
Stefanie P. Phillips, Ed.D., CBO
Deputy Superintendent, Operations

Dated: _____

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of April 9, 2014 through April 22, 2014**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Jonathan Geiszler, Director, Purchasing and Stores**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of the Purchase Order Summary and Listing of Orders \$25,000 and over for the period of April 9, 2014 through April 22, 2014.

RATIONALE:

The Purchase Order Summary consists of all orders created during the period of April 9, 2014 through April 22, 2014. A detailed listing is also included for orders \$25,000 and over for various items and services. These are new or revised purchase orders that have been previously approved on the contracts report.

FUNDING:

Not Applicable

RECOMMENDATION:

Ratify Purchase Order Summary and Listing of Orders \$25,000 and over for the period of April 9, 2014 through April 22, 2014.



Santa Ana Unified School District

Stefanie P. Phillips, Ed.D.
Deputy Superintendent, Operations

Richard L. Miller, Ph.D., Superintendent

Date: April 22, 2014
To: Richard L. Miller, Ph.D., Superintendent
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO
Subject: Purchase Order Summary: From 09-APR-2014 through 22-APR-2014

Fund 01 General Fund	\$904,414.13
Fund 12 Child Development	\$7,006.65
Fund 13 Cafeteria Fund	\$1,063,654.54
Fund 14 Deferred Maintenance Fund	\$248,150.88
Fund 25 Capital Facilities Fund	\$13,273.54
Fund 29 Measure G	\$1,937.50
Fund 35 County School Facilities Fund	\$1,750,714.85
Fund 40 Special Reserve Fund	\$196,487.76
Fund 68 Workers' Compensation	\$32,940.25
Fund 81 Property & Liability	\$20,000.00
Grand Total:	\$4,152,998.70

Prepared By: Jonathan Geiszler, Director, Purchasing and Stores

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322, (714) 558-5501

BOARD OF EDUCATION

Audrey Yamagata-Noji, Ph.D., President • José Alfredo Hernández, J.D., Vice President
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 09-APR-2014 through 22-APR-2014

Page: 1 of 7

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
290100	CDW GOVERNMENT, INC.			
Unrestricted	Equipment	INFORMATION		\$60,000.00
Discretionary	Maintenance	TECHNOLOGY CENTER		
Accounts	Supplies			
290108	ORBACH, HUFF AND SUAREZ, LLP			
Unrestricted	Consultant	BUSINESS SERVICES		\$257.25
Discretionary	Noninstructional	DIVISION		
Accounts				
Unrestricted	Consultant	FACILITIES/GOVERNMENTAL		\$2,876.00
Discretionary	Noninstructional	RELATIONS		
Accounts				
Cell Leases	Other Contracts	FACILITIES/GOVERNMENTAL		\$2,806.00
Facilities		RELATIONS		
Capital Facilities	Plans All Other	MONTE VISTA		\$96.00
Fund	Printing, etc.	ELEMENTARY SCHOOL		
Measure G Series E	Plans All Other	REMINGTON		\$1,723.50
	Printing, etc.	ELEMENTARY SCHOOL		
Measure G Series E	Plans All Other	GARFIELD ELEMENTARY		\$214.00
	Printing, etc.	SCHOOL		
OPSC School	Plans All Other	FRANKLIN ELEMENTARY		\$213.00
Facilities Bond	Printing, etc.	SCHOOL		
OPSC School	Plans All Other	WILSON ELEMENTARY		\$5,000.00
Facilities Bond	Printing, etc.	SCHOOL		
OPSC School	Plans All Other	SPURGEON		\$552.00
Facilities Bond	Printing, etc.	INTERMEDIATE SCHOOL		
OPSC School	Plans All Other	CENTURY HIGH SCHOOL		\$96.00
Facilities Bond	Printing, etc.			
OPSC School	Plans All Other	KING ELEMENTARY		\$213.00
Facilities Bond	Printing, etc.	SCHOOL		
SCE CA Solar	Plans All Other	FACILITIES/GOVERNMENTAL		\$183,190.50
Initiative CSI	Printing, etc.	RELATIONS		
Fund 40 QZAB Solar	Plans All Other	FACILITIES/GOVERNMENTAL		\$451.00
Energy Savings 2012	Printing, etc.	RELATIONS		

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 09-APR-2014 through 22-APR-2014

Page: 2 of 7

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
290221	E.A.P. TECHNOLOGY, INC.			
Unrestricted	Equipment	INFORMATION		\$45,000.00
Discretionary	Maintenance	TECHNOLOGY CENTER		
Accounts	Supplies			
290644	IRVINE PIPE AND SUPPLY			
Ongoing & Major	Plumbing Supplies	BUILDING SERVICES		\$15,000.00
Maintenance Account				
Deferred	Electrical/	BUILDING SERVICES		\$40,000.00
Maintenance Fund	Electronics Building			
	Maintenance Supplies			
290647	EBERHARD EQUIPMENT			
Ongoing & Major	Equipment	BUILDING SERVICES		\$34,000.00
Maintenance Account	Maintenance			
	Supplies			
290650	5 STAR WHOLESALE ELECTRIC SUPPLY & LIGHTING			
Ongoing & Major	Electrical/	BUILDING SERVICES		\$40,000.00
Maintenance Account	Electronics Building			
	Maintenance Supplies			
290787	VERTICAL TRANSPORT, INC.			
Deferred	Maintenance	BUILDING SERVICES		\$114,391.00
Maintenance Fund	Contracts Repairs			
291034	DUNN EDWARDS			
Ongoing & Major	Carpenters/Paint	BUILDING SERVICES		\$20,000.00
Maintenance Account	Supplies			
Deferred	Electrical/	BUILDING SERVICES		\$60,000.00
Maintenance Fund	Electronics Building			
	Maintenance Supplies			
297427	SOLUTIONS4SURE.COM, INC. dba TECH DEPOT			
Common Core State	Non-Capitalized	DEPUTY		\$57,864.18
Standards (CCSS)	Equipment	SUPERINTENDENT'S		
		OFFICE		
297669	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE CO.			
Child Nutrition:	Food Inventory	SIERRA PREPARATORY		\$5,000.00
School Programs	Site Distribution	ACADEMY		
Child Nutrition:	Food Inventory	MACARTHUR		\$35,000.00
School Programs	Site Distribution	FUNDAMENTAL		
		INTERMEDIATE SCHOOL		

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 09-APR-2014 through 22-APR-2014

Page: 3 of 7

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
297669	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE CO.			
Child Nutrition:	Food Inventory	LATHROP		\$15,000.00
School Programs	Site Distribution	INTERMEDIATE SCHOOL		
Child Nutrition:	Food Inventory	SANTA ANA HIGH		\$65,000.00
School Programs	Site Distribution	SCHOOL		
Child Nutrition:	Food Inventory	VALLEY HIGH SCHOOL		\$60,000.00
School Programs	Site Distribution			
Child Nutrition:	Food Inventory	CARR INTERMEDIATE		\$45,000.00
School Programs	Site Distribution	SCHOOL		
Child Nutrition:	Food Inventory	WILLARD		\$30,000.00
School Programs	Site Distribution	INTERMEDIATE SCHOOL		
Child Nutrition:	Food Inventory	MCFADDEN		\$20,000.00
School Programs	Site Distribution	INTERMEDIATE SCHOOL		
Child Nutrition:	Food Inventory	SADDLEBACK HIGH		\$60,000.00
School Programs	Site Distribution	SCHOOL		
Child Nutrition:	Food Inventory	SPURGEON		\$5,000.00
School Programs	Site Distribution	INTERMEDIATE SCHOOL		
Child Nutrition:	Food Inventory	VILLA FUNDAMENTAL		\$25,000.00
School Programs	Site Distribution	INTERMEDIATE SCHOOL		
Child Nutrition:	Food Inventory	CENTURY HIGH SCHOOL		\$55,000.00
School Programs	Site Distribution			
Child Nutrition:	Food Inventory	GODINEZ FUNDAMENTAL		\$35,000.00
School Programs	Site Distribution	HIGH SCHOOL		
Child Nutrition:	Food Inventory	MENDEZ FUNDAMENTAL		\$25,000.00
School Programs	Site Distribution	INTERMEDIATE SCHOOL		
Child Nutrition:	Food Inventory	SEGERSTROM HIGH		\$40,000.00
School Programs	Site Distribution	SCHOOL		
298072	SOUTHERN BLEACHER COMPANY, INC.			
OPSC School	Plans All Other	CENTURY HIGH SCHOOL		\$49,000.00
Facilities Bond	Printing, etc.			
298498	CDW GOVERNMENT, INC.			
Common Core State	Non-Capitalized	DEPUTY		\$31,356.47
Standards (CCSS)	Equipment	SUPERINTENDENT'S		
		OFFICE		

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 09-APR-2014 through 22-APR-2014

Page: 4 of 7

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
298753	CONCEPTS SCHOOL AND OFFICE FURNISHINGS			
Unrestricted One time Funds	Other Equipment	DISTRICTWIDE		\$26,397.00
298889	JOSEPH WALTER ROMBOLD dba CODECHEK			
Unrestricted Discretionary Accounts	Consultant Noninstructional	BUSINESS SERVICES DIVISION		\$30,000.00
298921	BALFOUR BEATTY CONSTRUCTION			
OPSC School Facilities Bond	Construction Managers Fees	WILLARD INTERMEDIATE SCHOOL		\$98,052.00
298960	THE FRUITGUYS			
Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	PIO PICO ELEMENTARY SCHOOL		\$8,841.00
Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	ESQUEDA ELEMENTARY SCHOOL		\$15,322.00
Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	DAVIS ELEMENTARY SCHOOL		\$10,658.00
Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	ADAMS ELEMENTARY SCHOOL		\$8,948.00
Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	DIAMOND ELEMENTARY SCHOOL		\$8,019.00
Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	EDISON ELEMENTARY SCHOOL		\$9,043.00
Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	FREMONT ELEMENTARY SCHOOL		\$12,035.00
Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	HARVEY ELEMENTARY SCHOOL		\$5,948.00
Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	HOOVER ELEMENTARY SCHOOL		\$5,814.00

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 09-APR-2014 through 22-APR-2014

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PO No.	Vendor			BOA Date
Funding	Description	Location	Amount	
298960	THE FRUITGUYS			
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	JACKSON ELEMENTARY SCHOOL	\$16,683.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	LINCOLN ELEMENTARY SCHOOL	\$15,043.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	LOWELL ELEMENTARY SCHOOL	\$12,123.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	MADISON ELEMENTARY SCHOOL	\$11,394.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	FRANKLIN ELEMENTARY SCHOOL	\$6,364.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	MARTIN ELEMENTARY SCHOOL	\$10,458.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	MONROE ELEMENTARY SCHOOL	\$6,773.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	MONTE VISTA ELEMENTARY SCHOOL	\$9,449.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	ROOSEVELT ELEMENTARY SCHOOL	\$11,189.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	SEPULVEDA ELEMENTARY SCHOOL	\$4,764.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	WASHINGTON ELEMENTARY SCHOOL	\$13,649.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	WILSON ELEMENTARY SCHOOL	\$5,728.00

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 09-APR-2014 through 22-APR-2014

Page: 6 of 7

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
298960	THE FRUITGUYS			
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	REMINGTON ELEMENTARY SCHOOL	\$3,965.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	KENNEDY ELEMENTARY SCHOOL	\$11,373.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	HENINGER ELEMENTARY SCHOOL	\$9,182.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	GARFIELD ELEMENTARY SCHOOL	\$9,621.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	CARVER ELEMENTARY SCHOOL	\$9,020.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	HEROES ELEMENTARY SCHOOL	\$10,311.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	WALKER ELEMENTARY SCHOOL	\$7,610.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	KING ELEMENTARY SCHOOL	\$11,595.00
	Child Nutrition: Fresh Fruit and Vegetable Program	Food Inventory Site Distribution	ROMERO-CRUZ ELEMENTARY SCHOOL	\$3,068.00
299007	INTERCOM CLOCKS & SIGNAL SERVICE			
	OPSC School Facilities Bond		GARFIELD ELEMENTARY SCHOOL	\$35,444.56
299008	INTERCOM CLOCKS & SIGNAL SERVICE			
	OPSC School Facilities Bond		HARVEY ELEMENTARY SCHOOL	\$40,369.58

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 09-APR-2014 through 22-APR-2014

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PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
299015	BALFOUR BEATTY CONSTRUCTION			
OPSC School	Construction	MITCHELL CHILD		\$841,350.00
Facilities Bond	Managers Fees	DEVELOPMENT CENTER		
299060	REFRIGERATION CONTROL CO., INC.			
Child Nutrition:	Maintenance	NUTRITION SERVICES		\$25,000.00
School Programs	Contracts Repairs			
299096	HMC ARCHITECTS			
OPSC School	Building Architect	SANTA ANA HIGH		\$531,422.57
Facilities Bond		SCHOOL		
299165	ALLIANT INSURANCE SERVICES, INC.			
Unrestricted	Consultant	RISK MANAGEMENT		\$96,500.00
Discretionary	Noninstructional			
Accounts				

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Ratification of Expenditure Summary and Warrant Listing for Period of April 9, 2014 through April 22, 2014**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Christeen Betz, Director, Accounting**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of the Expenditure Summary and Warrant Listing for the expenditures \$25,000 and over on a bi-monthly basis.

RATIONALE:

The Expenditure Summary consists of all warrants created during the period of April 9, 2014 through April 22, 2014. A detailed listing for expenditures \$25,000 and over is also included. These items have already been submitted in the prior month's Purchase Order report.

FUNDING:

Not Applicable

RECOMMENDATION:

Ratify Expenditure Summary and Warrant Listing of expenditures over \$25,000 for the period of April 9, 2014 through April 22, 2014.



Santa Ana Unified School District

Stefanie P. Phillips, Ed.D.
*Deputy Superintendent,
Operations, CBO*

Richard L. Miller, Ph.D., Superintendent

Date: April 22, 2014
To: Richard L. Miller, Ph.D., Superintendent
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations
Subject: Expenditures Summary: From 09-April-2014 through 22-APRIL-2014

Fund 01 General Fund	\$3,167,087.54
Fund 12 Child Development	\$1,019.10
Fund 13 Cafeteria Fund	\$639,971.49
Fund 14 Deferred Maintenance Fund	\$60,271.52
Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund	\$16,842.50
Fund 25 Capital Facilities Fund	\$100,187.15
Fund 26 Measure G Bond	\$10,646.12
Fund 29 Measure G	\$8,270.80
Fund 35 County School Facilities Fund	\$496,208.85
Fund 40 Special Reserve Fund	\$104,518.86
Fund 49 Capital Project Fund for Blended Component	\$3,849.52
Fund 56 Debt Service Fund	\$96,576.19
Fund 68 Workers' Compensation	\$196,926.16
Fund 69 Health & Welfare	\$3,430,542.80
Fund 81 Property & Liability	\$13,343.08
Total Expenditures:	\$8,346,261.68

Prepared By: Christeen Betz, Director, Accounting

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322, (714) 558-5501

BOARD OF EDUCATION

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SAUSD Board of Education Warrant Listing

April 09, 2014

Page 1 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84192231	CAL PERS SAFETY Fund 01 General Fund	DISTRICT EMPLOYEE BENEFITS	\$58,814.35
84192297	NETWORK INTEGRATION COMPANY PARTNERS, INC. Unrestricted Discretionary Accounts	INFORMATION TECHNOLOGY CENTER	\$57,085.35
84192314	APPLE, INC. Common Core State Standards (CCSS) Unrestricted Discretionary Accounts	DEPUTY SUPERINTENDENT'S OFFICE PAYROLL DEPARTMENT	\$347,829.60
84192326	CULVER NEWLIN, INC. Unrestricted One-time Funds	BUSINESS SERVICES DIVISION	\$239,129.15
84192349	PRB CONSTRUCTION Ongoing & Major Maintenance Account	BUILDING SERVICES	\$26,598.31
84192363	WESTERN POWER SYSTEMS Ongoing & Major Maintenance Account	BUILDING SERVICES	\$33,270.00
84192226	CITY OF SANTA ANA Unrestricted Discretionary Accounts	DISTRICTWIDE	\$34,063.45
84192233	DT-COMP, INC. Unrestricted Discretionary Accounts	INFORMATION TECHNOLOGY CENTER	\$33,495.00
84192404	ORANGE COUNTY DEPARTMENT OF EDUCATION Special Ed: Mental Health Services	PUPIL SUPPORT SERVICES	\$28,250.00

SAUSD Board of Education Warrant Listing

April 09, 2014

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84192253	REVOLVING CASH FUND		\$28,281.04
	Fund 01 General Fund	CASH ACCOUNT	
	Special Ed: Mental Health Services	SPECIAL EDUCATION	
	Special Education	PSYCHOLOGICAL SERVICES/APE	
	Title II-Part A Improving Teacher Quality	STAFF DEVELOPMENT	
	Unrestricted Discretionary Accounts	BOARD OF EDUCATION	
		CENTURY HIGH SCHOOL	
		DISTRICTWIDE	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		RESEARCH AND EVALUATION	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SCHOOL POLICE SERVICES	
		SEGERSTROM HIGH SCHOOL	
		VALLEY HIGH SCHOOL	

SAUSD Board of Education Warrant Listing

April 09, 2014

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84192445	DRIFTWOOD DAIRY Child Nutrition: School Programs	NUTRITION SERVICES	\$59,499.18
84192448	GOLD STAR FOODS Child Nutrition: School Programs	GODINEZ FUNDAMENTAL HIGH SCHOOL NUTRITION SERVICES SANTA ANA HIGH SCHOOL	\$81,675.11
84192449	GOLD STAR FOODS Child Nutrition: School Programs	NUTRITION SERVICES	\$55,292.78
84192452	GOLD STAR FOODS Child Nutrition: School Programs	GODINEZ FUNDAMENTAL HIGH SCHOOL NUTRITION SERVICES SANTA ANA HIGH SCHOOL	\$29,808.65
84192455	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE Child Nutrition: School Programs	CARR INTERMEDIATE SCHOOL CENTURY HIGH SCHOOL GODINEZ FUNDAMENTAL HIGH SCHOOL MCFADDEN INTERMEDIATE SCHOOL MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL SADDLEBACK HIGH SCHOOL SEGERSTROM HIGH SCHOOL SIERRA PREPARATORY ACADEMY SPURGEON INTERMEDIATE SCHOOL VILLA FUNDAMENTAL INTERMEDIATE SCHOOL WILLARD INTERMEDIATE SCHOOL	\$57,041.69

SAUSD Board of Education Warrant Listing

April 09, 2014

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 25 Capital Facilities Fund			
84192473	NEXUS IS, INC. Fund 25 Garfield Community Center	GARFIELD ELEMENTARY SCHOOL	\$57,600.93
Fund 35 County School Facilities Fund			
84192481	BALFOUR BEATTY CONSTRUCTION Fund 35 OPSC School Facilities Bond Projects-Second Issuance	EDISON ELEMENTARY SCHOOL GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL SPURGEON INTERMEDIATE SCHOOL WILSON ELEMENTARY SCHOOL	\$91,408.00
84192486	NEXUS IS, INC. Fund 35 OPSC School Facilities Bond Projects	GARFIELD ELEMENTARY SCHOOL	\$212,193.62
Fund 40 Special Reserve Fund			
84192493	HORIZONS CONSTRUCTION CO. INT'L, INC. Fund 40 Valley HS Repair	VALLEY HIGH SCHOOL	\$72,152.50
Fund 56 Debt Service Fund			
84192497	THE BANK OF NEW YORK MELLON TRUST COMPANY QZAB Solar Energy	DISTRICTWIDE	\$96,576.19
Fund 68 Workers' Compensation			
84192499	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$91,093.31
Fund 69 Health & Welfare			
84192501	BLUE SHIELD OF CALIFORNIA Health & Welfare - Active Employees Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS DISTRICT EMPLOYEE BENEFITS	\$3,136,184.28
Grand Total:			\$4,927,342.49

SAUSD Board of Education Warrant Listing

April 16, 2014

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84192637	WAXIE SANITARY SUPPLY		\$114,115.40
	Fund 01 General Fund	WAREHOUSE AND DELIVERY	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	
	Unrestricted - CalSafe (6091/6092)	EARLY CHILDHOOD EDUCATION	
	Unrestricted Discretionary Accounts	BUILDING SERVICES	
84192511	COMMLINE, INC.		\$36,916.20
	Risk Management - Undesignated	RISK MANAGEMENT	
84192515	DELL MARKETING, L.P.		\$242,910.30
	Common Core State Standards (CCSS)	DEPUTY SUPERINTENDENT'S OFFICE	

SAUSD Board of Education Warrant Listing

April 16, 2014

Page 2 of 6

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84192545	CDW GOVERNMENT, INC.		\$29,592.90
	Common Core State Standards (CCSS)	DEPUTY SUPERINTENDENT'S OFFICE	
	Donations (Miscellaneous)	KENNEDY ELEMENTARY SCHOOL	
	Economic Impact Aid	FRANKLIN ELEMENTARY SCHOOL	
		GARFIELD ELEMENTARY SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		LATHROP INTERMEDIATE SCHOOL	
	Economic Impact Aid-LEP	DIAMOND ELEMENTARY SCHOOL	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HENINGER ELEMENTARY SCHOOL	
		ROMERO-CRUZ ELEMENTARY SCHOOL	
		STUDENT ACHIEVEMENT	
	LCAP (Local Control & Accountability Plan)	SUPERINTENDENT'S OFFICE	
	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611	MITCHELL CHILD DEVELOPMENT CENTER	
	Unrestricted - Regional Occupational Centers/Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	
	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		INFORMATION TECHNOLOGY CENTER	
84192590	AMERICAN LOGISTICS COMPANY, LLC		\$27,139.12
	Transportation-Special Education	TRANSPORTATION DEPARTMENT	

SAUSD Board of Education Warrant Listing

April 16, 2014

Page 3 of 6

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84192603	CERTIFIED TRANSPORTATION SERVICE, INC.		\$30,881.15
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	DEPUTY SUPERINTENDENT'S OFFICE	
	Donations (Miscellaneous)	CENTURY HIGH SCHOOL	
		CHAVEZ CONTINUATION HIGH SCHOOL	
	Donations-ASB Transportation	CHAVEZ CONTINUATION HIGH SCHOOL	
	Economic Impact Aid	GODINEZ FUNDAMENTAL HIGH SCHOOL	
	Fundraiser (Non ASB-PTA Deposits)	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
	Global Business Academy [0190] VHS	VALLEY HIGH SCHOOL	
	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SEGERSTROM HIGH SCHOOL	
		VALLEY HIGH SCHOOL	
84192608	DURHAM SCHOOL SERVICES, L.P.		\$961,016.61
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	HOOVER ELEMENTARY SCHOOL	
	Transportation-Home to School	TRANSPORTATION DEPARTMENT	
	Transportation-Special Education	TRANSPORTATION DEPARTMENT	
84192634	UNISOURCE WORLDWIDE, INC.		\$25,346.16
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
		WAREHOUSE AND DELIVERY	

SAUSD Board of Education Warrant Listing

April 16, 2014

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84192657	A & R WHOLESALE DISTRIBUTORS		\$37,837.75
	Child Nutrition: School Programs	NUTRITION SERVICES	
84192661	DRIFTWOOD DAIRY		\$34,229.27
	Child Nutrition: School Programs	NUTRITION SERVICES	
84192665	GOLD STAR FOODS		\$28,977.49
	Child Nutrition: School Programs	LATHROP INTERMEDIATE SCHOOL	
		NUTRITION SERVICES	
84192668	GOLD STAR FOODS		\$58,200.51
	Child Nutrition: School Programs	CENTURY HIGH SCHOOL	
		NUTRITION SERVICES	
84192672	NATIONAL FOOD GROUP, INC.		\$34,214.40
	Child Nutrition: School Programs	NUTRITION SERVICES	

SAUSD Board of Education Warrant Listing

April 16, 2014

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Check #

Vendor

Location

Amount

84192677

THE FRUITGUYS

\$30,696.50

Child Nutrition: Fresh Fruit and Vegetable Program

ADAMS ELEMENTARY SCHOOL
CARVER ELEMENTARY SCHOOL
DAVIS ELEMENTARY SCHOOL
DIAMOND ELEMENTARY SCHOOL
EDISON ELEMENTARY SCHOOL
ESQUEDA ELEMENTARY SCHOOL
FRANKLIN ELEMENTARY SCHOOL
FREMONT ELEMENTARY SCHOOL
GARFIELD ELEMENTARY SCHOOL
HARVEY ELEMENTARY SCHOOL
HENINGER ELEMENTARY SCHOOL
HEROES ELEMENTARY SCHOOL
HOOVER ELEMENTARY SCHOOL
JACKSON ELEMENTARY SCHOOL
KENNEDY ELEMENTARY SCHOOL
KING ELEMENTARY SCHOOL
LINCOLN ELEMENTARY SCHOOL
LOWELL ELEMENTARY SCHOOL
MADISON ELEMENTARY SCHOOL
MARTIN ELEMENTARY SCHOOL
MONROE ELEMENTARY SCHOOL
MONTE VISTA ELEMENTARY SCHOOL
PIO PICO ELEMENTARY SCHOOL
REMINGTON ELEMENTARY SCHOOL
ROMERO-CRUZ ELEMENTARY SCHOOL
ROOSEVELT ELEMENTARY SCHOOL
SEPULVEDA ELEMENTARY SCHOOL

SAUSD Board of Education Warrant Listing

April 16, 2014

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
	Child Nutrition: School Programs	WALKER ELEMENTARY SCHOOL	
		WASHINGTON ELEMENTARY SCHOOL	
		WILSON ELEMENTARY SCHOOL	
		NUTRITION SERVICES	
Fund 35 County School Facilities Fund			
84192505	WOLVERINE FENCE COMPANY, INC. Fund 35 OPSC School Facilities Bond Projects	CARR INTERMEDIATE SCHOOL	\$28,664.28
84192699	SPORTS FACILITIES GROUP, INC. Fund 35 OPSC School Facilities Bond Projects	CENTURY HIGH SCHOOL	\$28,620.00
Fund 40 Special Reserve Fund			
84192702	PLACEWORKS, INC. dba PLACEWORKS Fund 40 Special Reserve Fund	VALLEY HIGH SCHOOL	\$28,026.41
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
Fund 68 Workers' Compensation			
84192705	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$89,161.80
Fund 69 Health & Welfare			
84192707	ALAMEDA COUNTY SCHOOLS INSURANCE (ASCIG) Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	\$289,110.32
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
Grand Total:			\$2,155,656.57

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of April 9, 2014 through April 22, 2014**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Jonathan Geiszler, Director, Purchasing and Stores**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval/ratification of the listing of agreements/contracts with Santa Ana Unified School District and various consultants submitted for the period of April 9, 2014 through April 22, 2014.

RATIONALE:

Consultants have been requested by school sites and District staff to enhance and support educational programs and provide professional development to improve student achievement.

The attached list identifies various consultants that will provide services throughout the District whose compensation is under \$250,000.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve/ratify the listing of agreements/contracts with the Santa Ana Unified School District and various consultants submitted for the period of April 9, 2014 through April 22, 2014.

2013-14 LISTING OF CONSULTANTS/CONTRACTED SERVICES
Submitting Division: Educational Services
May 13, 2014

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
1.	Padres Unidos dba Patricia Huerta	Lowell Elementary School: Increase to P.O. #293119-1 Will provide parenting classes to identify respond and support at-risk students.	May 14, 2014 through June 30, 2014		Title I	\$3,000.00	159762
2.	Apple, Inc.	Willard Intermediate School: Increase to P.O. #298111-1. Will provide iPad implementation training to increase teacher knowledge for using the iPad as a learning tool in the classroom.	May 14, 2014 through June 30, 2014		Title I Set Aside	\$1,300.00	159748
3.	Bob Delaney	Special Projects: Will provide services for the District and the City of Santa Ana Intermediate track and field event, serving as the Official Starter for all races.	June 7, 2014		PEP Grant Fund	\$200.00	159603
4.	Novarum, Inc.	Educational Services: Will provide wireless optimization services at two school sites to improve 1:1 student learning and will provide specifications to other sites to improve wireless network performance.	May 14, 2014 through August 31, 2014		General Fund	\$60,000.00	159889

2013-14 LISTING OF CONSULTANTS/CONTRACTED SERVICES

Submitting Division: Educational Services

May 13, 2014

Page 2

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
5.	Linda Diamond	<p>Educational Services: Will provide six days of consultation to District literacy leadership team with an emphasis on refinement to response to intervention implementation, personal executive coaching to support Assistant Superintendent, Elementary Education, planning, and ongoing support to the curriculum specialists and directors.</p>	<p>May 14, 2014 through December 30, 2014</p>		Title II	\$12,255.00	160399
6.	<p>Consortium on Reaching Excellence in Education (CORE)</p>	<p>Educational Services: Will provide a five-day Reading Foundational Skills Certification and Elementary Reading Academy for all elementary principals and curriculum specialists starting in June 2014. Additional professional development will be provided during the 2014-15 school year including a four-day Trainer of Trainers Program, six days of on-site follow-up and district licenses to redeliver CORE trainings. Additional site support will be provided to the two lowest performing elementary schools, Kennedy Elementary and Roosevelt Elementary, to focus on the implementation of their reading program and differentiation to strengthen their instructional program.</p>	<p>June 23, 2014 through June 30, 2015</p>		Title II	\$126,537.00	160404

2013-14 LISTING OF CONSULTANTS/CONTRACTED SERVICES

Submitting Division: Educational Services

May 13, 2014

Page 3

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
7.	Mid-continent Research for Education and Learning (McREL)	<p>Educational Services: Will provide support to site principals and administrators in identify what data is essential in analyzing student achievement; learning the District data systems and the specific software to assist in the report-generating process (Aeries, Illuminate, Garner Center, etc.), focus on using data as an accountability tool to measure and monitor student growth over time and with identified student sub-groups, understand components of the District's dashboard for setting long-terms goals, and understand how to use more dynamic data to set short-term goals.</p>	May 14, 2014 through June 30, 2014		Title II	\$10,000.00	160678

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Ratification of Submission of K-8 California Fresh Fruit and Vegetable Program Renewal Grant Application for 2014-15 School Year**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Mark Chavez, Director, Nutrition Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification to submit the California Fresh Fruit and Vegetable Program renewal grant to the California Department of Education (CDE), Nutrition Services Division for the District's K-8 schools for 2014-15 school year.

This is the seventh year of the grant. The grant is administered by the U.S. Department of Agriculture (USDA) at the federal level and the California Department of Education at the state level. Schools are chosen based on their Free and Reduced lunch count. Schools that have 95% or higher count are assured funding. Thirty elementary schools currently receive this funding (Adams, Carver, Davis, Diamond, Edison, Esqueda, Franklin, Fremont, Garfield, Harvey, Heninger, Heroes, Hoover, Jackson, Kennedy, King, Lincoln, Lowell, Madison, Martin, Monroe, Monte Vista, Pio Pico, Remington, Romero-Cruz, Roosevelt, Sepulveda, Walker, Washington and Wilson).

RATIONALE:

This grant, a CDE project, if refunded, will be used to provide students with a variety of a fresh fruit and vegetable snacks during the school day as a supplement to (and not part of) the school's breakfast and school lunch program. Additionally, this grant will teach students about good nutrition, help to combat the high obesity epidemic in K-8 students and increase their awareness of the importance of nutrition and active lifestyles.

FUNDING:

California Department of Education, Nutrition Services Division - \$50.00-\$75.00 per student, estimated to be the same level of funding as the 2013-14 school year, in the amount of \$1,200,000.

RECOMMENDATION:

Ratify the submission of the K–8 California Fresh Fruit and Vegetable Program renewal grant application for the 2014-15 school year.

SP:mm

GRANT SUMMARY

Title:	California Fresh Fruit and Vegetable Program Grant
Funding Source:	California Department of Education, Nutrition Services
Due Date:	April 22, 2014
Contact Person:	Mark Chavez, Director Nutrition Services
Amount/Duration:	\$1,200,000 for July 1, 2014 – June 30, 2015
Target Population (e.g. Grade Level/s)	Kindergarten, First, Second, Third, Fourth, Fifth, Six, Seventh, and Eight
Budget Impact:	None
Indirect Rate:	3.9% (2013-14)
Personnel Impact:	None
Survey Questions:	<i>None without prior District approval and parent consent</i>
Grant Program Description	
<p>This grant, a California Department of Education project, if funded, will be used to provide students with free fresh fruit and vegetable snacks during the school day as a supplement to (and not part of) the school breakfast and school lunch programs.</p> <p>This grant will serve to teach students about good nutrition; help to combat the high obesity epidemic in K–8 students, while increasing the awareness of the importance of nutrition and active lifestyles.</p>	
Goals /Objectives	<ul style="list-style-type: none"> • To improve the nutrition knowledge and awareness of eating more servings of fruits and vegetables, and limit empty caloric intake through sweets and fats. • To work with the Nutrition Education and Obesity Prevention (NEOP) program, community and District partners to develop the nutritional knowledge and awareness of healthy nutrition and active lifestyle habits utilizing regular and extended curricular projects.
Activities:	<ul style="list-style-type: none"> • Elementary students in grades K–8 will receive daily an extra serving of a fresh fruit or vegetable snack during the school day. • Students in grades K–8 will receive nutrition education lessons infused with academic instruction using NEOP and ELD curriculum and strategies. • Students will be included in nutrition education and physical activity promotions through the After School Programs and with support of community partnerships. • Dissemination and public awareness of this program through exhibits of students and teachers work.

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Adoption of Resolution No. 13/14-3015 - Establish Education Protection Account

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Swandayani Singgih, Director, Budget
Christeen Betz, Director, Accounting

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 13/14-3015 to establish the Education Protection Account (EPA).

RATIONALE:

Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education, and community college districts are required to determine how the money received from the EPA are spent in the school or schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators or any other administrative costs.

District staff is recommending that the funds from EPA be utilized to pay for teachers' compensation. The receipts and spending of the money will be annually posted on the District's website in January 2015 following the December 2014 presentation of the annual financial audit to the Board of Education.

EPA otherwise known as Proposition 30 revenues are funds that are already part of the monies allocated by the state annually. These funds are not in addition to LCFF, but are part of the basic allocation. This is a State accounting requirement to which all districts must adhere annually.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 13/14-3015 to establish the Education Protection Account.

1 **RESOLUTION NO. 13/14-3015**

2 **BOARD OF EDUCATION**

3 **SANTA ANA UNIFIED SCHOOL DISTRICT**

4 **ORANGE COUNTY, CALIFORNIA**

5
6 **Establish Education Protection Account**

7
8 WHEREAS, the voters approved Proposition 30 on November 6, 2012; and,

9
10 WHEREAS, Proposition 30 added Article XIII, Section 36 to the California
11 Constitution effective November 7, 2012; and,

12
13 WHEREAS, the provision of Article XIII, Section 36(e) create in the state
14 General Fund an Education Protection Account to receive and disburse the revenues
15 derived from the incremental increases in taxes imposed by Article XIII, Section
16 36(f); and,

17
18 WHEREAS, before June 30th of each year, the Director of Finance shall
19 estimate the total amount of additional revenues, less refunds that will be
20 derived from the incremental increases in tax rates made pursuant to Article XIII,
21 Section 36(f) that will be available for transfer into the Education Protection
22 Account during the next fiscal year; and

23
24 WHEREAS, if the sum determined by the State Controller is positive, the
25 State Controller shall transfer the amount calculated into the Education
26 Protection Account within ten days preceding the end of the fiscal year; and

27
28 WHEREAS, all monies in the Education Protection Account are hereby
29 continuously appropriated for the support of school districts, county office of
30 education, charter schools and community college, districts; and

31
32 WHEREAS, monies deposited in the Education Protection Account shall not be
33 used to pay any costs incurred by the Legislature, the Governor or any agency of
34 state government; and

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

5
6 WHEREAS, the governing board of the district shall make the spending
7 determinations with respect to monies received from the Education Protection
8 Account in open session of a public meeting of the governing board; and

9
10 WHEREAS, the monies received from the Education Protection Account shall not
11 be used for salaries or benefits for administrators or any other administrative
12 cost; and

13
14 WHEREAS, each community college district, county office of education, school
15 district and charter school shall annually publish on its Internet website an
16 accounting of how money was received from the Education Protection Account and how
17 that money was spent; and

18
19 WHEREAS, the annual independent financial and compliance audit required of
20 community college districts, county offices of education, school districts and
21 charter schools shall ascertain and verify whether the funds provided from the
22 Education Protection Account have been properly disbursed and expended as required
23 by Article XIII, Section 36 of the California Constitution; and

24
25 WHEREAS, expenses incurred by community college districts, county office of
26 education, school districts and charter schools to comply with additional audit
27 requirements of Article XIII, Section 36 may be paid with funding from the
28 Education Protection Act and shall not be considered administrative costs for
29 purposed of Article XIII, Section 36.

30
31 NOW, THEREFORE, BE IT RESOLVED:

- 32
33 1. The monies received from the Education Protection Account shall be spent
34 as required by Article XIII, Section 36 and the spending determinations
35 on how the money will spent shall be made in open session of public
36 meeting of the governing board of the Santa Ana Unified School District.
37
38

1 2. In compliance with Article XIII, Section 36(e), with the California
2 Constitution, the governing board of the Santa Ana Unified School
3 District has determined to spend the monies received from the Education
4 Protection Act as attached.

5
6 Date: _____, 2014.
7

8
9 _____
10 Audrey Yamagata-Noji, Ph.D., President
11

12
13 _____
14 José Alfredo Hernández, J.D., Vice President
15

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17 _____
18 Rob Richardson, Clerk
19

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21 _____
22 John Palacio, Member
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25 _____
26 Cecilia Iglesias, Member
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SANTA ANA UNIFIED SCHOOL DISTRICT

**2013-14 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail**

Expenditures through: June 30, 2014
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Actual Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF/Revenue Limit Sources	8010-8099	50,093,562.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		50,093,562.00
EXPENDITURES AND OTHER FINANCING USES		
(Functions 1000-9999)	Function Codes	
Instruction	1000-1999	50,093,562.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		50,093,562.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

**AGENDA ITEM BACKUP SHEET
May 13, 2014**

Board Meeting

TITLE: Approval of Rejection of Government Code §910 and §910.2 Claims Against Santa Ana Unified School District – File Numbers: 14-15285 JT, 14-15667 JT, 14-15694 JT, 14-15823 RV and 14-15831 DP

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Camille Boden, Executive Director, Risk Management

BACKGROUND INFORMATION:

The purpose of this agenda item is to reject Government Code §910 and §910.2 claims against the District, File Numbers: 14-15285 JT, 14-15667 JT, 14-15694 JT, 14-15823 RV and 14-15831 DP.

DESCRIPTION OF DAMAGE/INJURY:

Various claimant reimbursement requests for personal property damage, property loss, and personal injury.

FUNDING:

Not Applicable

RECOMMENDATION:

Recommend rejection of Government Code §910 and §910.2 claims against the District, File Numbers: 14-15285 JT, 14-15667 JT, 14-15694 JT, 14-15823 RV and 14-15831 DP.

AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15285 JT

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Camille Boden, Executive Director, Risk Management

BACKGROUND INFORMATION:

The purpose of this agenda item is to reject Government Code §910 and §910.2 claim against the District, File No. 14-15285 JT.

DESCRIPTION OF DAMAGE/INJURY:

Claimant requests reimbursement for personal property damage.

FUNDING:

Not Applicable

RECOMMENDATION:

Recommend rejection of Government Code §910 and §910.2 claim against the District, File No. 14-15285 JT.

AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15667 JT

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Camille Boden, Executive Director, Risk Management

BACKGROUND INFORMATION:

The purpose of this agenda item is to reject Government Code §910 and §910.2 claim against the District, File No. 14-15667 JT.

DESCRIPTION OF DAMAGE/INJURY:

Claimant requests reimbursement for personal property damage.

FUNDING:

Not Applicable

RECOMMENDATION:

Recommend rejection of Government Code §910 and §910.2 claim against the District, File No. 14-15667 JT.

AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15694 JT

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Camille Boden, Executive Director, Risk Management

BACKGROUND INFORMATION:

The purpose of this agenda item is to reject Government Code §910 and §910.2 claim against the District, File No. 14-15694 JT.

DESCRIPTION OF DAMAGE/INJURY:

Claimant requests reimbursement for personal property loss.

FUNDING:

Not Applicable

RECOMMENDATION:

Recommend rejection of Government Code §910 and §910.2 claim against the District, File No. 14-15694 JT.

AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15823 RV

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Camille Boden, Executive Director, Risk Management

BACKGROUND INFORMATION:

The purpose of this agenda item is to reject Government Code §910 and §910.2 claim against the District, File No. 14-15823 RV.

DESCRIPTION OF DAMAGE/INJURY:

Claimant requests reimbursement for personal injury.

FUNDING:

Not Applicable

RECOMMENDATION:

Recommend rejection of Government Code §910 and §910.2 claim against the District, File No. 14-15823 RV.

AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File No. 14-15831 DP

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Camille Boden, Executive Director, Risk Management

BACKGROUND INFORMATION:

The purpose of this agenda item is to reject Government Code §910 and §910.2 claim against the District, File No. 14-15831 DP.

DESCRIPTION OF DAMAGE/INJURY:

Claimant requests reimbursement for personal property damage.

FUNDING:

Not Applicable

RECOMMENDATION:

Recommend rejection of Government Code §910 and §910.2 claim against the District, File No. 14-15831 DP.

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Approval of Substitute Subcontractor for Bid Package No. 1 New Building and Sitework - Roofing at Wilson Elementary School Under Overcrowding Relief Grant Program**

ITEM: **Consent**

SUBMITTED BY: **Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations**

PREPARED BY: **Todd Butcher, Director, Construction**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to substitute the subcontractor for Bid Package No. 1 New Building and Sitework - Roofing for the Overcrowding Relief Grant project at Wilson Elementary School per Public Contract Code Section 4107: "When the awarding authority determines that a listed subcontractor is not a responsible contractor. Prior to approval of the prime contractor's request for the substitution, the awarding authority, or its duly authorized officer, shall give notice in writing to the listed subcontractor of the prime contractor's request to substitute and of the reasons for the request. The notice shall be served by certified or registered mail to the last known address of the subcontractor. The listed subcontractor who has been so notified has five working days within which to submit written objections to the substitution to the awarding authority. Failure to file these written objections constitutes the listed subcontractor's consent to the substitution."

RATIONALE:

At its December 10, 2013 meeting, the Board awarded a contract for Bid Package No. 1 New Building and Sitework at Wilson Elementary School to Horizons Construction Co. International, Inc. Horizons Construction Co. International, Inc. has requested the substitution from Golden State Roofing (GSR) to Best Contracting, Inc. On April 1, 2014, staff received a response letter from GSR objecting to Horizons' request for substitution. Staff scheduled a hearing on April 9, 2014. Staff, District counsel, and representative from Horizons and GSR were in attendance. After a full review, staff has determined there was no beneficial evidence provided to not grant the substitution request.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve Best Contracting, Inc. as the substitute subcontractor for Bid Package No. 1 New Building and Sitework - Roofing at Wilson Elementary School under the Overcrowding Relief Grant Program.



Santa Ana Unified School District

Facilities & Governmental Relations
Joe Dixon, Assistant Superintendent

Richard L. Miller, Ph.D., Superintendent

March 28, 2014

**VIA FACSIMILE (310) 808-9244, E-Mail –
GSR@goldenroof1.com, AND Certified Mail**

Mr. Rajan R. Mistry
Project Manager
Golden State Roofing
19703 Eddington Drive
Carson, CA 90746

Re: Wilson Elementary School ORG Project
Horizons Substitution Request

Dear Mr. Mistry:

Attached is a copy of a letter from Horizons Construction Company ("Horizons") requesting that the Santa Ana Unified School District ("District") permit Horizons to substitute Golden State Roofing on the above-referenced District project ("Project"). Pursuant to California Public Contract Code section 4107(a),

Prior to approval of the prime contractor's request for the substitution the District, or its duly authorized officer, shall give notice in writing to the listed subcontractor of the prime contractor's request to substitute and of the reasons for the request. The notice shall be served by certified or registered mail to the last known address of the subcontractor. The listed subcontractor who has been so notified shall have five working days within which to submit written objections to the substitution to the District. Failure to file these written objections shall constitute the listed subcontractor's consent to the substitution.

Pursuant to the above provision of section 4107(a), if Golden State Roofing objects to Horizons' request for substitution, Golden State Roofing must provide to the District written objections to Horizons' requested substitution by **NO LATER THAN 1:00 p.m. on, April 4, 2014.**

If Golden State Roofing provides written objections by that time and Horizons does not withdraw its request for substitution, the District shall hold a hearing on Horizons' request for substitution at 11 a.m. on April 9, 2014.

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322, (714) 480-5356

BOARD OF EDUCATION

Audrey Yamagata-Noji, Ph.D., President • José Alfredo Hernández, J.D., Vice President
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member



Santa Ana Unified School District

Facilities & Governmental Relations
Joe Dixon, Assistant Superintendent

Richard L. Miller, Ph.D., Superintendent

The hearing will be held at the District's offices, 1601 East Chestnut Avenue, Santa Ana, CA 92701-6322. This hearing will be held pursuant to section 4107(a), which states, in part:

If written objections are filed, the District shall give notice in writing of at least five working days to the listed subcontractor of a hearing by the District on the prime contractor's request for substitution.

If a representative from Horizons or Golden State Roofing is not present at this meeting, that party will waive its right to pursue its position further. Furthermore, each representative must:

- Be able and ready to provide all its company's detailed information supporting its contention(s),
- Be able to make any and all decisions for its company related to this request for substitution, and
- Have full authority to bind its company to any agreement that the representative may make on behalf of its company.

Each party may seek legal counsel and have legal counsel present during the hearing. The District may have the hearing transcribed by a court reporter. Copies of the transcript of the hearing, if created, will be available directly from the court reporter.

The District shall make its determination on whether to grant Horizons' request for substitution based on all relevant information presented to it, including all information the parties present at the hearing.

Sincerely,

A handwritten signature in blue ink, appearing to be "Todd Butcher".

Todd Butcher, Director of Construction

Enclosure

c: Joe Dixon, Assistant Superintendent
Orbach Huff Suarez & Henderson
Hatem Ibrahim, Horizons Construction Company

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322, (714) 480-5356

BOARD OF EDUCATION

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Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

HORIZONS

CONSTRUCTION CO., INTL.

General Contracting and Engineering

1173 N. Patt St.
Anaheim Ca, 92801

TEL (714) 626-0000
FAX (714) 626-0006

License # 825022

March 26, 2014

Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Attn: Mr. Todd Butcher / Mr. Greg English

Project: Wilson Elementary School Modernization.
ORG Project – DSA 04-112251
Request for Roofing Subcontractor Substitution – Best Contracting Vs. Golden State Roofing

Gentlemen,

Per District's response on March 21, 2014 to Golden State Roofing's requests, HCC hereby requests the substitution of Golden State Roofing due to their lack of commitment to their proposal and the products specified by Contract Documents. The new Subcontractor for this project will be Best Contracting, Inc.

HCC hereby is submitting this request pursuant to Public Contract Code to use Best Contracting, Inc. as the next responsive and responsible bidder.

We appreciate your prompt approval of this request.

Sincerely,



Hatem Ibrahim
Sr. Project Manager/ Principal.

Horizons Construction Company.



DEPARTMENT OF CONSUMER AFFAIRS

Contractors State License Board

Contractor's License Detail - License # 456263

⚠️ DISCLAIMER: A license status check provides information taken from the CSLB license database. Before relying on this information, you should be aware of the following limitations.

- ➔ CSLB complaint disclosure is restricted by law ([B&P 7124.6](#)) If this entity is subject to public complaint disclosure, a link for complaint disclosure will appear below. Click on the link or button to obtain complaint and/or legal action information.
- ➔ Per [B&P 7071.17](#) , only construction related civil judgments reported to the CSLB are disclosed.
- ➔ Arbitrations are not listed unless the contractor fails to comply with the terms of the arbitration.
- ➔ Due to workload, there may be relevant information that has not yet been entered onto the Board's license database.

License Number	456263	Extract Date 3/26/2014																
Business Information	BEST CONTRACTING SERVICES INC Business Phone Number: (310) 328-6969 19027 S HAMILTON AVE GARDENA, CA 90248																	
Entity	Corporation																	
Issue Date	05/07/1984																	
Expire Date	05/31/2014																	
License Status	ACTIVE This license is current and active. All information below should be reviewed.																	
Classifications	<table border="1"> <thead> <tr> <th>CLASS</th> <th>DESCRIPTION</th> </tr> </thead> <tbody> <tr> <td>C39</td> <td>ROOFING</td> </tr> <tr> <td>B</td> <td>GENERAL BUILDING CONTRACTOR</td> </tr> <tr> <td>A</td> <td>GENERAL ENGINEERING CONTRACTOR</td> </tr> <tr> <td>C43</td> <td>SHEET METAL</td> </tr> <tr> <td>C20</td> <td>WARM-AIR HEATING, VENTILATING AND AIR-CONDITIONING</td> </tr> <tr> <td>C17</td> <td>GLAZING</td> </tr> <tr> <td>C10</td> <td>ELECTRICAL</td> </tr> </tbody> </table>		CLASS	DESCRIPTION	C39	ROOFING	B	GENERAL BUILDING CONTRACTOR	A	GENERAL ENGINEERING CONTRACTOR	C43	SHEET METAL	C20	WARM-AIR HEATING, VENTILATING AND AIR-CONDITIONING	C17	GLAZING	C10	ELECTRICAL
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C17	GLAZING																	
C10	ELECTRICAL																	
Bonding	CONTRACTOR'S BOND This license filed a Contractor's Bond with THE GUARANTEE COMPANY OF NORTH AMERICA USA . Bond Number: 12049899 Bond Amount: \$12,500 Effective Date: 03/28/2008 Contractor's Bond History																	

BOND OF QUALIFYING INDIVIDUAL

1. The Responsible Managing Officer (RMO) TABAZADEH SEAN certified that he/she owns 10 percent or more of the voting stock/equity of the corporation. A bond of qualifying individual is **not** required.

Effective Date: 05/07/1998

2. This license filed Bond of Qualifying Individual number **0376569** for FARZAN ALI in the amount of **\$12,500** with [INTERNATIONAL FIDELITY INSURANCE COMPANY](#).

Effective Date: 01/01/2007

[BQI's Bond History](#)

3. This license filed Bond of Qualifying Individual number **12049894** for EIBAGI MOHAMMAD JAVAD in the amount of **\$12,500** with [THE GUARANTEE COMPANY OF NORTH AMERICA USA](#).

Effective Date: 03/26/2008

WORKERS' COMPENSATION

This license has workers compensation insurance with

[AMERICAN ZURICH INSURANCE COMPANY](#)

Workers' Compensation

Policy Number: WC980519802

Effective Date: 12/01/2013

Expire Date: 12/01/2014

[Workers' Compensation History](#)

Personnel listed on this license (current or disassociated) are listed on other licenses.

[Personnel List](#)

[Other Licenses](#)

[Conditions of Use](#) | [Privacy Policy](#)
Copyright © 2010 State of California



DEPARTMENT OF CONSUMER AFFAIRS

Contractors State License Board

Contractor's License Detail - License # 941468

⚠️ DISCLAIMER: A license status check provides information taken from the CSLB license database. Before relying on this information, you should be aware of the following limitations.

- CSLB complaint disclosure is restricted by law ([B&P 7124.6](#)) If this entity is subject to public complaint disclosure, a link for complaint disclosure will appear below. Click on the link or button to obtain complaint and/or legal action information.
- Per [B&P 7071.17](#) , only construction related civil judgments reported to the CSLB are disclosed.
- Arbitrations are not listed unless the contractor fails to comply with the terms of the arbitration.
- Due to workload, there may be relevant information that has not yet been entered onto the Board's license database.

License Number	941468	Extract Date 3/26/2014				
Business Information	KISS ENTERPRISES DBA GOLDEN STATE ROOFING Business Phone Number: (310) 808-9242 19703 EDDINGTON DR CARSON, CA 90746					
Entity	Corporation					
Issue Date	12/23/2009					
Expire Date	12/31/2015					
License Status	ACTIVE This license is current and active. All information below should be reviewed.					
Classifications	<table border="1"> <thead> <tr> <th>CLASS</th> <th>DESCRIPTION</th> </tr> </thead> <tbody> <tr> <td>C39</td> <td>ROOFING</td> </tr> </tbody> </table>	CLASS	DESCRIPTION	C39	ROOFING	
CLASS	DESCRIPTION					
C39	ROOFING					
Bonding	CONTRACTOR'S BOND This license filed a Contractor's Bond with AMERICAN CONTRACTORS INDEMNITY COMPANY . Bond Number: 100157528 Bond Amount: \$12,500 Effective Date: 04/17/2011 Contractor's Bond History					
	BOND OF QUALIFYING INDIVIDUAL 1. This license filed Bond of Qualifying Individual number 61723177 for SIMON PETER TIBERIUS in the amount of \$12,500 with WESTERN SURETY COMPANY . Effective Date: 07/01/2013 BQI's Bond History					
Workers' Compensation	WORKERS' COMPENSATION					

This license has workers compensation insurance with
[STATE COMPENSATION INSURANCE FUND](#)

Policy Number: 9032905

Effective Date: 11/03/2012

Expire Date: 06/02/2014

[Workers' Compensation History](#)

Personnel List

[Conditions of Use](#) | [Privacy Policy](#)
Copyright © 2010 State of California

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Approval of Substitute Subcontractor for Repair of Gymnasium - Roofing at Valley High School

ITEM: Consent

SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Todd Butcher, Director, Construction

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to substitute the subcontractor for Repair of Gymnasium – Roofing at Valley High School as per Public Contract Code Section 4107; “when the subcontractor listed in the bid, after having had a reasonable opportunity to do so, fails or refuses to execute a written contract or fails or refuses to meet the bond requirement for the scope of work specified.”

RATIONALE:

At its January 28, 2014 meeting, the Board awarded a contract for Repair of Gymnasium at Valley High School to Horizons Construction Co. International, Inc. Horizons Construction Co. International, Inc. has requested the substitution from Coastal Roofing Co. Inc. to FC & Sons Roofing, Inc. as the roofing subcontractor due to the failure of Coastal Roofing Co. Inc. to execute a written contract. The District has followed Public Contract Code Section 4107.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve FC & Sons Roofing, Inc. as the substitute subcontractor for Repair of Gymnasium - Roofing at Valley High School.

JD:rb

HORIZONS

CONSTRUCTION CO., INTL.

General Contracting and Engineering

432 W. Meats Ave.
Orange Ca, 92865

TEL (714) 626-0000
FAX (714) 626-0006

License # 825022

April 9, 2014

Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, CA 92701

Attn: Mr. David Woolsey / Mr. Todd Butcher

Project: Valley High School Gym Partial Reconstruction Project
DSA 04-113137
Request for Roofing Subcontractor Substitution –FC & Sons Roofing Inc. vs. Costal Roofing
Co. Inc.

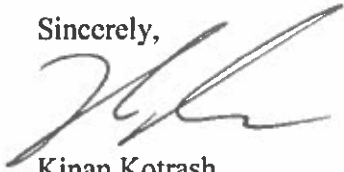
Gentlemen,

Horizons Construction Company International, Inc. (HCC) would like to inform that Coastal Roofing Co. Inc. was not able to obtain and approval status from Tremco Roofing Product, which was required on the above reference project in order to maintain the existing warranty.

HCC hereby is submitting this request pursuant to Public Contract Code to replace Coastal Roofing Co. Inc. with the next responsive and responsible bidder FC & Sons Roofing Inc.

We appreciate your prompt approval of this request.

Sincerely,



Kinan Kotrash
Vice President

Horizons Construction Company.



COASTAL
ROOFING INC.

February 11, 2014

Horizons Construction Int'l. Inc.
432 W Meats Ave
Orange, Ca

Re:
Valley High School
Santa Ana Unified School District

To whom it may concern,

Coastal Roofing Co. Inc. has not been able to obtain "Approved Contractor" status from Tremco roofing product which is required on the above referenced project and therefore we will not be able to provide the roofing system for this project.

Yours,



John E. Marshman

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Authorization to Reject all Bids and Rebid Phase I Modernization Project at Mitchell Child Development Center

ITEM: Consent

SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Todd Butcher, Director, Construction

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to reject all bids and rebid the phase I modernization project at Mitchell Child Development Center.

RATIONALE:

On April 4 and 11, 2014, legal advertisements of notice calling for bids were placed with the *Orange County Register* notifying contractors that the District was accepting bids. On April 24, 2014, bid day, only five of the six bid packages were bid on by qualified contractors. No bids were received for the compaction grouting bid package, which renders the other bids as inconsequential. The architect, construction manager, and staff are in agreement that all bids be rejected.

The Board is requested to reject all bids for modernization project at Mitchell Child Development Center – Phase I. Staff is working with the architect to rebid the project by grouping bid packages.

FUNDING:

Not Applicable

RECOMMENDATION:

Authorize staff to reject all bids and rebid phase I modernization project at Mitchell Child Development Center.

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Adoption of Resolution No. 13/14-3014 – Implementation of Energy Conservation Guidelines

ITEM: Consent

SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Jessica Mears, Facilities Planner

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 13/14-3014 to implement Energy Conservation Guidelines for a districtwide energy conservation program.

RATIONALE:

At its March 11, 2014 meeting, the Board awarded a contract to Cenergistic, Inc. for energy conservation services. In conjunction with the energy-efficiency capital improvement projects under Proposition 39, the District has the opportunity to address the need for student and staff behavioral modification in order to reduce utility consumption. Policy and guidelines are critical to govern the energy conservation program and ensure its success.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 13/14-3014 to implement the Energy Conservation Guidelines.

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**RESOLUTION NO. 13/14-3014
BOARD OF EDUCATION
SANTA ANA UNIFIED SCHOOL DISTRICT
ORANGE COUNTY, CALIFORNIA**

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ENERGY CONSERVATION POLICY

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The Board embraces energy conservation and believes it to be the District's responsibility to ensure that every reasonable effort is made to conserve energy and natural resources while exercising sound financial management.

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The District recognizes the importance of adopting an energy conservation policy to govern this program. The District also affirms the implementation of this policy will be the joint responsibility of the Board, administration, faculty, staff, students, support personnel, and Cenergistic, Inc. Success is based on cooperation amid all groups.

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To ensure the overall success of our behavior-based energy conservation program, the following areas will be emphasized:

1. A designated campus Administrator will be accountable for energy conservation on his/her campus with Energy Specialist teams conducting energy audits and providing timely feedback.

2. All personnel at each campus are expected to make a positive contribution to maximize energy conservation and produce real energy savings.

3. Cenergistic will implement its energy conservation program primarily through an energy management team led by the Energy Specialist(s) in accordance with "Energy Guidelines" that will be adopted by administration and will define the "rules of engagement" for the energy program.

4. Accurate records of energy consumption and cost will be maintained by the Energy Specialist for each campus to provide verifiable performance results on the goals and progress of the energy conservation program.

Further, to promote a safe, healthy learning environment and to complement the energy conservation program, each campus shall review and adhere to the preventive maintenance and monitoring plan administered by the campus physical plant for its facilities and systems, including HVAC, building envelope, and moisture management.

WHEREAS, the Board is responsible for overseeing the operations and fiscal accountability of each institution under its governance; and

WHEREAS, the Board embraces energy conservation and desires for the District to become a nationwide institutional leader in energy conservation as part of our social responsibility to respect our natural resources; and

WHEREAS, the Board has engaged Cenergistic to use its expertise to develop and implement a comprehensive, behavior-based energy conservation program across the District.

NOW THEREFORE, the Board directs the Superintendent and his/her agents to develop and implement short and long range strategies to maximize energy conservation.

1 **PASSED AND ADOPTED**, by the Governing Board on May 13, 2014 upon motion of member
2 _____ and duly seconded, the foregoing Resolution was adopted by the following vote:

3
4 **AYES:**

5
6 **NOES:**

7
8 **ABSENT**

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11 **STATE OF CALIFORNIA)**

12) ss:

13 **COUNTY OF Orange)**

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15
16 I, Audrey Yamagata-Noji, Ph.D., President of the Board of Education of the Santa Ana Unified School
17 District of Orange County, California, hereby certify that the above and foregoing Resolution was duly
18 adopted by the said Board at a regular meeting thereof held on the 13th day of May, 2014 and passed by a
19 vote of _____ of said Board.

20
21
22 _____
23 Audrey Yamagata-Noji, Ph.D.,
24 President of the Board of Education

25
26
27 I, Rob Richardson, Clerk of the Board of Education of the Santa Ana Unified School District of Orange
28 County, California, hereby certify that the above and foregoing Resolution was duly adopted by the said
29 Board at a regular meeting thereof held on the 13th day of May, 2014, and passed by a vote of
30 _____ of said Board.

31
32
33 _____
34 Rob Richardson,
35 Clerk of the Board of Education



Santa Ana Unified School District

*Facilities & Governmental Relations
Joe Dixon, Assistant Superintendent*

Richard L. Miller, Ph.D., Superintendent

Guidelines

(Energy Conservation and Building Management)

Responsibilities:

Every person is expected to become an “energy saver” as well as an “energy consumer.”

Staff members are responsible for implementing the guidelines during the time that he/she is present in the instruction room or office.

The custodian is responsible for control of common areas, i.e. halls, cafeteria, etc.

Since the custodian is typically the last person to leave a facility in the evening, he/she is responsible for verification of the nighttime shutdown.

The facility administrator is responsible for the total energy usage of his/her facility.

The Energy Specialist provides regular (at least semi-annual) program update reports to the Board.

The Energy Specialist performs routine audits of all facilities and communicates the audit results to the appropriate personnel.

The Energy Specialist is responsible for either directly or indirectly making adjustments to the District’s Energy Management System (EMS), including temperature settings and run times for heating, ventilation and air conditioning (HVAC) and other controlled equipment.

Administration will regularly communicate the importance and impact of the energy conservation program to its internal and external constituents.

The Energy Specialist provides monthly energy savings reports to facility administrators detailing performance results.

The District is committed to and responsible for a safe and healthy learning environment.

To complement the District's behavioral-based energy conservation program, the organization shall develop and implement a preventive maintenance and monitoring plan for its facilities and systems, including HVAC, building envelope, and moisture management.

General:

Instruction room doors shall remain closed when HVAC is operating. Ensure doors between conditioned space and non-conditioned space remain closed at all times (e.g. between hallways and gym or pool area).

Proper and thorough utilization of data loggers will be initiated and maintained to monitor relative humidity, temperature, and light levels throughout the District's facilities to ensure compliance with District guidelines.

All exhaust fans should be turned off daily.

All office machines (copy machines, laminating equipment, etc.) shall be switched off each night and during unoccupied times. Fax machines should remain on.

All personal computers (PC), computer monitors, local printers, and speakers should be turned off each night. An exception shall be made for computers when software updates are needed. Network equipment is excluded.

All capable PC's should be programmed for the "energy saver" mode using the power management feature. If network constraints restrict this for the PC, ensure the monitor "sleeps" after 10-minutes of inactivity.

Air Conditioning Equipment:

Cooling Season Occupied Set Points:	74°F - 78°F
Unoccupied Set Point:	85°F
Heating Season Occupied Set Points¹:	68°F - 72°F
Unoccupied Set Point:	55°F

¹ Set points are in accordance with ASHRAE 55 "Thermal Conditions for Human Occupancy"

Occupied temperature settings shall NOT be set below 74°F.

During unoccupied times, the air conditioning equipment shall be off, with the exception of network server rooms. The unoccupied period begins when the students leave the area at the end of day. It is anticipated that the temperature of the instruction room will be maintained long enough to afford comfort for the period the staff remains in the instruction room after the students have left.

Air conditioning start times may be adjusted (depending on weather) to ensure instruction room comfort when instruction begins.

Air conditioning systems shall have override capacity to be utilized in the case of periodic school events occurring after school hours.

Ensure outside air dampers are closed during unoccupied times.

Ceiling fans should be operated in all areas that have them.

Relative humidity levels shall not exceed 60% for any 24 hour period.

Air conditioning should not be utilized in facilities during the summer months unless the facilities are being used for summer school or year-round school. Air conditioning may be used by exception only or in those facilities that are involved in team-cleaning.

In all areas which have evaporative coolers such as shops, kitchens and gymnasiums, the doors leading to halls which have air conditioned instruction rooms or dining areas should be kept closed as much as possible.

Where cross-ventilation is available during periods of mild weather, shut down HVAC equipment and adjust temperature with windows and doors. Cross-ventilation is defined as having windows and/or doors to the outside on each side of a room.

Ensure dry food storage areas are maintained within code requirements. Typically, this is 55°F-75°F temperature and 35%-60% Relative Humidity. Utilize loggers to verify.

Heating Equipment:

Occupied temperature settings shall NOT be above 72°F.

The unoccupied temperature setting shall be 55°F (i.e. setback). This may be adjusted to a 60°F setting during extreme weather.

The unoccupied time shall begin when the students leave an area.

During the spring and fall when there is no threat of freezing, all steam and forced air heating systems should be switched off during unoccupied times. Hot water heating systems should be switched off using the appropriate loop pumps.

Ensure all domestic hot water systems are set no higher than 120°F or 140°F for cafeteria service (with dishwasher booster).

Ensure all domestic hot water re-circulating pumps are switched off during unoccupied times. For heat pumps, ensure a 6°F dead-band between heating and cooling modes.

Lighting:

All unnecessary lighting in unoccupied areas will be turned **off**. Staff should make certain that lights are turned **off** when leaving the instruction room or office when empty. Utilize natural lighting where appropriate.

All outside lighting shall be **off** during daylight hours.

Gym lights should not be left on unless the gym is being utilized.

All lights will be turned **off** when students and staff leave for the day. Custodians will turn on lights only in the areas in which they are working.

Refrain from turning lights on unless definitely needed. Remember that lights not only consume electricity, but also give off heat that places an additional load on the air conditioning equipment and thereby increases the use of electricity necessary to cool the room.

Water:

Ensure all plumbing and/or intrusion (i.e. roof) leaks are reported and repaired immediately.

Grounds watering should only be done between 4am-10am. Do not water during the heat of the day, typically between 10am – 8pm.

When spray irrigating, ensure the water does not directly hit the facility.

Consider installing water sub-meters on irrigation and cooling tower supply lines to eliminate sewer charges.

Approved Date:

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322, (714) 480-5356

BOARD OF EDUCATION

Audrey Yamagata-Noji, Ph.D., President • José Alfredo Hernández, J.D., Vice President
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Approval of Personnel Calendar

ITEM: Consent

SUBMITTED BY: Mark A. McKinney, Associate Superintendent, Human Resources

PREPARED BY: Mark A. McKinney, Associate Superintendent, Human Resources

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the Personnel Calendar.

RATIONALE:

Board approval of the Personnel Calendar is required for all Certificated and Classified personnel reports, non-confidential leaves of absences, and effective dates of resignations and retirements.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the Personnel Calendar.

MAM:nr

Personnel Calendar
Board Meeting - May 13, 2014

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
RETIREMENTS					
Carleton, Cheri	Teacher	Remington	June 20, 2014		Retirement - 43 years
Rodriguez, Jesus S.	Teacher	Heninger	June 20, 2014		Retirement - 30 years
RESIGNATIONS					
Castillo, Mario	Teacher	Davis	June 30, 2013		Moving, Personal - 15 years
Enniss, Elizabeth	Nurse	Early Childhood Education	April 30, 2014		Family Responsibilities - 3 years
NEW HIRES/RE-HIRES 2013-14					
Martinez, Cynthia	Teacher	Willard	April 21, 2014		New Hire - Probationary I
NEW HIRES/RE-HIRES 2014-15					
Barboza, Marlene	Teacher	Valley	August 27, 2014		Rehire - Intern
Beers, Jean	Teacher	McFadden	August 27, 2014		Rehire - Probationary II
Bondoc, Maria	Teacher	Godinez	August 27, 2014		Rehire - Intern
Bonnema, Telly	Teacher	Muir	August 27, 2014		Rehire - Intern

Personnel Calendar
Board Meeting - May 13, 2014

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Diaz Millan, Ana	Teacher	Lincoln	August 27, 2014		Rehire - Intern
Dixon, Joseph	Teacher	Special Education	August 27, 2014		Rehire - Intern
Domingo, Crystal	Teacher	Martin	August 27, 2014		Rehire - Intern
Hanna, Howida	Teacher	Mitchell	August 27, 2014		Rehire - Intern
McGeeney, Heather	Teacher	Carver	August 27, 2014		Rehire - Intern
Norton, Julie	Speech and Language Pathologist	Speech Department	August 27, 2014		Rehire - Waiver 44911
Rajpurkar, Anagha	Teacher	Saddleback	August 27, 2014		Rehire - Intern
Schirmer, Joseph	Teacher	Lathrop	August 27, 2014		Rehire - Intern
Smith, Carolann	Teacher	Adams	August 27, 2014		Rehire - Intern
Vanmansart, Patricia	Teacher	Greenville	August 27, 2014		Rehire - Intern
Watts, Matthew	Teacher	Godinez	August 27, 2014		Rehire - Intern
FAMILY CARE AND MEDICAL LEAVE ABSENCE (3 to 20 duty days) - Paid with Benefits					
Blash, Megan	Teacher	Godinez	May 27, 2014	June 20, 2014	Statutory
Heil, Jennifer	Teacher	Garfield	March 31, 2014	April 14, 2014	Statutory
Kempe, Patricia	Teacher	Mendez	April 2, 2014	April 27, 2014	Statutory
FAMILY CARE AND MEDICAL LEAVE ABSENCE (3 to 20 duty days) - Without pay with Benefits					
Estrada, Lani	Teacher	Jackson	April 14, 2014	April 24, 2014	Statutory

Personnel Calendar
Board Meeting - May 13, 2014

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
FAMILY CARE AND MEDICAL LEAVE (21 duty days or more) - Paid with Benefits					
Kirkwood, Kimberly	Teacher	Martin	April 28, 2014	June 20, 2014	Statutory
Kong, Dawn	Teacher	Saddleback	February 28, 2014	May 11, 2014	Statutory
Ochoa Ceja, Maritza	Teacher	McFadden	May 12, 2014	June 20, 2014	Statutory
Quintero, Rebecca	Teacher	Lincoln	January 14, 2014	March 14, 2014	Statutory
Sauther, Erin	Teacher	Pio Pico	April 28, 2014	June 20, 2014	Statutory
CALIFORNIA FAMILY RIGHTS ACT (3 to 20 duty days) - Paid with Benefits					
Hajjar, Keri	Teacher	Thorpe	May 2, 2014	May 14, 2014	Statutory
Heil, Jennifer	Teacher	Garfield	March 31, 2014	April 14, 2014	Statutory
CALIFORNIA FAMILY RIGHTS ACT (3 to 20 duty days) - Without pay with Benefits					
Estrada, Lani	Teacher	Jackson	April 14, 2014	April 24, 2014	Statutory
CALIFORNIA FAMILY RIGHTS ACT (21 duty days or more) - Paid with Benefits					
Kong, Dawn	Teacher	Saddleback	February 28, 2014	May 11, 2014	Statutory
Quintero, Rebecca	Teacher	Lincoln	January 14, 2014	March 14, 2014	Statutory
EXTENSION ON FAMILY CARE AND MEDICAL LEAVE (21 duty days or more) - Paid with Benefits					
Evans, Jessica	Teacher	Carver	April 25, 2014	June 20, 2014	Statutory
Hajjar, Keri	Teacher	Thorpe	April 17, 2014	May 1, 2014	Statutory
Hajjar, Keri	Teacher	Thorpe	May 2, 2014	May 14, 2014	Statutory

Personnel Calendar
Board Meeting - May 13, 2014

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
CHANGE IN DATE EXTENSION ON FAMILY CARE AND MEDICAL LEAVE (21 duty days or more)-Paid with Benefits					
Garcia, Teresa D.	Teacher	Mendez	March 17, 2014	From May 21, 2014 to May 2, 2014	Statutory
2013-14 LEAVE (21 duty days or more) - Without pay and Without Benefits					
	Speech and Language Pathologist				
Hishiki, Ella	Teacher	Speech Department	April 14, 2014	June 20, 2014	Statutory
Seaver, Alison	Teacher	Jackson	April 22, 2014	June 20, 2014	Statutory
EXTENSION ON 2014-15 LEAVE (21 duty days or more) - Without pay and Without Benefits					
	Speech and Language Pathologist				
Acosta, Luisa	Teacher	Speech Department	August 27, 2014	June 19, 2015	Personal
Blackburn, Kelly	Teacher	Willard	August 27, 2014	June 19, 2015	Personal
Clark, Randy	Teacher	Willard	August 27, 2014	June 19, 2015	Personal
Enache, Giselle	Teacher	Esqueda	August 27, 2014	June 19, 2015	Personal
Fawcett, Tabatha	Teacher	Mendez	August 27, 2014	June 19, 2015	Child Care
Gonzalez, Lisa	Teacher	Esqueda	August 27, 2014	June 19, 2015	Personal
Hayward, Kelly	Teacher	Sierra	August 27, 2014	June 19, 2015	Child Care
Hendricks, Laurie	Teacher	Seegerstrom	August 27, 2014	June 19, 2015	Personal
Hishiki, Ella	Speech and Language Pathologist	Speech Department	August 27, 2014	June 19, 2015	Child Care

Personnel Calendar
Board Meeting - May 13, 2014

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
EXTENSION ON 2014-15 LEAVE (21 duty days or more) - Without pay and Without Benefits (Continued)					
Juhasz, Mary	Teacher	Greenville	August 27, 2014	June 19, 2015	Child Care
Kimbell, Jennifer	Teacher	Thorpe	August 27, 2014	June 19, 2015	Child Care
Lee, Sung	Teacher	Saddleback	August 27, 2014	June 19, 2015	Personal
	Speech and Language Pathologist				
Lopez, Pamela	Teacher	Speech Department	August 27, 2014	June 19, 2015	Child Care
Presby, Monica	Teacher	Lincoln	August 27, 2014	June 19, 2015	Child Care
Rubio, Anita	Teacher	Saddleback	August 27, 2014	June 19, 2015	Personal
Stults-Cuamatzi, Nicole	Teacher	Santa Ana	August 27, 2014	June 19, 2015	Personal
Yepes, Jose	Teacher	Martin	August 27, 2014	June 19, 2015	Personal
2014-15 LEAVE (21 duty days or more) - Without pay and Without Benefits					
Frederick, Carolyn	Teacher	Washington	August 27, 2014	June 19, 2015	Child Care
Herbold, Kenna	Teacher	Godinez	August 27, 2014	June 19, 2015	Child Care
Lee, Linda	Teacher	Godinez	August 27, 2014	June 19, 2015	Personal
Weissman, Ashleigh	Teacher	Godinez	August 27, 2014	June 19, 2015	Personal
EXTENDED SCHOOL YEAR (ESY) SUMMER SCHOOL PRINCIPAL					
Longacre, Steven	Principal	Taft	June 30, 2014	July 25, 2014	19 SS Days/30 Prep. Hours

Personnel Calendar
Board Meeting - May 13, 2014

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
EXTRA DUTY 2013-14					
Bailey, Kathleen	Teacher	Special Education	July 1, 2013	June 30, 2014	6 Days Extra Duty
Flores, Jennifer	Teacher	Segerstrom	December 16, 2013	January 27, 2014	Conference Period
Heslip, Veronica	Psychologist	Psychological Services	June 20, 2014	June 30, 2014	Regular Hourly Rate
DEPARTMENT CHAIRPERSON 2013-14					
Crawford, Brian		Carr	2013-14		Science
SPRING SPORTS 2013-14					
Butler, Merlo	Assistant Coach	Century	2013-14		Track
Caetta, James	Head Coach	Century	2013-14		Volleyball
Cortes, Teodoro	Head Coach	Century	2013-14		Baseball
Crocker, Randy	Assistant Coach	Century	2013-14		Volleyball
Dallas, Thomas	Head Coach	Century	2013-14		Track
Govier, Robert	Assistant Coach	Century	2013-14		Tennis (Boys)
Lapic, Andrew	Head Coach	Century	2013-14		Football
Molina, Fausto Jr.	Assistant Coach	Century	2013-14		Baseball
Munoz, Liana	Assistant Coach	Century	2013-14		Volleyball
Puebllos, Daniel	Assistant Coach	Century	2013-14		Football
Silverman, Steven	Assistant Coach	Century	2013-14		Track
West, Jeffrey	Assistant Coach	Century	2013-14		Baseball
Falkenstein, Daniel	Assistant Coach	Godinez	2013-14		Football

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - May 13, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RETIREMENTS						
Craig, Jay	Plant Custodian Elem.	Hoover	June 30, 2014			34 years, 3 months
De La Riva, Paula	Fd. Svc. Wkr.	Century	June 13, 2014			14 years, 1 month
Magaña, Oliva	Fd. Svc. Wkr.	Saddleback	June 19, 2014			21 years, 4 months
Rodriguez, Jesus	Custodian	Chavez	April 30, 2014			17 years, 7 months
Sanchez, Guadalupe	Sr. Fd. Svc. Wkr.	Carr	June 19, 2014			26 years, 5 months
Zamarripa, Alfonso	Custodian	Valley	April 30, 2014			25 years, 5 months
RESIGNATIONS						
Cromartie, Lakear	Budget Technician	Business Svcs.	April 30, 2014			Personal - 1 year, 11 months
Cruz, Nubia	Sch. Off. Asst. Sec.	Segerstrom	May 2, 2014			Personal - 17 years, 6 months
Ellison, Andre	Computer Technician	Spurgeon	April 25, 2014			Personal - 4 years, 5 months
Fuentes, Veronica	Fd. Svc. Spvr. Elem.	Jackson	May 2, 2014			6 months
Sogsti, Stephen Jr.	School Police Officer	School Police	April 25, 2014			Personal - 3 years, 9 months

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - May 13, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
39 MONTH REEMPLOYMENT (100 Day Differential Ended)						
Basurto, Virginia	SSP Sp. Ed.	Esqueda	March 5, 2014			
Cueto, Rosa	Fd. Svc. Wkr.	Nutrition Svcs.	April 3, 2014			
Kobert, Lynn	Site Clerk	Monte Vista	March 17, 2014			
ABSENCES (3 to 20 duty days) - Without Pay						
Alvarez, Andrea	School Office Asst. Elem.		April 21, 2014	May 16, 2014		Personal
Thai, Phuong-Thao	SSP Sp. Ed.	Carr	March 17, 2014	April 4, 2014		Personal
FAMILY CARE & MEDICAL LEAVES (21 duty days or more) - Paid						
Hernandez, Alejandro	Custodian	Thorpe	April 23, 2014	June 17, 2014		Statutory Leave
Padilla, Lizbeth	Community and Family Outreach Liason	Student Services	June 9, 2014	August 8, 2014		Statutory Leave
EXTENSION FAMILY CARE & MEDICAL LEAVES (21 duty days or more) - Paid						
Tran, Hanh	Network Technician	ITC	February 27, 2014	May 2, 2014		Statutory Leave

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - May 13, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
FAMILY CARE & MEDICAL LEAVE/CFRA (California Family Rights Act) (3 to 20 duty day) - Paid						
Chavez, Zaira	Preschool Teacher	ECE	April 14, 2014	April 21, 2014		Statutory Leave
Fox, Larry	Plumber II	Bldg. Svcs.	April 16, 2014	April 25, 2014		Statutory Leave
Robledo, Ariadna	Community and Family Outreach Liason	Willard	April 14, 2014	April 17, 2014		Statutory Leave
PROBATIONARY APPOINTMENTS						
Acevedo, Dennis	Fd. Svc. Wkr.	Godinez	April 24, 2014		11/1	
Arciniega, Rosa	Fd. Svc. Wkr.	Valley	April 24, 2014		11/1	
Avalos, Gloria	Fd. Svc. Wkr.	Segerstrom	April 24, 2014		11/1	
Camanos Jimenez, Adalid	Fd. Svc. Wkr.	Century	April 21, 2014		11/1	
Carrillo, Ricardo	Fd. Svc. Wkr.	Villa	April 21, 2014		11/1	
Contreras, Luz	Fd. Svc. Wkr.	Segerstrom	April 21, 2014		11/1	
Cuellar, Estela	Fd. Svc. Wkr.	Santa Ana	April 21, 2014		11/1	
Garcia, Edward	Storekeeper	Nutrition Svcs.	April 23, 2014		28/1	
Jacobo, Maricela	Fd. Svc. Wkr.	Carr	April 24, 2014		11/1	
Lariz, Leslie	Fd. Svc. Wkr.	Villa	April 24, 2014		11/1	
Martinez, Lobelia	Fd. Svc. Wkr.	Madison	April 24, 2014		11/1	
Morales Reyes, Lilia	Fd. Svc. Wkr.	Century	April 21, 2014		11/1	
Ruiz, Idalia	Fd. Svc. Wkr.	Carver	April 24, 2014		11/1	
Trajano Cruz, Steven	Instr. Asst. Computers	Edison	April 21, 2014		26/1	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - May 13, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
PROBATIONARY APPOINTMENTS (Continuation)						
Valencia-Lopez, Adriana	Instr. Asst. Sev. Dis.	Adams	April 14, 2014		20/1	
PROMOTIONAL APPOINTMENTS						
Lopez, Esteban	Risk Management Tech.	Risk Management	April 10, 2014		33/1	
Lopez, Xochitl	Benefits Technician Migrant Ed.	Risk Management	April 16, 2014		32/1	
Marroquin, Saydee	Community Asst.	Migrant Ed.	April 28, 2014		30/1	
Torres, Mauricio	Tree Trimmer	Bldg. Svcs.	April 28, 2014		29/5	
REAPPOINTMENT						
Martinez, Juliana	Instr. Asst. Sev. Dis.	Mitchell	May 5, 2014		20/4	
REASSIGNMENT						
Torres Gomez, Beatriz	Fd. Svc. Spvr. Elem.	Garfield	May 5, 2014		15/4	
TEMPORARY ASSIGNMENTS - Out of Class Compensation						
Aguirre, Regina	Registrar Int.	Carr	April 15, 2014	April 17, 2014	24/3	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - May 13, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
TEMPORARY ASSIGNMENTS - Out of Class Compensation (Continuation)						
Angel Felix, Wendi	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	March 13, 2014	June 19, 2014	13/2	
Benz, Michael	School Police Officer	School Police	January 1, 2014	June 30, 2014	40/6 + Graveyard	
Carino, Myrna	Department Specialist	Bldg. Svcs.	April 29, 2014	May 9, 2014	28/5 + Bil.	
Chambers, Dermot	School Police Officer	School Police	January 1, 2014	June 30, 2014	40/6 + Graveyard	
Colin, Nancy	Sch. Off. Asst. Sec.	Mendez	May 1, 2014	May 30, 2014	24/6	
Johnson, Jeff	Alarm Monitor/Dispatcher	School Police	January 1, 2014	June 30, 2014	22/6 + Graveyard	
Johnson, Michael	School Police Officer	School Police	January 1, 2014	June 30, 2014	40/6 + Graveyard	
Leon, Salvador	Mgr. I Bldg. Svcs.	Bldg. Svcs.	April 21, 2014	May 9, 2014	34/6 + \$10 a day	
Macias, Alfredo	Sr. Groundskeeper	Bldg. Svcs.	March 31, 2014	April 4, 2014	30/5	
Mancilla, Anthony	Plant Custodian Elem.	Bldg. Svcs.	March 31, 2014	April 4, 2014	28/3	
Najera, Marisela	Family Outreach Liason	PSS	April 21, 2014	May 23, 2014	36/2	
Navarrette, Mario	Sr. Groundskeeper	Bldg. Svcs.	March 26, 2014	June 30, 2014	30/5	
Olson, Matthew	School Police Officer	School Police	April 1, 2014	June 30, 2014	40/1 + Graveyard	
Pantoja, Guadalupe	Sr. Exec. Secretary	Business Svcs.	April 7, 2014	April 9, 2014	37/3 + Bil.	
Perez, Juan	Plant Custodian HS	Bldg. Svcs.	February 1, 2014	April 30, 2014	35/2	
Perez, Paul	Sr. Groundskeeper	Bldg. Svcs.	April 14, 2014	April 18, 2014	30/5	

CLASSIFIED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - May 13, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
TEMPORARY ASSIGNMENTS - Out of Class Compensation (Continuation)						
Sanchez, Eva	Budget Technician	Budget Svcs.	April 28, 2014	June 30, 2014	39/5	
Solorio, Mary	Alarm Monitor/Dispatcher	School Police	January 1, 2014	June 30, 2014	22/6 + Bil. + Graveyard	
Tenorio, Rafael	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	January 1, 2014	June 19, 2014	13/5	
Torres, Margarito	Lead Custodian	Bldg. Svcs.	March 26, 2014	April 30, 2014	28/5 + Diff.	
Vargas, Juan	Plant Custodian HS	Bldg. Svcs.	March 27, 2014	April 11, 2014	35/1	
Velasco, Juan	Sr. Groundskeeper	Bldg. Svcs.	May 12, 2014	May 30, 2014	30/5	
Yates, Rick	School Police Supervisor/Sergeant	School Police	January 1, 2014	June 30, 2014	46/6 + Graveyard	
ACTIVITY SUPERVISORS						
Baltazar, Yesenia	Activity Supervisor	Monroe	May 5, 2014		10/1	
Cabrera, Maribel	Activity Supervisor	Carver	April 11, 2014		10/1	
Garcia, Angelica	Activity Supervisor	Martin	May 5, 2014		10/1	
Hernandez, Marbella	Activity Supervisor	Heroes	April 29, 2014		10/1	
Lopez, Gildardo	Activity Supervisor	Carver	April 29, 2014		10/1	
Murillo Bizarro, Tania	Activity Supervisor	Muir	April 18, 2014		10/1	
SUBSTITUTES						
Anaya, Stephanie	Fd. Svc. Wkr.		April 14, 2014		11/1	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - May 13, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
SUBSTITUTES (Continuation)						
Borboa Zavala, Gabriel	Custodian		April 8, 2014		23/1	
Boyoza, Sara	Headstart Teacher		April 17, 2014		\$105	
Coombs, Dana	SLPA		May 2, 2014		19/1	
Correa, Manuel	Custodian		April 9, 2014		23/1	
Curran, Alicia	Clerical		April 29, 2014		20/1	
Dominguez, Mariela	Fd. Svc. Wkr.		April 14, 2014		11/1	
Gordon, LaTanya	Clerical		April 24, 2014		20/1	
Gutierrez-Cueva, Celso	Custodian		April 8, 2014		23/1	
Herrera, Yvette	Fd. Svc. Wkr.		April 14, 2014		11/1	
Jones, Lisa	Fd. Svc. Wkr.		April 14, 2014		11/1	
Marrufo, Yesenia	SSP Sp. Ed.		April 14, 2014		19/1	
Martinez-Hernandez, Soila	Clerical		April 29, 2014		20/1	
Martinez Villa, Erika	Fd. Svc. Wkr.		April 14, 2014		11/1	
Molina, Damaris	Clerical		April 21, 2014		20/1	
Tavera, Ralph	SSP Sp. Ed.		April 29, 2014		19/1	
Van Smaalen, Amanda	SSP Sp. Ed.		April 7, 2014		19/1	
ATHLETIC SPECIALIST						
Barrera, Carlos	Asst. Softball Coach	Century	February 17, 2014		\$18.98	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - May 13, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
ATHLETIC SPECIALIST (Continuation)						
Diaz, Luis Jr.	Asst. Baseball Coach	Century	February 17, 2014		\$18.98	
Garcia, Jose	Asst. Track Coach	Century	February 17, 2014		\$18.98	
Graham, Teresa	Head Coach Softball	Century	February 17, 2014		\$23.73	
Hernandez, Andres	Asst. Track Coach	Century	February 17, 2014		\$18.98	
Khin, Sean	Asst. Softball Coach	Century	March 12, 2014		\$18.98	
Kimura, Aaron	Asst. Softball Coach	Century	March 21, 2014		\$18.98	
Lopez, Raymundo	Asst. Baseball Coach	Century	February 18, 2014		\$18.98	
Ramirez, Leonardo	Asst. Baseball Coach	Century	February 17, 2014		\$18.98	
Ramirez, Roberto	Head Coach Tennis	Century	February 17, 2014		\$23.73	
Rojas, Omar	Asst. Volleyball Coach	Century	February 17, 2014		\$18.98	
Solis, Manuel	Asst. Track Coach	Century	February 17, 2014		\$18.98	
Rosas, Jesus	Asst. Spring Football Coach	Santa Ana	May 28, 2014		\$23.73	
Vidana, Bobby	Asst. Spring Football Coach	Santa Ana	May 28, 2014		\$23.73	
Witte, Jerry	Asst. Spring Football Coach	Saddleback	May 28, 2014		\$23.73	

**AGENDA ITEMS REQUESTS
CLASSIFIED**

2013-14 School Year

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
Extra Help for CST and AP Testing (Ratification)	Godinez Fundamental	Office Salaries - Extra duty	\$2,040	April 21, 2014
Intramural Sports Soccer Referees (Ratification)	Special Projects	ASES - After School Program	\$200	April 26, 2014
Math Field Day	Educational Services	Bechtel	\$700	June 7, 2014
Math Field Day	Educational Services	Bechtel	\$400	June 7, 2014
Network Repair at Carr Intermediate (Ratification)	Information Technology Center	Maintenance - Extra Duty	\$198	February 21, 2014
Professional Development - Classified	Spurgeon Intermediate	General Fund	\$1,500	May 14, 2014
SAUSD Honor Concerts and Art Song Competitions - Stage Managers (Ratification)	Visual & Performing Arts	General Fund	\$700	November 6, 2013
SAUSD Honor Concerts and Art Song Festivals - District Safety Officers (Ratification)	Visual & Performing Arts	General Fund	\$700	November 6, 2013
SBAC Project (Ratification)	Information Technology Center	Maintenance - Extra Duty	\$1,338	April 9, 2014

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Acceptance of Gifts in Accordance with Board Policy 3290 – Gifts, Grants, and Bequests**

ITEM: **Consent**

SUBMITTED BY: **David Haglund, Ed.D., Deputy Superintendent, Educational Services**

PREPARED BY: **David Haglund, Ed.D., Deputy Superintendent, Educational Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board acceptance of gifts, grants, and bequests on behalf of school sites and the District. For purposes of determining the estimated value of a gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

RATIONALE:

The Board may accept any bequest or gift of money or property on behalf of the District. While greatly appreciating suitable donations, the Board discourages any gifts which may directly or indirectly impair its commitment to provide equal educational opportunities for all District students. The Board shall carefully evaluate any conditions or restrictions imposed by the donor in light of District philosophy and operations. If the Board believes the District will be unable to fully satisfy the donor's conditions, the gift shall not be accepted. Gift books and instructional materials shall be accepted only if they meet District criteria. At the Superintendent or designee's discretion, a gift may be used at a particular school.

FUNDING:

Not Applicable

RECOMMENDATION:

Accept gifts in accordance with Board Policy (BP) 3290 – Gifts, Grants, and Bequests.

DH:lr

SANTA ANA UNIFIED SCHOOL DISTRICT
GIFTS RECOMMENDED FOR ACCEPTANCE - May 13, 2014

School:	Gift:	Amount:	Donor:	Used for:
Esqueda Elementary	Children's Books	\$500	George and Margarita Peale Santa Ana	Library
Garfield Elementary		\$800	Converge Church Pastor Don Lee Irvine	Field trips and transportation
Greenville Fundamental		\$1,406	Greenville PTO Mr. John Palacio President Santa Ana	Reimbursement of iPad for Library
Kennedy Elementary		\$10,000	Mariners Church- Lighthouse Community Center Ms. Meredith Miyake Irvine	Instructional materials and field trips
Walker Elementary		\$540	Lifetouch National School Studio Ms. Cathy Becher Eden Prairie, MN	Field trips
Century High School		\$1,920	SunPower Corporation Ms. Renée Solari Program Manager Richmond	Digital Media Arts, Engineering, and Design Academies
Middle College High School		\$5,000	Carlston Family Foundation 2013 Outstanding Teacher Award (Susan Groff) San Rafael	Science department
Santa Ana High School		\$1,800	AMVETS Department of California Mr. Johnny W. Byrum 2 nd Vice Commander Tulare	Purchase of trophies and medals for the State Championship
Segerstrom High School		\$625	Santa Ana Kiwanis Club Mr. John Karpierz Santa Ana	Field trip transportation for Special Education students
Valley High School		\$2,000	Boys and Girls Club Mr. Robert Santana Santa Ana	Spring break field trip
Public Information Office		\$5,000	Schools First Federal Credit Union Ms. Kristin Crellin Executive Director Santa Ana	2014-15 District Educators of Year Dinner and Recognition Ceremony

School:	Gift:	Amount:	Donor:	Used for:
Special Projects/ Wellness	21 Target gift cards	\$525	FCB Educational Services Dr. Frances Byfield Yorba Linda	Incentives for secondary students participation in the PEP grant data
May 13, 2014 donations		\$30,116		
2014 Total donations	\$76,229	\$106,345		

For purposes of determining the estimated value of a gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

DH:lr

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Public Disclosure of Tentative Agreement with Santa Ana Educators' Association**

ITEM: **Presentation**

SUBMITTED BY: **Mark A. McKinney, Associate Superintendent, Human Resources**

PREPARED BY: **Mark A. McKinney, Associate Superintendent, Human Resources**
Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

BACKGROUND INFORMATION:

The purpose of this agenda item is to provide the Board with information regarding the Tentative Agreement reached with Santa Ana Educators' Association. This agreement culminates a process that allowed both parties to address contractual concerns as listed in their respective initial proposals.

RATIONALE:

Under the provisions of Government Code Section 3547.5, local educational agencies are required to publicly disclose the provisions of all collectively-bargained agreements before entering into a written agreement. In accordance with this statute, a presentation will be made by Mr. McKinney reviewing the general terms of the Tentative Agreement.

Formal approval of the economic terms of the Tentative Agreement is still subject to review by the OCDE in accordance with AB 1200 certification requirements. Under AB 2756 / 1200, the Superintendent and Chief Business Official are required to certify that costs incurred under the Tentative Agreement with Santa Ana Educators' Association can be met during the term of agreement, along with the corresponding budget reductions.

FUNDING:

Not Applicable

RECOMMENDATION:

For Information Only



MAM:SPP:rr



Santa Ana
Unified School District

Santa Ana Educators' Association

Economic Impact

May 13, 2014 Board Meeting





Santa Ana

Unified School District

Cost for SAEA Collective Bargaining Tentative Agreement

13-14 (retro to Jan)	Full cost of 13-14 in 14-15	14-15 (full year)	Benefit contribution
4%		2%	1 X 14/15
\$5.6 MIL	\$11.2 MIL	\$5.6 MIL	\$1.35 MIL

Total 6% plus benefit contribution \$23.75 MIL

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Review of 2014-15 Preliminary Local Control Accountability Plan**

ITEM: **Presentation**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

BACKGROUND INFORMATION:

The purpose of this agenda item is to present to the Board, a review of the 2014-15 Preliminary Local Control Accountability Plan (LCAP). The Board will be updated on the on-going development of the District's LCAP.

RATIONALE:

Staff will provide the Board with a brief overview of the development of the Local Control Accountability Plan, along with a recap of the change in the state funding system for schools Local Control Funding Formula.

FUNDING:

Not Applicable

RECOMMENDATION:

Presented for information.

SP:mm

Santa Ana Unified School District

ALL EYES ON LEARNING
2014 - 2015
LOCAL CONTROL ACCOUNTABILITY PLAN
(LCAP)



May 13, 2014

LOCAL CONTROL ACCOUNTABILITY PLAN LCAP

GOAL

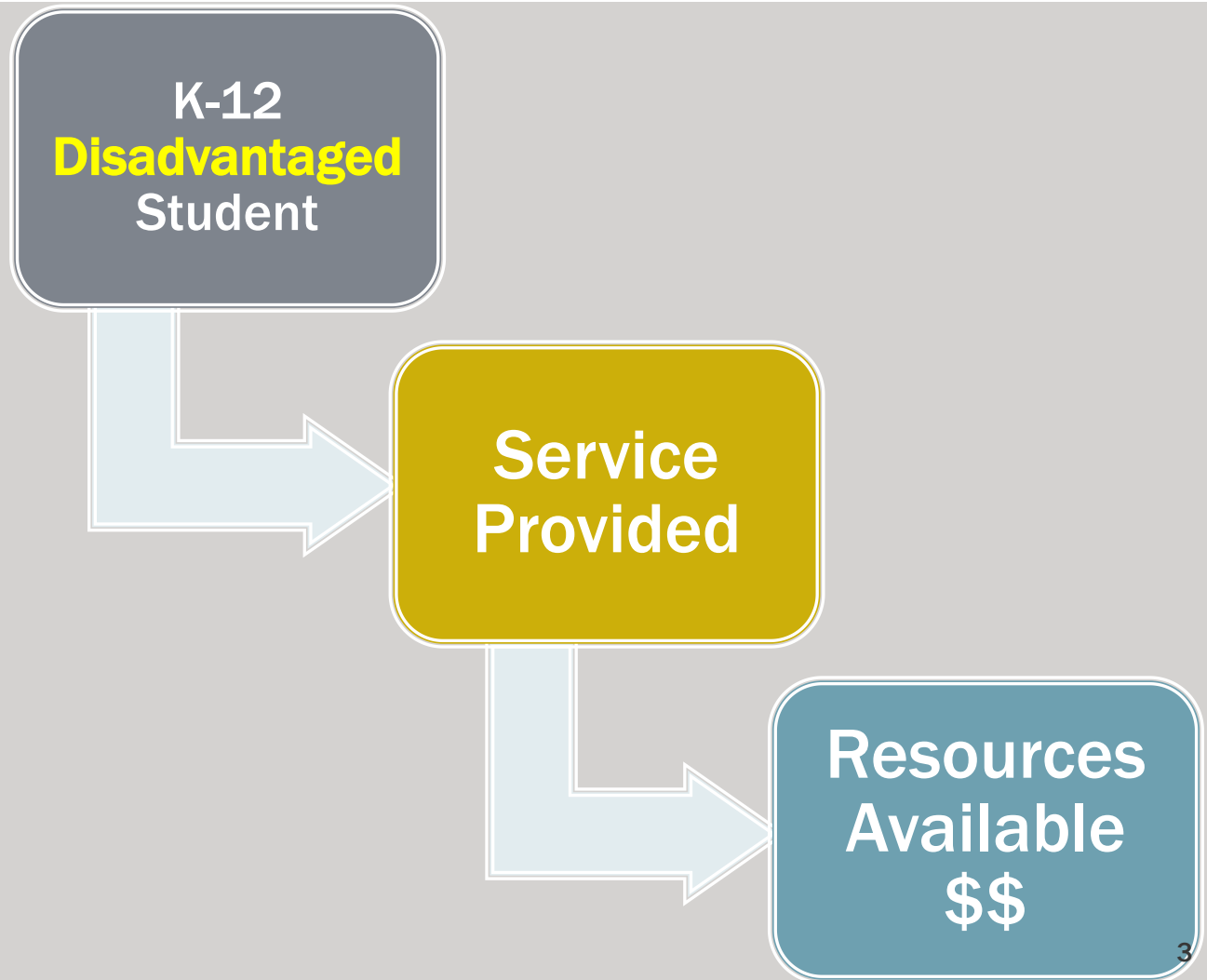
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SERVICES

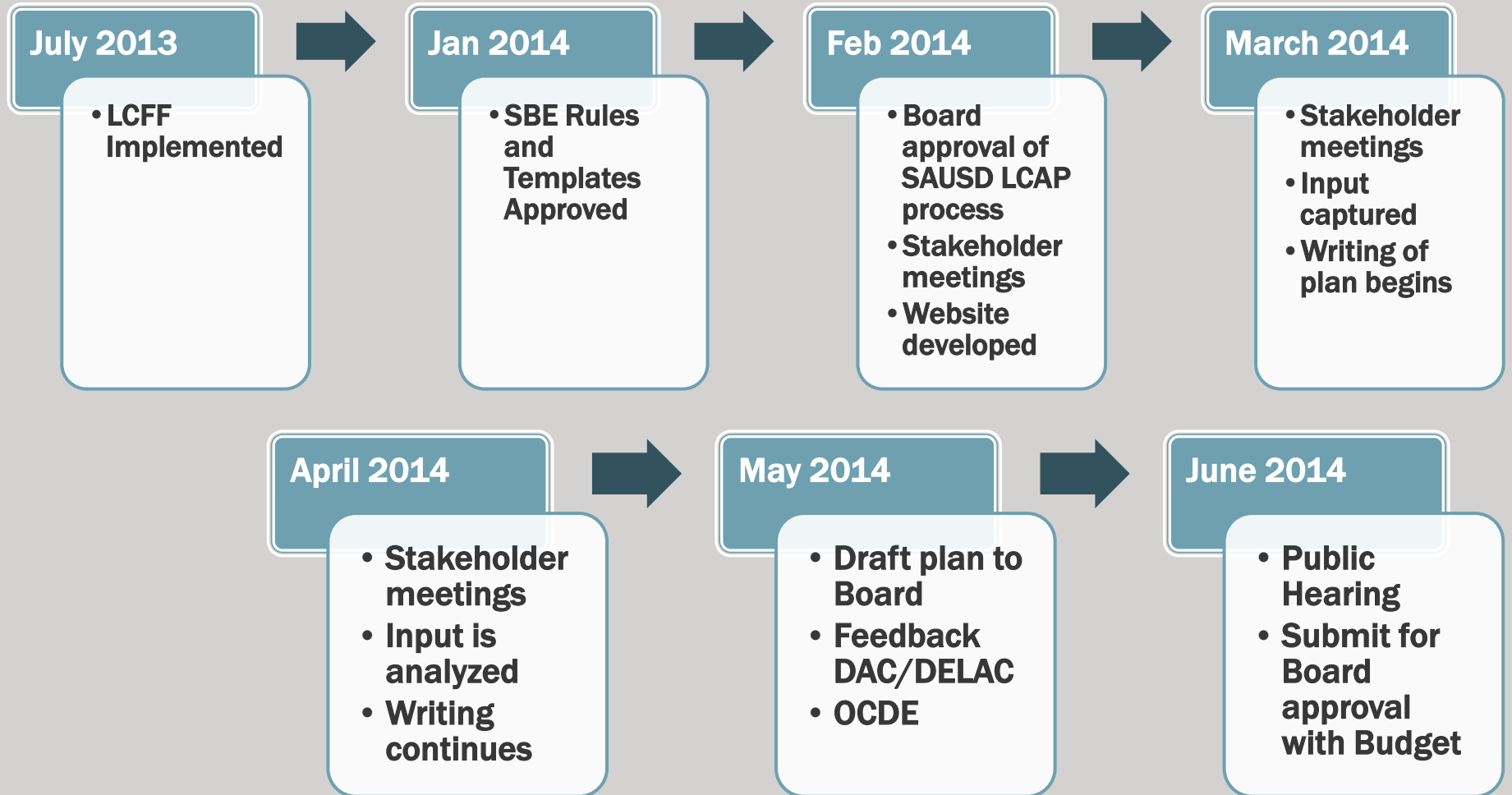
OUTCOME

PURPOSE

NEW PROCESS



2013-14 PROCESS TIMELINE



STATE BOARD TEMPLATE

EIGHT STATE PRIORITIES

1. Student Achievement
2. Parental Involvement
3. Student Engagement
4. Basic Services
5. Other Outcomes
6. Implementation of New Standards
7. School Climate
8. Course Access



THREE BUCKETS

Pupil Outcomes

- » Student Achievement
- » Other Outcomes

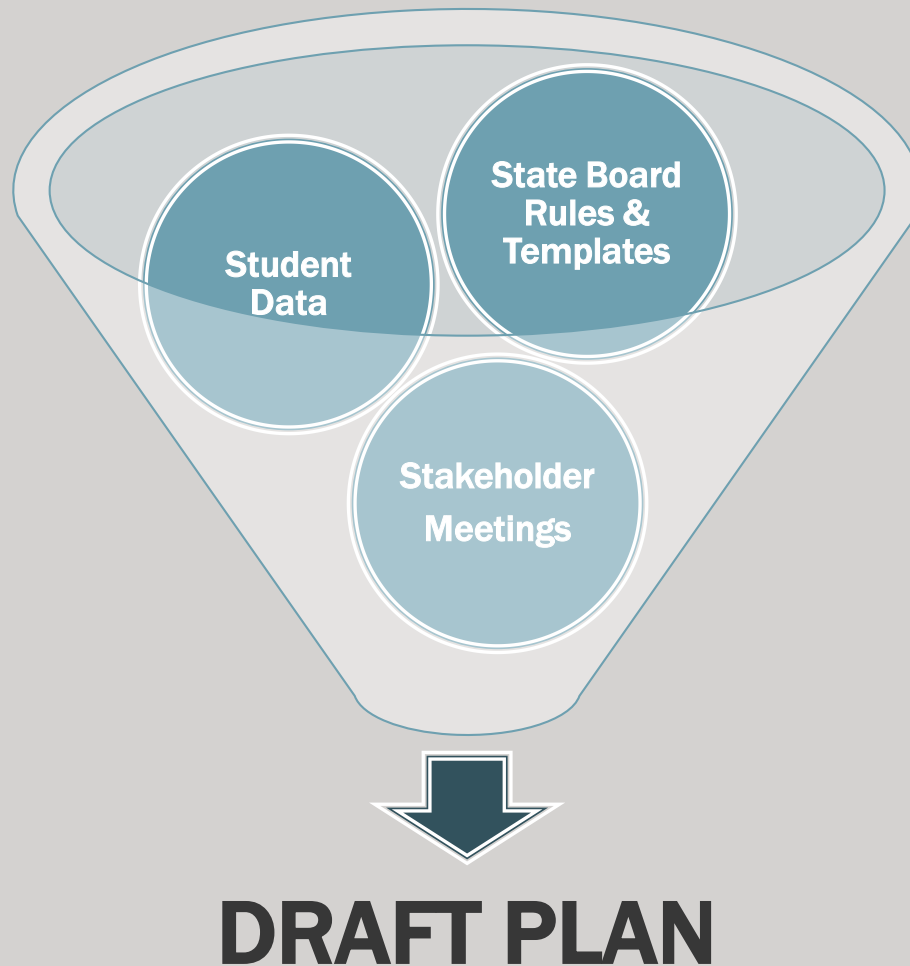
Engagement

- » Parental Involvement
- » Student Engagement
- » School Climate

Conditions of Learning

- » Basic Services
- » Implementation of New Standards
- » Course Access

PLAN PROCESS



LCAP SECTION 1: STAKEHOLDER ENGAGEMENT

- » Describe in the LCAP the process used to engage the community, including meeting requirements of statute, in developing the LCAP
- » Describe how this engagement contributed to the development of the LCAP
- » LEAs must still describe goals and actions around the state priorities of parent involvement and pupil engagement which must be detailed in Sections 2 and 3

INPUT: PARTICIPANTS



Parents

- District Advisory Council
- District English Learner Advisory Council
- PTA Council
- Parents of Foster Youth
- 25 total individual school community meetings

Students

- Students at each of the high schools
- Superintendent's Student Advisory Council
- Website and school QR Code feedback
- 10 total Student Conversation meetings

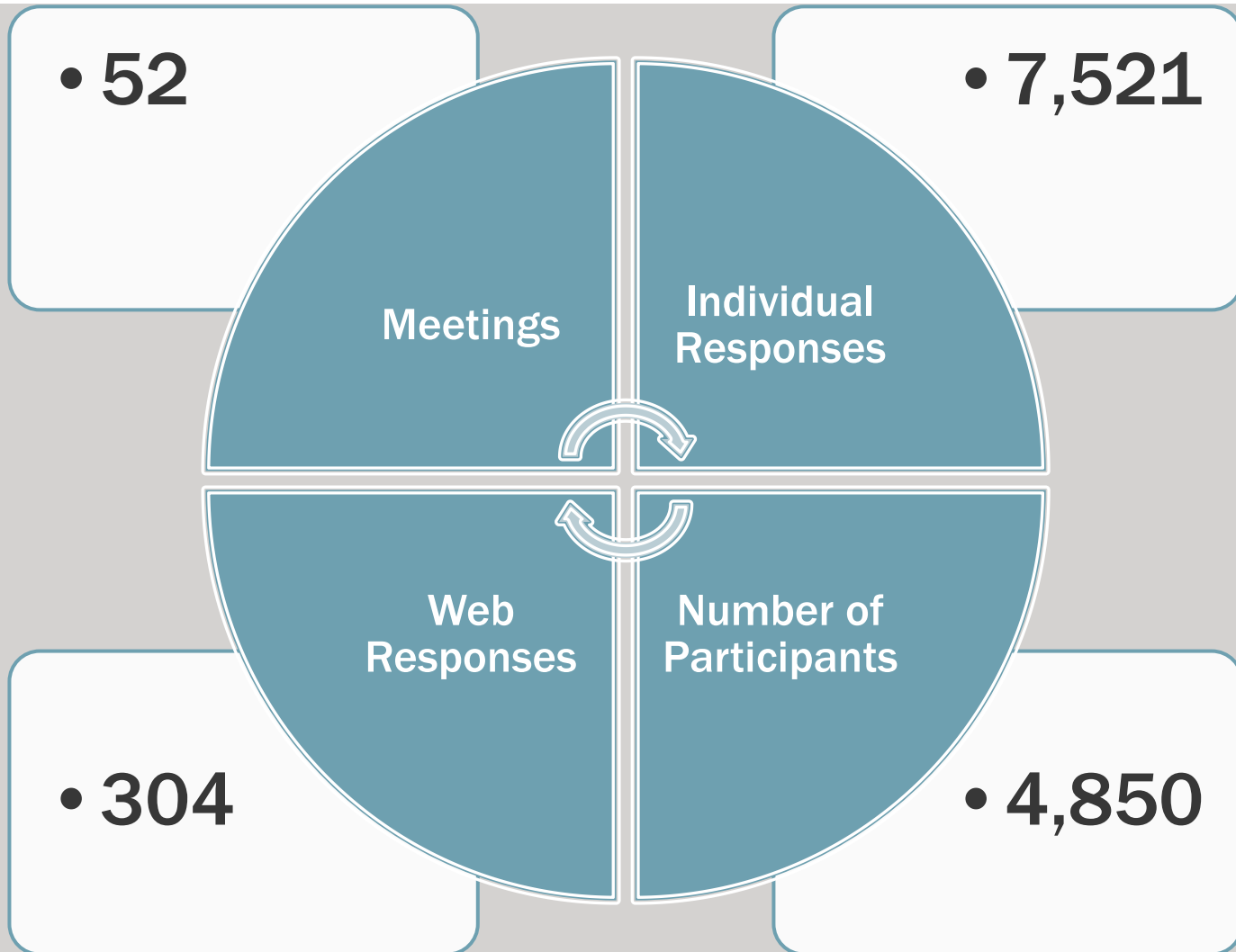
Staff

- Employee Associations
- Various school staff meetings
- Principals
- Assistant Principals
- District Support Team
- CLAS teachers
- Special Education Task Force and Leadership Teams
- 17 total internal stakeholder meetings

Community

- Various community groups
- Continuous Improvement Team
- Website feedback

INPUT: A LOOK AT THE NUMBERS



INPUT: MEETING STRUCTURE

A TYPICAL MEETING



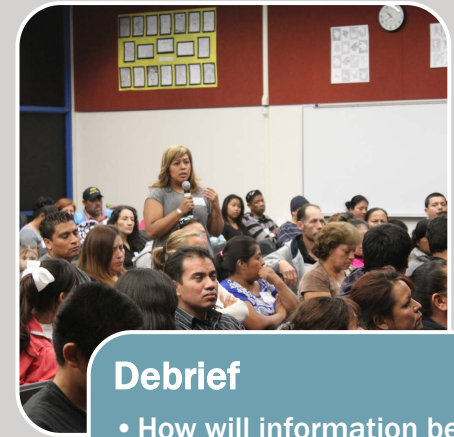
Welcome

- Introduction of LCFF/LCAP
- Description of the 8 State Priorities
- Opportunity to break into small groups to discuss



Facilitators at each group

- All meetings held in English and Spanish
- Vietnamese support provided at targeted meetings
- Dedicated support staff
- Lots of interaction & feedback



Debrief

- How will information be used?
- Continued input?
- Process improvement?
- AH-HA's?

WHAT DID OUR STAKEHOLDERS SAY?



WHAT DID OUR STAKEHOLDERS SAY?

■ Ed Trust-West Feedback

More information regarding priority areas

Explain the LCAP development process

Acknowledged that SAUSD is going “above and beyond”

Explain in-depth how parent input is part of LCFF

■ Major themes in the Input we received

Parent Involvement and Education Strategies

Instruction

Classroom Technology

Extracurricular Activities

WHAT DID OUR STAKEHOLDERS SAY?

Most Recurrent Themes	Total	
Pupil Outcomes		
Academic achievement of English learners, academic achievement in reading/writing/, math, science and assessments	222	
College career ready, college career ready post secondary tracking	205	
Instruction; Instruction Alternative/Differentiated	235	
Engagement		
Enrichment/Extracurricular Activities	288	
Parental involvement, parent accountability, parental support, parent education	412	
Relationships/Connectedness	114	
Conditions of Learning		
Computers/Technology	237	
Environment/Facilities	152	
Support Staff/Volunteers	117	
Materials, Supplies, Textbooks Needs	119	
School Climate/Safety	165	
Wrap Around Services	114	13

LCAP SECTION 2: GOALS AND PROGRESS INDICATORS

- » **Set goals (annual and long term) around state and local priorities**
- » **Identify metrics for measuring progress towards goals**
- » **Review past progress and adjust if necessary**

OVERARCHING GOALS



Goal 1

All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

Goal 2

All students have equitable access to a high quality curricular and instructional program that is accessible from school and home.

Goal 3

All students and staff work in a healthy, safe, and secure environment that supports learning.

IDENTIFIED LCAP METRICS



Goal 1

Reclassification Rate
Grade-level On-Track Indicators
A-G Access and Success Rates
College Readiness Indicators
Post Secondary Enrollment



Goal 2

HQT Hiring and Retention Rates
Teacher/Leader Professional Development
Extracurricular Participation
Course Enrollments
Access to Technology



Goal 3

California Healthy Kids Survey
California School Parent Survey
California School Climate Survey
Suspension and Expulsion Rates
Parent Participation Rates
Facilities Inspection Tool Results

EXAMPLE OF ON-TRACK INDICATORS

GOAL 1

Literacy

Early Literacy

Reading Proficiency by 3rd Grade

EL Redesignation Rate
(Within Five Years)

CAHSEE Proficiency

Writing Across
Curriculum

Numeracy*

Conceptual
Understanding

Procedural Fluency

Algebra Readiness

CAHSEE Proficiency

*Not to exclude other
curriculum areas

College Readiness

A-G Access and Success

AP Participation

Readiness Metrics (EAP,
SAT, ACT)

College Acceptance,
Enrollment, Persistence,
and Remediation Rates

GOAL 1: ALL STUDENTS WILL DEMONSTRATE THE KNOWLEDGE, SKILLS, AND VALUES NECESSARY TO BECOME PRODUCTIVE CITIZENS IN THE 21ST CENTURY.

Intervention

Early Literacy and Numeracy

Before and After School Tutoring

Padres Unidos

AVID / MESA

Extended Learning Time and Days

Base Program

Highly-Qualified Teachers and Leaders

Pre-K and TK

Access to Technology

College and Career Pathways

Growth-Based Assessments

Curriculum Support

Enhancement

Summer Bridge and Transition Programs

STEM and STEAM Programs

AP and IB Programs

Personalized Learning

Professional Development

GOAL 2: STUDENTS NEED EQUITABLE ACCESS TO A HIGH QUALITY CURRICULAR AND INSTRUCTIONAL PROGRAM THAT IS ACCESSIBLE FROM SCHOOL AND HOME.

Intervention

Increased Instructional Time / Days

Access to Social Services

Computer and English Classes for Parents

Access to Alternative / Choice Programs

Base Program

Adequate Materials and Supplies

Increased Access to Technology

Digital Resources

Professional Development

Home Internet Access

Enhancement

Increased VAPA Courses (K-12)

Extended Learning Opportunities

Project-Based Learning

Community-Based Learning

Online Learning

GOAL 3: ALL STUDENTS AND STAFF WILL WORK IN A HEALTHY, SAFE, AND SECURE ENVIRONMENT THAT SUPPORTS LEARNING.

Intervention

PBIS / MTSS

Parenting Classes and Workshops

PlayWorks

Transportation

Dropout Prevention / Credit Recovery

Base Program

Welcoming Environment

Health and Wellness Programs

Safe Instructional Learning Spaces

Curriculum Support

Enhancement

PIQE

Before/After School Programs

Dad's University

K-8 Intramural Sports Programs

Mentoring Programs for At Risk Youth

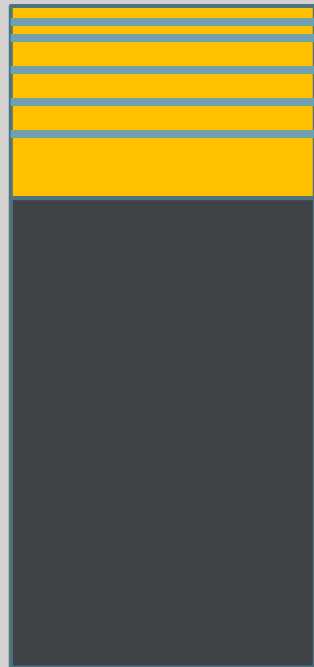
LCAP SECTION 3 (A) AND (B): ACTIONS, SERVICES, AND EXPENDITURES

- » **Identify actions and services to support the goals**
- » **Include actions and services that will be targeted toward students identified as**
 - » **Low-income**
 - » **Foster youth**
 - » **English Learner**
- » **Identify expenditures to support the actions and services and describe where these expenditures are included in the LEA's budget**
- » **Review past progress and adjust if necessary**

CHANGES MADE BY LCFF

Categorical Funding
for specific purposes
with many rules

Revenue Limit
based on historical
amounts per student
with many adjustments



Pre-LCFF

LCFF Concentration
provided when more than
55% of a district's students
fall into the high-needs
category

LCFF Supplemental
provided to address needs
of English Learners, low
income, and foster youth

LCFF Base Grant
the same for every local
educational agency with
adjustments based on
grade level



LCFF

DRAFTING THE REPORT

WORKING IN PARTNERSHIP WITH WESTED



DRAFTING THE REPORT

CHRONICLED BY EDSOURCE

EdSource

Highlighting Strategies for Student Success

Reporting & Analysis

Santa Ana Unified caters to parents to boost accountability meeting attendance

April 21st, 2014 | 4 Comments |

By Karla Scoon Reid/EdSource correspondent

Like 14 Tweet 11 Pin it Share 107



Armando Gutierrez, an assistant principal at Lowell Elementary School, writes down parents' concerns and comments Tuesday during a Local Control and Accountability Plan meeting at King Elementary School in Santa Ana. Credit: Karla Scoon Reid

SANTA ANA – After agreeing to coordinate the Santa Ana Unified School District's public meetings about its Local Control and Accountability Plan (LCAP), Frances Byfield's first question was: "What are we serving for dinner?"

While that question may seem puzzling, it makes perfect sense to Byfield who, as a retired principal with more than two decades of experience, knows this Orange County community's families intimately and understands their challenges.

Much like Mary Poppins with her "spoonful of sugar," Byfield used translators, meals, babysitting, and prize raffles to motivate parents to attend the district's 23 LCAP community workshops. Each meeting venue was prepped in

Stephanie P. Phillips, Santa Ana's deputy superintendent of operations, opened the meeting speaking in English while César Vargas, a language specialist for the district, effortlessly translated each phrase. After Phillips gave a brief overview of the state's new funding formula and the purpose of the accountability plan, which included information displayed on two screens (one in English, one in Spanish), the parents were broken up into small groups. Only a handful of attendees at the breakout sessions conducted in English.

"This is a new way of approaching community engagement," Phillips said. "It's not about talking about listening."

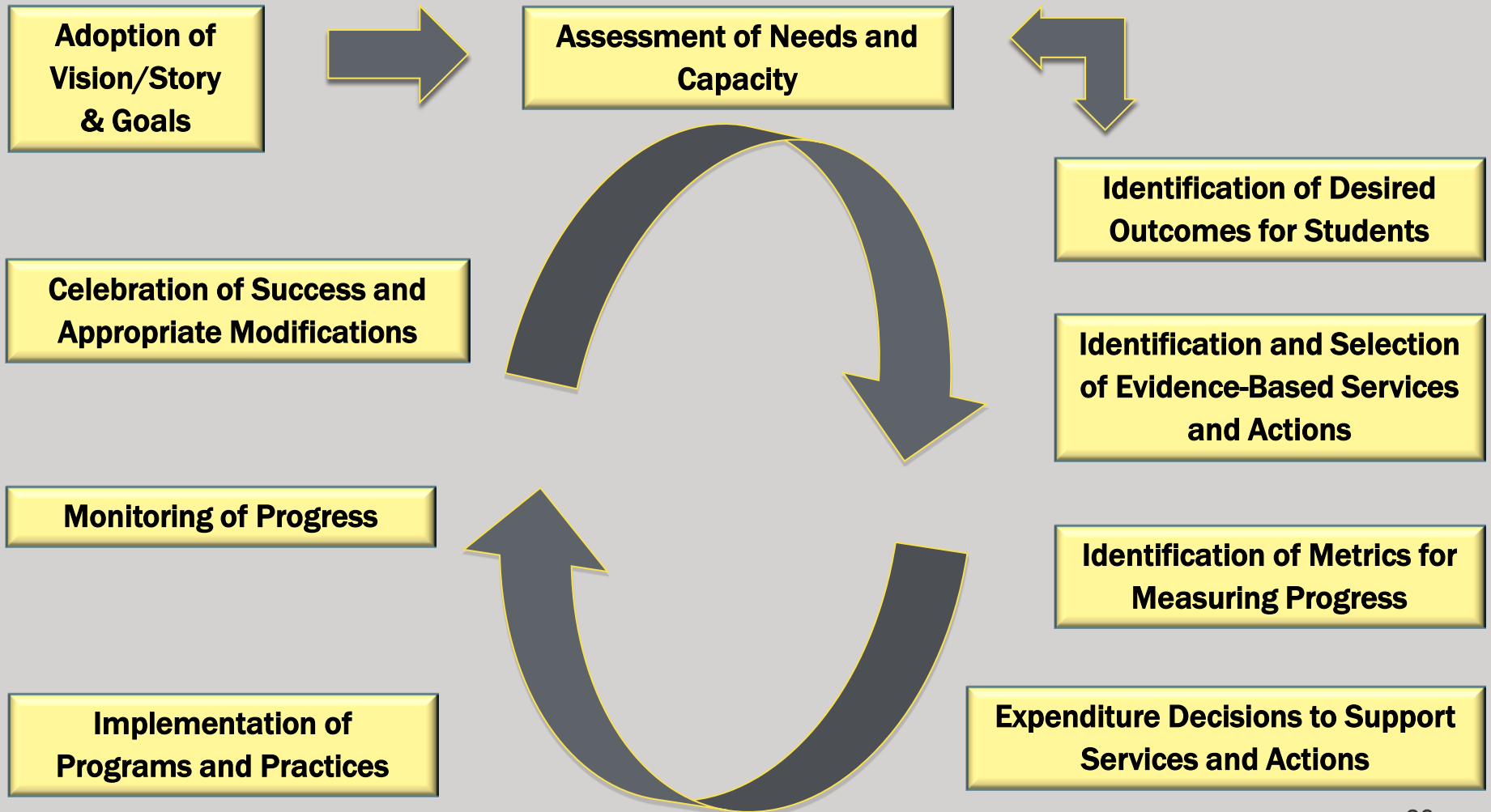
In stay in the room, meeting organizers had parents gather to talk. Easels were set up and labeled with each of the topics. Minutes on one subject...

The Santa Ana Unified School District, with over 57,000 students, plans to hold 25 "parent and community input sessions" in March and the first three weeks of April. Superintendent Rick Miller said the district is intentionally hosting a large number of meetings because they offer more opportunities for parents to attend. It also means that each gathering has fewer attendees, and gives participants a better chance to be heard. "We wanted to keep the group size small so that people can actually talk," said Miller, who came to Santa Ana last November after four years at the Riverside Unified School District in the top post there.

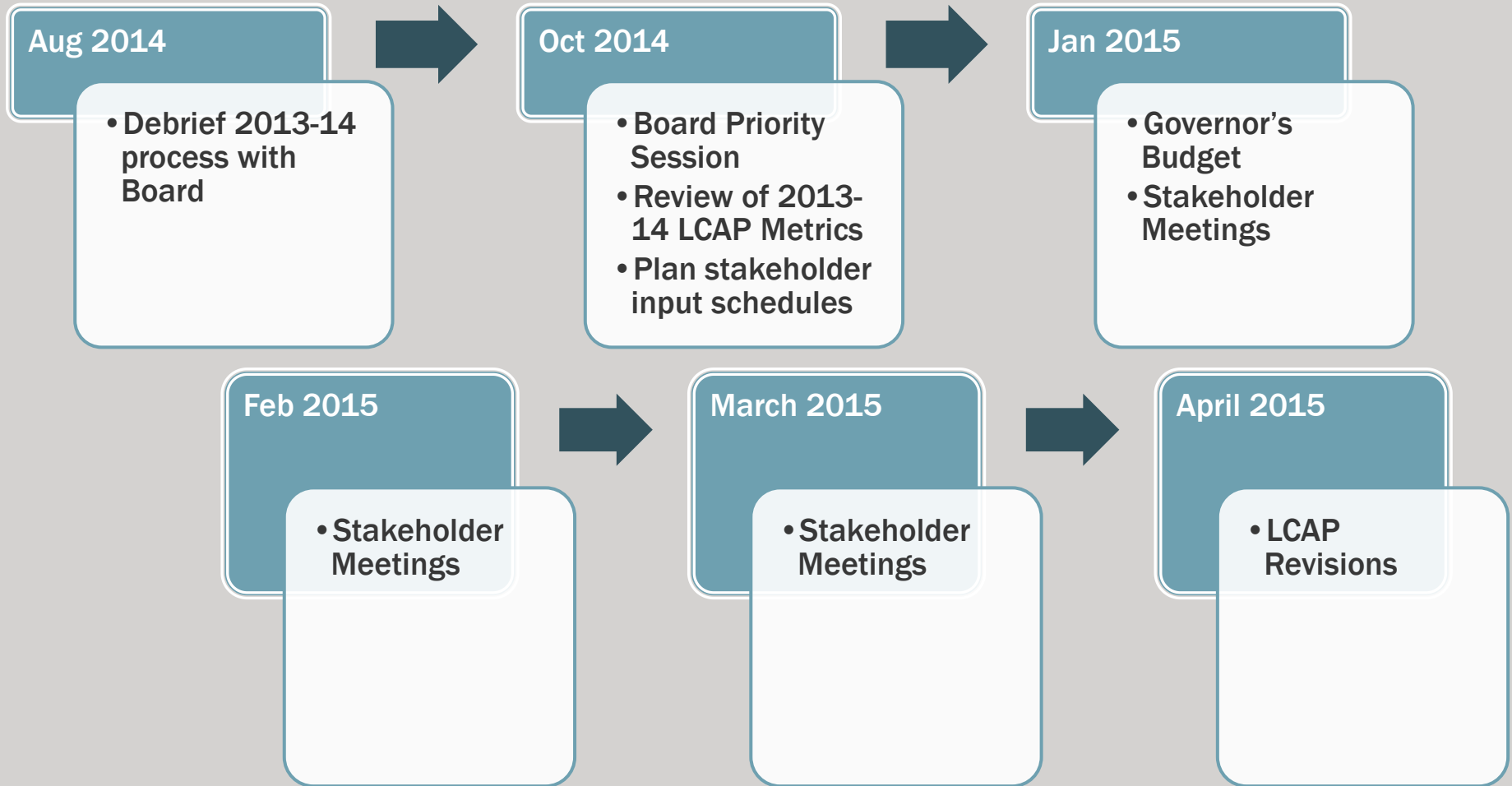
NEXT STEPS

1. Draft plan to be sent to OCDE and the DAC/DELAC for review and comment
2. Draft plan will be sent to each school and will be available on the District and schools' websites for review
3. Revised draft plan will be provided to the Board on May 27, 2014. We anticipate having received preliminary feedback from OCDE and DAC/DELAC by that time.
4. Plan will be available for comment at Public Hearing on June 10, 2014 Board Agenda (E.C. 52062 b(2))
5. Final plan will be recommended for Board approval on June 24, 2014 in conjunction with Budget Adoption (E.C. 52062 b(1))

LEA PLANNING CYCLE



2014-15 PROCESS TIMELINE



Ck

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _____ Contact (Name, Title, Email, Phone Number): _____ LCAP Year: _____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47606.5, and 47606.5.

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

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

Charter schools, pursuant to Education Code sections 47605, 47606.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>In order to complete this accountability plan, multiple methods of gathering data and allowing for input were developed.</p> <p>Planning: On July 23, 2013, the Board of Education of the Santa Ana Unified School District approved a Strategic Plan aimed at clearly defining the goals our district strives to accomplish. On January 28, 2014, the board discussed priorities and needs of the district, as framed in the 8 state priorities. On February 24, the Board of Education approved the district's LCAP Community Engagement Plan.</p>	<p>Multiple methods of data collection ensured that maximum input across multiple stakeholders (internal, students, parents, and community) was collected, synthesized, and utilized.</p> <p>The Board of Education was engaged in, supportive of, and participatory in the district process.</p>

<p>Involvement Process</p> <p>The district also entered into consulting agreements with Ed Trust West and WestED to give us feedback on and refinement of our process. We wanted an independent opinion on our process design, execution and whether it met the spirit and not just the letter of the law. Ed Trust West focused on community engagement groups and their trust in the process and provided formative evaluation to the district. WestED provided on-going support with data analysis and the LCAP writing process.</p> <p>Process:</p> <p>During the months of February, March, and April 2014, a series of engagement opportunities for employees, students, parents and community members provided input on the educational priorities of the Santa Ana Unified School District. These opportunities included over 50 meetings, including planned and added sessions as requested by various stakeholders. Each stakeholder meeting was focused on a particular job-alike group, in the broad sense. In addition to formal responses for this document, several issues were raised during the various meetings which resulted in immediate responses from district officials. For example, computer keyboards were reported as missing keys. The district was able to respond immediately to address and resolve this concern. At another meeting, parents described issues with expired food served to students leading to an audit of food services programs to address this issue.</p> <p>In an effort to make the process as transparent as possible, the district created an area within the district website to facilitate the process, including the capability of Google translation. This area includes 6 sections, each with a particular focus of the process. The first section is a "Welcome," with an overview of the district and the transcripts of the comments of every internal and community stakeholder meeting. The second section, "Funding for Schools," describes the LCAP/LCFF requirements, including the differences between the old funding formula and the new formula. A section labeled "Get Involved" includes all of the planned community outreach meetings (see description below). "Presentations and Updates" include a Board presentation. Additional feedback or comments are possible on the "Provide Input" page. Feedback is sent to the deputy superintendent of business services. She then sends the information to relevant cabinet members. Anything that can/needs to be addressed immediately is. All comments are recorded as part of the community input. This page also provides information regarding a dedicated phone line which has a bilingual speaker and recording options, to facilitate further input. The final page, "Videos and Articles," provides various media documenting and highlighting the process. In addition, the district posted LCAP information to its' various social media sites.</p> <p>Internal Stakeholders:</p>	<p>Impact on LCAP</p> <p>This lent an unbiased evaluation component to whether the data being collected and the processes used create an authentic conduit for parent and community input and engagement.</p> <p>All data from the internal and community input sessions were compiled and synthesized by district staff and external support provider (WestEd). The data was synthesized into emerging themes for each of the eight priority areas. Those themes were used to guide the writing of sections 2 and 3 of this report. The goals of this plan as well as the choice of activities and expenditures are supported by the data gathered during the over 100 hours of direct stakeholder (internal, students, parent, and community) input meetings.</p> <p>The website and phone number allowed for an increased level of participation and a level of transparency to the community. Any stakeholder (internal, students, parents, or community members) were able to view the latest information and see feedback from all sessions. In addition, the phone number and website allowed for additional feedback as stakeholders were able to provide feedback after attending a session. The website and phone number also allowed for a level of anonymity. Stakeholders could leave feedback anonymously if desired which allowed for more honest and direct feedback from some that would not feel able to so is a public forum.</p>
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<p>Involvement Process</p> <p>Internal stakeholder meetings included Elementary/Secondary Principals, District Instructional Leadership Team, Classified Leadership Team, Assistant Principals, Classified Association Executive Board, Certificated Association Executive Board, Teachers of the Year, Classified Employees of the Month and Year, Certificated Learning and Achievement Staff Development Specialists, ASB Students, PTA board, Continuous Improvement Team, Curriculum and Program Specialists, Teachers on Special Assignment, Support Services Task Force, and Teacher meetings (including the teachers from the Special Education preschool) held at various sites. In addition, district sponsored parent groups, such as DAC/DELAC members and CAC (Special Education Parents) provided information during their meetings. All of the information from more than 20 internal stakeholder meetings was synthesized and added to the information from the community stakeholder and student meetings.</p> <p>The protocol for each of these internal stakeholder sessions included a brief overview of the changes to the funding process followed by a rotational "gallery walk" where participants provided input on programs, activities, instructional practices and/or measurement tools for each focus area. In each of these meetings, participants were randomly assigned to one of eight stations, designated for each of the state priority areas, as a starting point. Groups rotated through two sequential stations, and then were provided a third rotation in which they could provide input on any of the 8 stations. The entire stakeholder group was then provided an opportunity for additional discussion and feedback. The process was mirrored for community stakeholder meetings as well. In addition, community stakeholders were given a business card with information on the website and dedicated phone line to take home with them. Of note, between 30 – 50 district/school site staff members attended each community input meeting.</p> <p>Student Voice:</p> <p>Data was gathered from current 9th – 12th grade students through a series of student engagement meetings held at each of the High Schools, including the non-traditional sites. Students from our Community Day High School were invited to attend a meeting at one of the other sites. Principals were asked to select students to give input, with approximately 1700 students participating. In an interactive session with a deputy superintendent, students were asked to provide feedback on what they believed would be helpful for future students. As a result of parent input requesting additional student involvement, posters with QR codes were created and distributed to each secondary site to allow for all students to provide input.</p> <p>Community and Parent Input:</p> <p>Currently, SAUSD is a provision 2 district through the National School Lunch Program and the School Breakfast Program, whereby all students in the district are eligible for breakfast and lunch</p>	<p>Impact on LCAP</p> <p>Internal stakeholders work at the school sites and with the students on a daily basis. Because of these daily interactions, these internal stakeholders provided valuable insight as to how students learn, effective programs, school environments/climates, needs for professional development for staff, and realistic goals.</p>
<p>Students were integral members in the engagement sessions. Students were able to provide unique insight in to educational programs they found to be beneficial and goals they felt were reflective of student needs. In addition, they were able to provide input as to goals and programs they felt would benefit the educational experience of younger and incoming students. Data gathered from QR surveys will impact future district actions.</p>	<p>Parents and community members were able to provide input on what they felt was valuable for their students to not only achieve educationally but to also be successful, productive members of</p>

<p>Involvement Process</p> <p>at no charge. Also of consideration was the need for parents to have a location within walking distance. In addition, 82% of students in SAUSD are currently or formerly classified as limited English Proficient. Our unduplicated count, per LCAP criteria, is at 93%. These factors lead to a need for multiple community sessions offered at various times throughout the week including morning, evening and Saturday sessions. In total 24 parent and community sessions (see attachment A) were scheduled throughout the district. Within each location, 2-3 schools were targeted, although community members and other stakeholders were welcome to attend any or all of the sessions. Parents at each school site were sent a flyer in both English and Spanish inviting them to the location for their targeted site, with a tear off registration form to aid in district planning. In addition, some schools offered incentives for parent participation. The district provided free food and child care to facilitate higher attendance.</p> <p>Employees from the targeted sites, including the site principals, assisted with registration, while district office personnel were responsible for facilitating the "gallery walk" process to maintain consistency throughout the 23 locations. In addition, a similar session was conducted at the district office specifically for parents of foster youth. The opening included time for registration, child care assignments, and socializing. After a brief time, the introductory presentation Power Point was broadcast in both English and Spanish (with two sessions also including Vietnamese). Each of the 8 stations included an English and Spanish poster and was led by a native language district staff member. The poster facilitators were instructed to record the responses of parents exactly as stated, in the language stated. In addition, a Vietnamese poster option was available at all sessions if needed. Parents were brought back together after the rotations, where the district micro-site "All Eyes on Learning" was demonstrated and then a question and answer period followed. The question and answer periods provided time for additional community input beyond what had been recorded on the charts. Various Cabinet members, including the Superintendent, were available after the meetings for further discussion and comments. The posters were then transcribed, translated, and the resulting data posted on the website. In addition, the community feedback sessions were also videotaped, with transcriptions provided.</p> <p>Feedback and revisions:</p> <p>As the LCAP plan was being written, it was distributed to various stakeholders for review and further input. This process included providing the Board of Education with periodic updates. The plan was formally presented to the DAC/DLAC groups at their May meeting, with ongoing written responses provided by the superintendent to this group. The draft plan was publicly viewable for a length of time to allow parents to provide additional feedback before final approval. In addition, the web forms for community members and the QR code for students will remain available as ongoing feedback to inform the revisions and updates of this plan.</p>	<p>Impact on LCAP</p> <p>the community. Parents were able to provide insight as to the goals they have for their students and methods, processes, and programs they felt would be beneficial for their students. They were also able to provide information as to ways they would like to be involved and suggestions to the district on how they could better be utilized. Parents were also able to provide unique insights as to the struggles their students had and how these struggles could be overcome with district/school support. The district plan to offer the high number of sessions, food, and childcare lead to higher than expected parent participation. Parent and community participation at these events ranged from 75 - 400. Roughly 3,000 parents participated in one or more of these input sessions.</p> <p>Having site employees at the community engagement sessions allowed for parents to feel comfortable and at ease. Parents were able to check-in for the session with a familiar face. In addition, the native Spanish speakers allowed parents to give feedback with the need for a translator which allowed for a free-flow of information and a level of comfort for the parents. In addition, parents were able to see site administrators which showed the level of involvement of the sites in the process. Having a videographer at each session allowed for videos of each session for archival purposes.</p>
	<p>Internal and Community stakeholders provided feedback, concerns, and questions on sections 2 and 3, with revisions made based on feedback.</p>

Involvement Process	Impact on LCAP
<p>Approval Process: The finalized Local Control Accountability Plan for 2013-14 was presented during the Public Hearing at the May 27, 2014 Board of Education meeting. All updates to the Board of Education during the regular general session meeting were under the presentations of the district website.</p> <p>Future Process: Target monitoring and annual review will be an on-going process. It is the intention of the district to maintain the feedback options which will continue to inform the feedback process.</p>	<p>This plan was submitted to the Orange County Department of Education in May, 2014 for support and feedback prior to final adoption. The Santa Ana Unified School District Local control and accountability plan was adopted by the School Board on June 24, 2014. It shall be updated on or before July 1 of each subsequent year.</p> <p>Feedback from stakeholders will continue to refine the on-going revisions.</p> <p>All stakeholder input was recorded, organized as possible under each of the goals, and discussed by the district leadership team. Not all of the services and actions suggested could be included as the top priorities to be identified in this first planning cycle due to fiscal constraints, impact on student outcomes, and/or limited evidence-based data. All of the comments will be kept to consider in the following years as the LCAP is annually reviewed and updated.</p>

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Goal 1: Students need knowledge, skills, and values to become productive citizens in the 21st century.	Goal 1: All students will demonstrate the knowledge, skills, and values necessary to	Goal 1: Goal 1:	Goal 1: Goal 1:	Goal 1: Goal 1:	Goal 1: Goal 1:	Goal 1: Goal 1:	Goal 1: Goal 1:	Goal 1: 2. Implementation of State Standards 4. Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> Reclassification of English Learner (EL) students within 5 years of entering program A—G Completion Rate: 2013-37.2% (does not include charters) College readiness as indicated by Early Assessment Program (EAP) performance, until such time that the State provides another testing instrument through Smarter Balanced Assessment Consortium (SBAC): 2013- 14% English, 5% Math 	become productive citizens in the 21st century.	EL Students All All	All All All		X% Increase in 5 year Reclassification rate X% Increase in Completion Rate X% Increase in EAP English performance X% Increase in EAP Math performance	X% Increase in 5 year Reclassification rate X% Increase in Completion Rate X% Increase in EAP English performance X% Increase in EAP Math performance	X% Increase in 5 year Reclassification rate X% Increase in Completion Rate X% Increase in EAP English performance X% Increase in EAP Math performance	Achievement 5. Pupil Engagement 7. Course access 8. Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> Post-secondary enrollment without remediation 	All	All	All		To be determined using 2014-2015 data. Pursue baseline data from other post-secondary institutions where available.	To be determined using 2014-2015 data.	<ul style="list-style-type: none"> 1. Basic 2. Implementation of State Standards 5. Pupil Engagement 	
<p>Goal 2: Students need equitable access to a high quality curricular and instructional program that is accessible from school and home.</p> <ul style="list-style-type: none"> Access to internet-enabled Technology at home and 	All	All	All		Establish baseline for graduating class of 2014 for graduating students enrolled in post-secondary (without remediation) at Santa Ana College, UCI & Cal State Fullerton.	Establish baseline percentage of	<ul style="list-style-type: none"> 1. Basic 2. Implementation of State Standards 5. Pupil Engagement 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15 Year 2: 2015-16 Year 3: 2016-17	data.	data.	
<p>school.</p> <ul style="list-style-type: none"> Student participation in Extracurricular programs Well prepared and highly qualified instructional staff: 2013-2014- 99.4% of teachers providing instruction within their credentialed area. 					<p>students who have access to technology at home and school.</p> <p>Establish baseline percentage of students who participate in more than one extracurricular activity.</p> <p>100% of teachers providing instruction within their credentialed area.</p> <p>Establish baseline percentage of teachers that exceed 15 hours of</p>	<p>data.</p> <p>To be determined using 2014-2015 data.</p> <p>Maintain 100% of teachers providing instruction within their credentialed area.</p> <p>To be determined using 2014-2015 data.</p>	<p>7. Course Access</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15 Year 2: 2015-16 Year 3: 2016-17	Goal 3:	Goal 3:	
<p>Goal 3: Students and adults need a healthy, safe and secure environment that supports learning.</p> <ul style="list-style-type: none"> Student Perception of Safety at School on California Healthy Kids Survey (CHKS): 2013: 76% Grade 5, 59% Grade 7, 64% Grade 9, and 66% Grade 11 Baseline of students who feel safe or very safe at school. 	<p>Goal 3: All students and staff will work in a healthy, safe, and secure environment that supports learning.</p>	<p>Goal 3: Grades 5, 7, 9, and 11</p>	<p>Goal 3: All</p>	<p>professional development in the academic year.</p>	<p>Goal 3: X% increase of students who feel safe or very safe at school.</p>	<p>Goal 3: X% increase of students who feel safe or very safe at school.</p>	<p>Goal 3: X% increase of students who feel safe or very safe at school.</p>	<p>Goal 3: 1. Basic 3. Parent Involvement 5. Pupil Engagement 6. School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> Parent Perception of Safety at School on California School Parent Survey (CSPS): 2013- 88% Baseline of Parents who Agree or Strongly Agree that School is a safe place for their child 		All	All		X% increase of Parents who Agree or Strongly Agree that School is a safe place for their child.	X% increase of Parents who Agree or Strongly Agree that School is a safe place for their child.	X% increase of Parents who Agree or Strongly Agree that School is a safe place for their child.	
<ul style="list-style-type: none"> Staff Perception of Safety at School on California School Climate Survey (CSCS): 2013 - 38% Baseline of Staff who Agree or Strongly Agree that School is a safe place for students 		All	All		X% increase of Staff who Agree or Strongly Agree that School is a safe place for students.	X% increase of Staff who Agree or Strongly Agree that School is a safe place for students.	X% increase of Staff who Agree or Strongly Agree that School is a safe place for students.	
<ul style="list-style-type: none"> School Days Lost/Students Expelled- 2012- 9118 days lost to suspension, 79 students expelled (does not include charter schools) 		All	All		X% Decreased Days of Suspension X% of Decreased Students Expelled	X% Decreased Days of Suspension X% of Decreased Students Expelled	X% Decreased Days of Suspension X% of Decreased Students Expelled	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> Parent participation at sites measured by parent survey 		All	All		Establish Baseline Parent Participation Rate based upon Parent Survey Developed and Administered Spring 2015	To be determined using 2014-2015 data.	To be determined using 2014-2015 data.	
<ul style="list-style-type: none"> Facilities Inspection Tool (FIT) 		All	All		Establish Baseline number of schools meeting exemplary standard.	To be determined using 2014-2015 data.	To be determined using 2014-2015 data.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 38 below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1: All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.</p>	<p>Goal 1: 2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course access 8. Other Pupil Outcomes</p>	<p>Goal 1: Providing standards-based core programs such as, but not limited to, required materials to satisfy Williams' settlement and library materials. Supporting learning opportunities for all stakeholders such as, but not limited to, progress monitoring assessments for standards-based programs. Maintaining Partnerships, with, but not limited to, Higher Education and Community.</p>	LEA-wide				
<p>Goal 2: Students need equitable access to a high quality curricular and instructional program that is accessible from school and home.</p>	<p>Goal 2: 1. Basic 2. Implementation of State Standards 5. Pupil</p>	<p>Goal 2: Ensuring access to the core instructional program by providing base staffing at each site and providing for professional development within the instructional school year. Supporting learning opportunities for current special education students as provided in their Individualized Education Plans (IEPs), and equipment and participation fees</p>	LEA-wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3. All students and staff will work in a healthy, safe, and secure environment that supports learning.	Engagement 7. Course Access	to provide high school sports. Maintaining links to ensure student success, such as but not limited to, providing parent/student access to student information systems and current levels of educational technology. Goal 3. Ensuring access to the core instructional program such as, but not limited to, maintaining physical education courses and providing adult supervision/staff during transition periods. Supporting learning opportunities for all stakeholders such as, but not limited to, providing family events, i.e. Open House and Back to School Night. Establishing links to ensure student success, such as but not limited to, maintaining current facilities.	LEA-wide				

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1: All students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.</p>	<p>Goal 1: 2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagement 7. Course access 8. Other Pupil Outcomes</p>	<p>Actions and Services</p> <p>Ensuring access for low income pupils to the core instructional program such as, but not limited to, increasing Advancement Via Individual Determination (AVID), providing early literacy and reading intervention programs, expanding credit recovery options, ensuring equity of Advanced Placement (AP) course options, implementing International Baccalaureate (IB) program, expanding Project Lead the Way (PLTW), expanding Science Technology Engineering Arts Mathematics (STEM/STEAM), increased availability of academies, increased access to Career Technical Education (CTE) & Regional Occupational Program (ROP) courses, establishing Virtual School to support course choice at the high school level, and implementing personalized learning.</p> <p>Supporting and extending learning opportunities for low income pupils such as, but not limited to, providing early childhood education, after school programs, summer bridge programs, academic summer school programs K-8, tutoring, AP training, AP summer bootcamp, and math content training.</p> <p>Establishing links to ensure student success for low income pupils, such as but not limited to, providing college field trips, Equal Opportunity Study (transcript review and blueprint for action), and transition support from school to school (5 to 6, 8 to 9, 12 to college).</p> <p>In addition to services provided to low income students, EL students will receive services such as, but not limited to, newcomers programs, Long term English Learner (LTEL) teacher training, and summer English Language</p>	LEA-wide				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2: Students need equitable access to a high quality curricular and instructional program that is accessible from school and home.</p>	<p>Goal 2: 1. Basic 2. Implementation of State Standards 5. Pupil Engagement 7. Course Access</p>	<p>Development (ELD) academy. Foster youth students will receive services such as, but not limited to, services provided to low-income students. Redesignated Fluent English Proficient (RFEP) students will receive services such as, but not limited to, services provided to low-income students. In addition to services provided to low income students, students receiving special education services will receive services such as but not limited to, services and supports as listed in Individualized Educational Plans (IEPs) for additional students above 2013-2014 baseline numbers. Goal 2: Ensuring access for low income pupils to the core instructional program such as, but not limited to, implementing project-based learning, increasing Visual and Performing Arts (VAPA) and other elective opportunities, increasing educational technology, providing professional development in New State Standards and technology integration strategies. Supporting and extending learning opportunities for low income pupils such as, but not limited to, extending staffing for increased library and access (hours) to computer resources on campus, supporting parent computer trainings and student information access, supporting science camps and experiential field trips, offering summer enrichment programs, expanding Aspiring Leaders/Leadership Academy, offering Digital Citizenship Training, and expanding sports</p>	LEA-wide				

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>programs for elementary and intermediate schools.</p> <p>Establishing links to ensure student success for low income pupils, such as but not limited to, creating a Program Development Office (grant writers), partnering with non-profit organizations to provide internet access at low cost to families and internet-enabled devices for student check-out, supporting vertical teaming, providing multi-media storage and bandwidth to support multi-media storage.</p> <p>In addition to services provided to low income students, EL students will receive services such as, but not limited to, providing Rosetta stone licenses to teachers and developing native language translations of website (Spanish & Vietnamese).</p> <p>Foster youth students will receive services such as, but not limited to, services provided to low-income students.</p> <p>Redesignated Fluent English Proficient (RFEP) students will receive services such as, but not limited to, services provided to low-income students.</p> <p>In addition to services provided to low income students, students receiving special education services will receive services such as but not limited to, staffing to provide services as listed in Individualized Educational Plans (IEPs) for additional students above 2013-2014 baseline numbers.</p>					
<p>Goal 3: All students and staff will work in</p>	<p>Goal 3. 1. Basic</p>	<p>Goal 3. Ensuring access for low income pupils to the core instructional program such as, but not limited to, continuing</p>	LEA-wide				

Goal (Include all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
a healthy, safe, and secure environment that supports learning.	3. Parent Involvement 5. Pupil Engagement 6. School Climate	<p>Actions and Services</p> <p>PBIS training, expanding Drop-out prevention and retention specialists, increasing nursing services, and other wellness programs.</p> <p>Supporting and extending learning opportunities for low income pupils such as, but not limited to, providing training on student information services.</p> <p>Establishing links to ensure student success for low income pupils such as but not limited to, supporting Parents Investing in Quality Education (PIQE) and other family services (parent trainings, links to community resources, workshops), expanding school-based parent/community liaisons including home visits, expanding structured recess at elementary schools, offering health fairs, and providing finger printing for volunteers.</p> <p>In addition to services provided to low income students, EL students will receive services such as, but not limited to, expanding translation services and providing English classes for parents.</p> <p>Foster youth students will receive services such as, but not limited to, services provided to low-income students.</p> <p>Redesignated Fluent English Proficient (RFEP) students will receive services such as, but not limited to, services provided to low-income students.</p> <p>In addition to services provided to low income students, students receiving special education services will receive</p>					

Goal (include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? LCAP YEAR Year 1: 2014-15 Year 2: 2015-16 Year 3: 2016-17
		services such as, but not limited to, transportation			

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Santa Ana Unified believes that a strong instructional program should be the foundation to support all students—especially at risk students. For this reason, Santa Ana Unified has chosen to use the majority of the total 2014-15 LCFF increase (\$_____ for the current LCAP year) to strengthen core instructional programs. We meet requirements of providing services district-wide due to our unduplicated student count of 93%. An explanation of resources can be found in Sections 3A and 3B of this LCAP document.

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

Currently, in Santa Ana Unified, the increase in proportionality for English Learners, Low Income Students and Foster Youth is _____% in the LCAP year. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students, which comprise 93% of our student population. The actions stated in section 3b go above and beyond the state proportionality requirement for the District.

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

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Summer Extended Learning Opportunities

ITEM: Presentation

SUBMITTED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education

PREPARED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education
Dawn Miller, Assistant Superintendent, Secondary Education

BACKGROUND INFORMATION:

The purpose of this agenda item is to present to the Board the Summer Extended Learning Opportunities.

RATIONALE:

Information presented will show the multiple opportunities for summer extended learning for Pre-Kindergarten through grade 12 students: the Summer Enrichment Program, the Summer Extended Learning Program through THINK Together, High School Credit Recovery Program, and 9th grade Transition Program.

FUNDING:

Not Applicable

RECOMMENDATION:

Presented for information.

SUMMER EXTENDED LEARNING OPPORTUNITIES

MAY 13, 2014

Michelle Rodriguez, Ed.D., Assistant Superintendent
Dawn Miller, Assistant Superintendent
Susan Mercer, SAEA President



TONIGHT'S GOALS

- 1. Summarize Summer School High School Programs**
- 2. Review Summer School Programs for incoming 9th Graders**
- 3. Identify key components of each program:**
 - **K-8 Summer Enrichment Opportunities**
 - **PreK-8 Summer Extended Learning**
- 4. Discuss the unique aspects of the Summer Enrichment Learning Opportunities**

SUMMER SCHOOL HIGH SCHOOL PROGRAMS

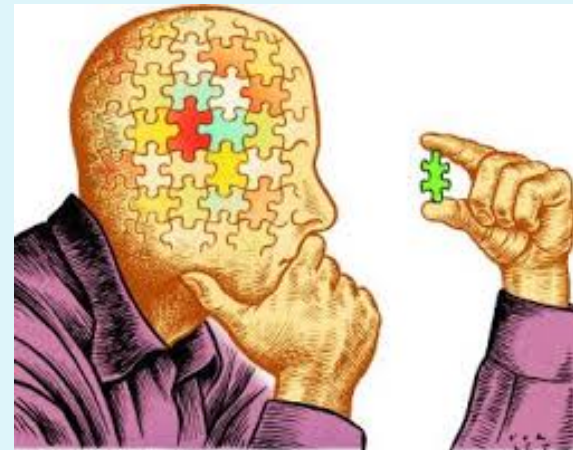
- For students who have not passed one or both parts of CAHSEE
- For credit recovery or A-G completion



- For students who need honors or Advanced Placement preparation
- For Extended School Year for students with disabilities

SUMMER SCHOOL HIGH SCHOOL PROGRAMS

- **Twenty Sections allocated per site for credit recovery and honors and Advanced Placement preparation**
- **Extra sections allotted for orientation and preparation for incoming 9th graders**



FOR ORIENTATION AND PREPARATION OF INCOMING 9TH GRADERS

School	Courses	Number of Students	Credits
Century	English/AVID, Math, Intro to Technology, Art	120	Up to 10
Godinez	Creative Writing, Drawing and Painting, Music Appreciation, Journalism, Physical Education	180	Up to 10
Middle College	Algebra Readiness	25	Up to 10
Saddleback	English, Math, AVID, Reading Foundations, Math Foundations	180	Up to 10
Santa Ana	English, Algebra, Beginning Band, Drama, Drawing and Painting	180	Up to 10
Segerstrom	Algebra Readiness, Algebra 1, Spanish 1	120	Up to 10
Valley	Algebra Readiness	200	Up to 10

SUMMER EXTENDED LEARNING THROUGH THINK TOGETHER

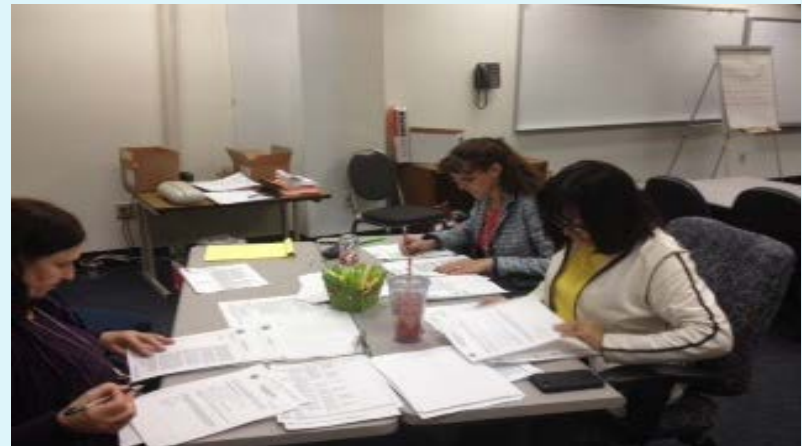
Program Duration	June 25-July 25, 2014 (22 Days)
Number of Student Served	3,000
14 Sites Monday-Friday	8:00 a.m.-1:00 p.m. (5 hours)
Diamond, Harvey, Pio Pico (funded by ASES Supplemental)	8:00 a.m.-3:30 p.m. (7.5 hours)
Lincoln, Madison, McFadden (funded by Packard Foundation)	8:00 a.m.-2:00 p.m. (6 hours)
Staff	Two site coordinators, program leaders, and certificated teachers
Program	Academic focus on new state standards in literacy and mathematics, physical activities, project-based learning
Nutrition	Breakfasts and lunches will be provided by working with the Community Feed Program and Nutrition Services

UNIQUE ASPECTS OF SUMMER ENRICHMENT OPPORTUNITIES

- **Accelerate student achievement through engaging and interactive summer enrichment programs rather than remediation**
- **Opportunity for teams of teachers to develop summer enrichment opportunities**
- **Co-created by Educational Services and SAEA to support teacher creativity and collaboration**
- **All enrichment opportunities include field trips and hands-on experiences**

UNIQUE ASPECTS OF SUMMER ENRICHMENT OPPORTUNITIES

- **Competitive application process**
- **Over 100 proposals were submitted and evaluated for:**
 - **ability to address student needs**
 - **level of impact of the program**
 - **degree of innovation and creativity**
 - **ability to evaluate program outcomes**



53 INNOVATIVE PROGRAMS

- **53 Funded Proposals**
- **156 Teachers**
- **28 Schools**
 - **19 Elementary Schools**
 - **7 Intermediate Schools**
 - **2 High Schools**
- **3,900 students**

53 INNOVATIVE PROGRAMS STEM FOCUS

- NASA Program at Heroes ES



- Robotics at Mendez FS

- Engineering is Elementary at Sepulveda ES



- Electric Powered Cars at Villa FS



53 INNOVATIVE PROGRAMS ADVANCED LITERACY FOCUS



- Journalism for Long Term English Learners at Jackson ES



- Novel Study at Carr IS

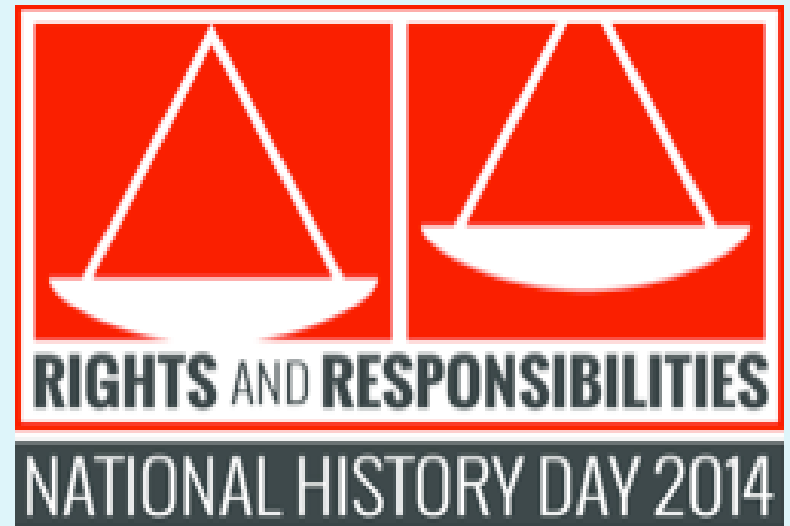
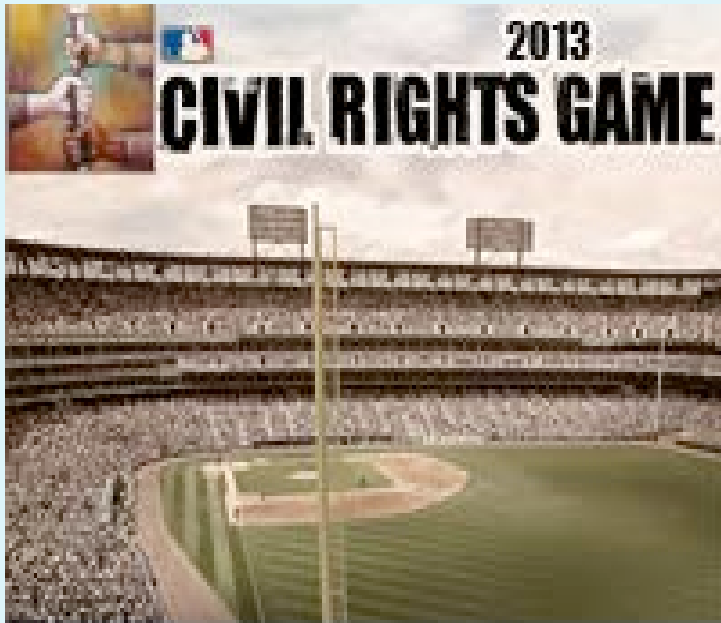


- Kinder Booster Program at King ES¹¹

53 INNOVATIVE PROGRAMS

CIVICS EDUCATION FOCUS

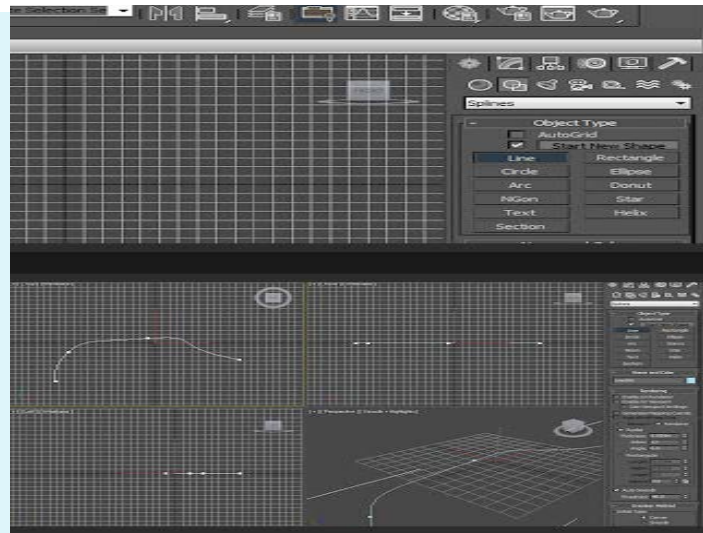
- Justice and Civil Rights through Baseball at Willard IS



- National History Day at Lathrop IS
- California Agriculture at Esqueda ES

53 INNOVATIVE PROGRAMS VISUAL AND PERFORMING ARTS FOCUS

- **Filming and Animation at MacArthur FS**
- **Video Documentaries and Theater Performances at Garfield ES**
- **Music Development at Willard IS**





SUMMER ENRICHMENT OPPORTUNITIES FOR HIGH SCHOOLS

- **3 Approved High School Enrichment Proposals**
 - Kitchen STEAM
 - Leadership Building
 - AP Chemistry Boot Camp
- **Screen Writer Summer Workshop at Santa Ana High School**
- **High School Summer Musical “Wizard of Oz” presented on July 24, 25, and 26 through a collaborative effort between the high school music directors, hosted at SAHS**

SEPTEMBER SUMMER ENRICHMENT EXHIBIT

- Summer Enrichment Exhibit in September to celebrate student success with parents and community
- Exhibits may take many forms including displays of student work, short videos, slideshows, or student demonstrations
- September Exhibit will occur on September 10, 2014 at Villa Fundamental 6:00-7:30pm



Thank You

SUMMER EXTENDED LEARNING THROUGH THINK TOGETHER

K - 2nd grade

Time	Rotation	Staff Assigned	Notes
8 am - 8:20 am	Breakfast/Opening	Program Leaders	
5 minutes - TRANSITION			
8:25 am - 9:25 am	Academic Curriculum	Program Leaders	
5 minutes - TRANSITION			
9:30 am - 10:30 am	Physical Activity	Program Leaders	
5 minutes - TRANSITION			
10:35 am to 11: 35	Academic Enrichment	Program Leaders	
5 minutes - TRANSITION			
11:40 am - 12 pm	Lunch	Program Leaders	
5 minutes - TRANSITION			
12:05 pm - 1:35 pm	STEM	Program Leaders	
5 minutes - TRANSITION			
1:40 pm to 2 pm	Camp Spirit/Closing/Sign out	Program Leaders	

SUMMER EXTENDED LEARNING THROUGH THINK TOGETHER

3rd - 8th grade

Time	Rotation	Staff Assigned	Notes
8 am - 8:20 am	Breakfast/Opening	Program Leaders	
5 minutes - TRANSITION			
8:25 am - 11 am	Common Core Writing Project by CT/ curriculum kit by PLs; Rotation 1 = 8:25 am - 9:40 am; Rotation 2 = 9:45 am - 11 am	OPTIONS CTs/Program Leaders	
5 minutes - TRANSITION			
11:05 am - 11:35 am	Physical Activity	Program Leaders	
5 minutes - TRANSITION			
11:40 am - 12 pm	Lunch	Program Leaders	
5 minutes - TRANSITION			
12:05 pm - 1:35 pm	NASA - Summer of Innovation	Program Leaders	
5 minutes - TRANSITION			
1:40 pm to 2 pm	Camp Spirit/Closing/Sign out	Program Leaders	

OPTIONS COMPREHENSION STRATEGIES KIT

■ Comprehension strategy lessons

- Make connections
- Monitor & Clarify
- Visualize
- Ask Questions
- Summarize



■ Students practice the strategy with the leveled selections

- Collaborative Work
- Quick Write
- Student Learning Log
- Take-Home Text
- Guided Practice with Teacher

WRITING INSTRUCTION WITH SAUSD TEACHERS

- Opinion and Argumentative Writing
- Linked to reading of difficult text
- Use of collaborative conversations

1. Once upon a time, a careful stonecutter cut gravestones and was happy being who he was.

8.

7.

6.

5.

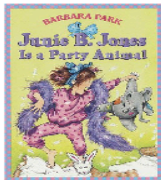
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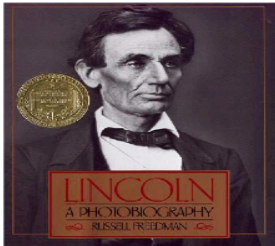
3.

4.

Audience

Read each of the following pictures and paragraphs and decide what the intended audience is. For each item, write 1-2 sentences that describe possible audiences and the clues that led you to this decision. (Think about: Who needs this information? Who would benefit from reading this? Who is able to process this information?)

 Who is the intended audience and how do you know?

 Who is the intended audience and how do you know?

**AGENDA ITEM BACKUP SHEET
May 13, 2014**

Board Meeting

TITLE: Approval of 2014 Summer Extended Learning Opportunities for Pre-Kindergarten Through Grade 12 Schools

ITEM: Action

SUBMITTED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education

PREPARED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to hold the 2014 Summer Extended Learning Opportunities for Pre-Kindergarten through grade 12 schools. There will be multiple opportunities for summer extended learning for Pre-Kindergarten through grade 12 students: the Summer Enrichment Program, the Summer Extended Learning Program through THINK Together, High School Credit Recovery Program, and 9th grade Transition Program.

Through the use of Title I set-aside funding, District staff teachers will have the unique opportunity to develop engaging and interactive summer enrichment programs. Over 100 teams of teachers submitted a summer enrichment proposal and budget to Educational Services. Proposals were evaluated for ability to address student needs, level of proposed impact of the program on student outcomes, degree of innovation, and creativity and ability to evaluate outcomes of program. Extra points were given for proposals that support our English Learners and special groups (high needs, GATE, AP, AVID, Transitions to STEM Careers). The top 53 proposals were chosen.

The District, in partnership with THINK Together, will provide extended learning opportunities for students. District employees will have the opportunity to apply for positions with THINK Together for the Summer Extended Learning Program. The program will be expanded contingent upon the release of the 21st Century supplemental grant awards by the California Department of Education in May 2014.

Each high school will have twenty sections allocated for credit recovery, honors , and advanced placement preparation; they will also have extra sections allotted for orientation and preparation for incoming 9th graders.

RATIONALE:

The table below contains information for the 2014 Summer Enrichment Program:

Grade Level Span	Number of Approved Proposals	Number of Students Served (Depends on size of teacher team)
Elementary Schools	32	2,150
Carver Elementary	3	150
Davis Elementary	1	75
Diamond Elementary	1	100
Esqueda Elementary	1	75
Garfield Elementary	2	125
Greenville Fundamental	1	75
Harvey Elementary	2	100
Heninger Elementary	1	75
Heroes Elementary	1	50
Jackson Elementary	2	175
Kennedy Elementary	1	75
King Elementary	2	150
Monte Vista Elementary	2	200
Pio Pico Elementary	3	175
Romero-Cruz Elementary	1	50
Roosevelt Elementary	3	200
Sepulveda Elementary	2	100
Thorpe Fundamental	2	125
Walker Elementary	1	75
Intermediate Schools	18	1,530
Carr Intermediate	3	240
Lathrop Intermediate	3	240
MacArthur Fundamental	1	90
Mendez Fundamental	2	300
Spurgeon Intermediate	3	210
Villa Fundamental	1	60
Willard Intermediate	5	390
High Schools	3	240
Century High School	1	90
Godinez Fundamental	2	150
Totals	53	3,920

The table below contains information for the 2014 Summer Extended Learning Program through THINK Together:

Program Duration	June 25 - July 25, 2014 (22 days)
Number of Students to be Served	3,000
Daily Hours of Operation	8:00 a.m. - 1:00 p.m. (5 hours) Monday - Friday
Diamond, Harvey, King	8:00 a.m. - 3:30 p.m. (7.5 hours)

(funded by ASES Supplemental)	
Lincoln, Monte Vista, Spurgeon (funded by Packard Foundation)	8:00 a.m. - 2:00 p.m. (6 hours)
Student/Teacher Ratio	20:1
Staff	Two Site Coordinators, Program Leaders, and Certificated Teachers
Program	Academic Focus on New State Standards in Literacy and Mathematics, Physical Activities, Project-Based Learning
Nutrition	Breakfasts and Lunches will be Provided by Working with the Community Feed Program and Nutrition Services

FUNDING:

Title I Set aside \$1,400,000

Title III \$1,000,000

RECOMMENDATION:

Approve the 2014 Summer Extended Learning Opportunities for Pre-Kindergarten through grade 12 schools.

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Approval of Consultant Agreement with University of Southern California Creative Technologies Institute for Development of a Simulation for Threat Assessment Training**

ITEM: **Action**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Camille Boden, Executive Director, Risk Management**

BACKGROUND INFORMATION:

The District has been awarded the ASCIP Risk Control Grant for our Simulation for Threat Assessment Training (STAT) application. ASCIP's Risk Control Grant Program solicited applications which addressed a non routine risk management or loss control project designed to assist member districts and to the benefit of the entire Joint Powers Authority (JPA). The purpose of this agenda item is to seek Board approval of consultant agreement with the University of Southern California Creative Technologies Institute for the development of a Simulation for Threat Assessment Training.

RATIONALE:

The District in collaboration with the University of Southern California's Institute for Creative Technologies will develop a Simulation for Threat Assessment Training. This system will help train school personnel on how to perform Threat Assessment interviews and allow staff to practice communication skills in a controlled practice environment. STAT software module will offer a systematic and objective method for teaching, practicing, and assessing interpersonal communication skills required for Threat Assessment counseling. Additionally, the communication skills learned in STAT will provide universal skills for helping staff understand how to communicate with students to maintain a positive school climate.

STAT will focus on Threat Assessment in the context of communication between the interviewer and student. Leveraging cutting edge training technologies developed for the United States Military on counseling, this system will provide school personnel the ability to *practice* Threat Assessment counseling.

STAT will be a blended learning environment. It combines mixed reality, an interactive Virtual Human (non-player controlled character), full classroom response technology, and instructor management tools. Scenarios and interactions with the Virtual Human will be researched with Santa Ana Unified School District Subject Matter Experts and developed by writers with extensive story-telling experience in both training and entertainment to ensure rich, immersive

scenarios. Each scenario utilizes a branching dialogue that typically covers over 100,000 unique conversation paths. The contract is in the amount of \$273,629.00.

FUNDING:

ASCIP Risk Control Grant:	\$223,629.00
ASCIP Loss Control Funds:	\$ 44,700.00
Property & Liability Fund 81:	<u>\$ 5,300.00</u>
Total:	<u>\$273,629.00</u>

RECOMMENDATION:

Approve consultant agreement with University of Southern California Creative Technologies Institute for the development of a Simulation for Threat Assessment Training, in the amount of \$273,629.00.

SP:mm

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Approval of Personnel Agreement with Orange County Department of Education Safe Schools and Support Services for Mental Health Support for 2014-15 School Year**

ITEM: **Action**

SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

PREPARED BY: **Heidi Cisneros, Executive Director, Pupil Support Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the personnel agreement with the Orange County Department of Education (OCDE) Safe Schools and Support Services for mental health services for the 2014-15 school year. Services will be provided to special education and general education students in need of Tier 3 Positive Behavioral Intervention and Supports (PBIS) interventions. In the 2014-15 school year, OCDE will provide ten mental health clinicians, and twelve interns at no additional cost. Mental health services will be provided at the four comprehensive high schools and five intermediate schools.

In the 2013-14 school year, OCDE provided seven mental health clinicians, eight interns, and three mental health assistants for our comprehensive intermediate and high schools and for other schools when they needed targeted services.

RATIONALE:

Through PBIS, the OCDE Safe Schools and Support Services will provide mental health support and related consultation with students, school administration, and parents at designated school sites.

Mental Health Clinician Services include but are not limited to the following:

- Provide individual, group, and family therapy
- Provide full range of mental health services, including suicide assessments, support groups, resources and linkages, and master degree level mental health interns
- Participate as appropriate in the following meetings: Student Success Team (SST), School Attendance Review Team (SART), Positive Behavioral Intervention Supports (PBIS), and Individualized Educational Programs (IEPs)
- Support administration with crisis response, threat assessment, and other interventions
- Provide professional development for teachers on issues such as mental health, child abuse, diversity, classroom strategies, bullying, and trauma
- Assist with developing and facilitating linkages with community-based services
- Follow-up with parents of intervention participants

FUNDING:

Special Education Mental Health Services: \$981,092

RECOMMENDATION:

Approve the Personnel Agreement with the Orange County Department of Education Safe Schools and Support Services for mental health support for 2014-15 school year.

2 SANTA ANA UNIFIED SCHOOL DISTRICT
3 PERSONNEL AGREEMENT

4 This AGREEMENT is hereby entered into this 1st day of July,
5 2014, by and between the Orange County Superintendent of Schools,
6 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred
7 to as SUPERINTENDENT, and Santa Ana Unified School District, 1601
8 East Chestnut Avenue, Santa Ana, California 92701-6322, hereinafter
9 referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be
10 collectively referred 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; and

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

19 WHEREAS, SUPERINTENDENT is specially trained and experienced
20 and competent to perform the special services required by the
21 DISTRICT, 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

1 conditions hereinafter set forth. Specifically, SUPERINTENDENT'S
2 Alternative, Community, and Correctional Education Schools and
3 Services (ACCESS) Program shall provide the services as part of the
4 SOS (Save Our Students) - Mental Health Grant as described in the
5 "Proposal: Santa Ana Mental Health Team", which is attached as
6 Exhibit "A" and incorporated by reference herein.

7 2.0 TERM. This AGREEMENT shall commence on July 1, 2014 and end on
8 June 30, 2015.

9 3.0 COMPENSATION. DISTRICT agrees to pay the SUPERINTENDENT for
10 services satisfactorily performed pursuant to Section 1.0 of this
11 AGREEMENT the sum of Nine hundred eighty-one thousand ninety-two
12 dollars (\$981,092.00). DISTRICT'S payment to SUPERINTENDENT shall be
13 made monthly. DISTRICT'S payment to SUPERINTENDENT shall be made
14 upon receipt of an itemized invoice from SUPERINTENDENT in
15 duplicate. Payment shall be mailed to: Orange County Superintendent
16 of Schools, Attn: Accounting Manager, 200 Kalmus Drive, Costa Mesa,
17 California 92626-9050, or at such other place as SUPERINTENDENT may
18 designate in writing.

19 4.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of
20 this AGREEMENT, shall be and act as an independent contractor.
21 SUPERINTENDENT understands and agrees that he/she and all of his/her
22 employees shall not be considered officers, employees or agents of
23 the DISTRICT, and are not entitled to benefits of any kind or nature
24 normally provided employees of the DISTRICT and/or to which
25 DISTRICT'S employees are normally entitled, including, but not
limited to, State Unemployment Compensation or Workers'

1 Compensation. SUPERINTENDENT assumes the full responsibility for the
2 acts and/or omissions of his/her employees or agents as they relate
3 to the services to be provided under this AGREEMENT. SUPERINTENDENT
4 shall assume full responsibility for payment of all federal, state
5 and local taxes or contributions, including unemployment insurance,
6 social security and income taxes with respect to SUPERINTENDENT'S
7 employees.

8 5.0 HOLD HARMLESS.

9 A. DISTRICT hereby agrees to defend all claims of loss, and
10 indemnify and hold harmless SUPERINTENDENT, the Orange County Board
11 of Education, and its officers, agents, and employees from any and
12 all liability and claims of liability for bodily injury, personal
13 injury, sickness, disease, or death of any person or persons, or
14 damage to any property, real, personal, tangible or intangible,
15 arising out of the negligent acts or omissions of CONTRACTOR, its
16 officers, agents or employees, or the negligent condition of the
17 property used, in the performance of this AGREEMENT.

18 B. SUPERINTENDENT hereby agrees to defend all claims of
19 loss, and indemnify and hold harmless DISTRICT, its Governing Board,
20 officers, agents and employees from any and all liability and claims
21 of liability for bodily injury, personal injury, sickness, disease,
22 or death, or death of any person or persons, or damage to any
23 property, real, personal, tangible or intangible, arising out of the
24 negligent acts or omissions of SUPERINTENDENT, its officers, agents
25

1 or employees, or subcontractors, in the performance of this
2 AGREEMENT.

3 6.0 ASSIGNMENT. The obligations of SUPERINTENDEDNT pursuant to
4 this AGREEMENT shall not be assigned by SUPERINTENDENT without prior
5 written approval of SUPERINTENDENT.

6 7.0 TOBACCO USE POLICY. In the interest of public health, the
7 SUPERINTENDENT provides a tobacco-free environment. Smoking or the
8 use of any tobacco products are prohibited in buildings and
9 vehicles, and on any property owned, leased or contracted for by the
10 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to
11 abide with conditions of this policy could result in the termination
12 of this AGREEMENT.

13 8.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that
14 they will not engage in unlawful discrimination in employment of
15 persons because of race, color, religious creed, national origin,
16 ancestry, physical handicap, medical condition, marital status, or
17 sex of such persons.

18 9.0 TERMINATION. Either party may terminate this AGREEMENT with or
19 without reason with the giving of thirty (30) days written notice to
20 the other party. DISTRICT shall compensate SUPERINTENDENT only for
21 services satisfactorily rendered to the date of termination. Written
22 notice by DISTRICT shall be sufficient to stop further performance of
23 services by SUEPRINTENDENT. Notice shall be deemed given when
24 received by the SUPERINTENDENT or DISTRICT or no later than three (3)
25 days after the day of mailing, whichever is sooner.

1 10.0 NOTICE. All notices or demands to be given under this
2 AGREEMENT by either party to the other shall be in writing and given
3 either by: (a) personal service or (b) by U.S. Mail, mailed either
4 by registered or certified mail, return receipt requested, with
5 postage prepaid. Service shall be considered given when received if
6 personally served or if mailed on the third day after deposit in any
7 U.S. Post Office. The address to which notices or demands may be
8 given by either party may be changed by written notice given in
9 accordance with the notice provisions of this section. As of the
10 date of this AGREEMENT, the addresses of the parties are as follows:

11 DISTRICT: Santa Ana Unified School District
12 1601 East Chestnut Avenue
13 Santa Ana, California 92701-6322
14 Attn: _____

15 SUPERINTENDENT: Orange County Superintendent of Schools
16 200 Kalmus Drive
17 P.O. Box 9050
18 Costa Mesa, California 92628-9050
19 Attn: Patricia McCaughey

20 11.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek
21 redress for violation of, or to insist upon, the strict performance
22 of any term or condition of this AGREEMENT shall not be deemed a
23 waiver by that party of such term or condition, or prevent a
24 subsequent similar act from again constituting a violation of such
25 term or condition.

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

1 13.0 GOVERNING LAW. The terms and conditions of this AGREEMENT
2 shall be governed by the laws of the State of California with venue
3 in Orange County, California.

4 14.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits
5 attached hereto constitute the entire AGREEMENT among the Parties to
6 it and supersede any prior or contemporaneous understanding or
7 AGREEMENT with respect to the services contemplated, and may be
8 amended only by a written amendment executed by both Parties to the
9 AGREEMENT.

10 IN WITNESS WHEREOF, the Parties hereto set their hands.

11 DISTRICT: SANTA ANA UNIFIED
12 SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

13 BY: _____

BY:  _____

Authorized Signature

Authorized Signature

CBO

14 PRINT NAME: Stefanie Phillips, Ed.D.,
Deputy Superintendent,

PRINT NAME: Patricia McCaughey

15 TITLE: Operations

TITLE: Coordinator

16 DATE: _____

DATE: April 14, 2014

18 SantaAnaUSD-Income-SOS-Mental Health(40559)15
19 ZIP6



Proposal: Santa Ana Mental Health Services

Orange County Department of Education/Safe Schools & Support Services
 Santa Ana Unified School District (SAUSD) 2014-2015

Position	Additional Staff Support	Description	School Served	Cost Breakdown
1 FTE Clinical Supervisor	<p>+ Includes 4-8 Master's level Social Work Interns** = 2,000 – 3,000 hrs of in-kind services</p> <p>(\$40,000-\$60,000 in-kind value of Intern services)</p>	<ul style="list-style-type: none"> Supervise mental health clinicians assigned to each specific site Supervise 4-8 mental health interns Provide professional development for MHCs Provide consultation with school administration Support administration with crisis response, threat assessment and interventions Provide professional development for teachers on issues such as mental health, child abuse, diversity issues, classroom strategies, bullying and trauma. Assistant will coordinate file system and student database according to legal obligations according to student privacy rights and clinical standards. 		\$132,000/yr (including benefits)
1 FTE Mental Health Clinician (MHC)	<p>+ Includes 1 MSW & 1 Bachelor's in Social Work or Human Services Intern = 600-800 hrs./yr</p>	<ul style="list-style-type: none"> Provide school-based individual, group, and family therapy (with in-home visits as needed). Develop appropriate mental health services based on student and school needs. Provide suicide assessments, psychiatric referrals, and crisis response services as needed. Facilitate student support groups on topics like: depression, abuse, anger management, gangs, and exposure to violence at home and in the community. Provide referrals for employment, shelter, health insurance, child abuse prevention, food, financial assistance, and substance abuse services to the students and families and community based services. Participate in PBIS, COST, SST, & SARB meetings 	Century	Position: \$76,642 (including benefits)
1 FTE Mental Health Clinician (MHC)			Santa Ana	Position: \$76,642 (including benefits)
1 FTE Mental Health Clinician (MHC)	<p>+ Includes 1 MSW & 1 Bachelor's in Social Work or Human Services Intern = 600-800 hrs./yr</p>		Valley	Position: \$76,642 (including benefits)
1 FTE Mental Health Clinician (MHC)			Saddleback	Position: \$76,642 (including benefits)
1 FTE Mental Health Clinician (MHC)	<p>+ Includes 1 MSW & 1 Bachelor's in Social Work or Human Services Intern = 600-800 hrs./yr</p>		Willard	Position: \$76,642 (including benefits)
1 FTE Mental Health Clinician (MHC)			Lathrop	Position: \$76,642 (including benefits)
1 FTE Mental Health Clinician (MHC)	<p>+ Includes 1 MSW & 1 Bachelor's in Social Work or Human Services Intern = 600-800 hrs./yr</p>		Spurgeon	Position: \$76,642 (including benefits)
1 FTE Mental Health Clinician (MHC)			Sierra	Position: \$76,642 (including benefits)
.75 FTE Mental Health Clinician (MHC)	<p>+ Includes 1 MSW & 1 Bachelor's in Social Work or Human Services Intern = 600-800 hrs./yr</p>		Carr	Position: \$43,326 (no benefits required)
.75 FTE Mental Health Clinician (MHC)			McFadden	Position: \$43,326 (no benefits required)
Subtotal for Clinical Supervisor & 9.5 FTE Mental Health Clinicians				\$831,788
Staff – includes position for record keeping, office support				\$36,000
Indirect 9.28%				\$83,314
Supplies/Mileage/Cell Phone service for 9.5 FTE Mental Health Clinicians and 1 Clinical Supervisor				\$30,000
TOTAL COST				\$981,102

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Authorization to Obtain Bids for Additional Parking Lots and Site Work at Carver, Santiago, and Washington Elementary Schools

ITEM: Action

SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Dennis Ziegler, Director, Building Services

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to obtain bids for additional parking lots and site work at Carver, Santiago, and Washington elementary schools.

RATIONALE:

The additional parking facilities will assure adequate parking for staff and visitors at Carver, Santiago, and Washington elementary schools.

FUNDING:

Fund 14 - Deferred Maintenance: \$450,000

RECOMMENDATION:

Authorize staff to obtain bids for additional parking lots and site work at Carver, Santiago, and Washington elementary schools.

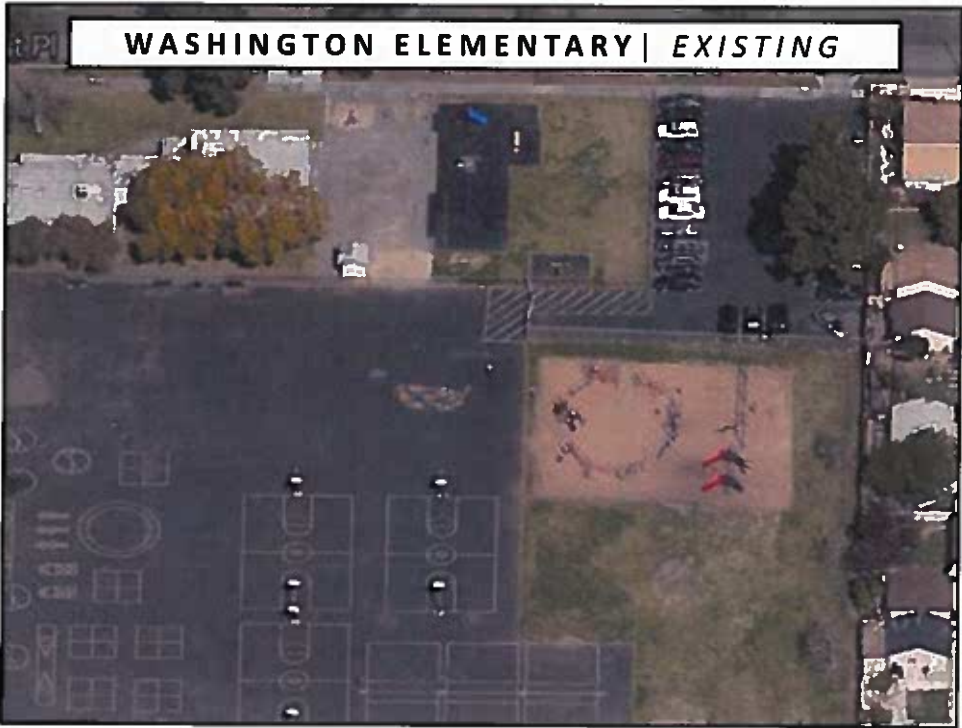
PROPOSED PARKING AT CARVER ELEMENTARY



PROPOSED PARKING AT SANTIAGO ELEMENTARY



PROPOSED PARKING AT WASHINGTON ELEMENTARY



AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Approval of Appointment of Bond Oversight Committee Members

ITEM: Action

SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Jessica Mears, Facilities Planner

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to appoint members to the Bond Oversight Committee (BOC). At the January 28, 2014 meeting, the Board approved advertisement inviting applications for membership to the BOC to fill two (2) vacant positions.

RATIONALE:

The Facilities staff and the Public Information Office coordinated community outreach efforts for BOC membership, including a press release, advertisements in the Orange County Register, and email and phone communication with local groups. Seven applications for BOC membership have been received to fill the two vacant positions. One of the two vacant positions may be filled by a general member and the other vacant position must be filled by an active PTO member. Only one of the seven applicants is active in the PTO. The following table lists the current BOC members, the seven applicants, and the member categories that they satisfy.

FUNDING:

Not Applicable

RECOMMENDATION:

Select two of the seven applicants listed and approve their appointment to the Bond Oversight Committee.

Bond Oversight Committee

Current and New Applicants

Name	Active in Business Organization	Active in Taxpayers' Organization	Active in Senior Citizen Organization	Parent	Active in PTO	General Member
CURRENT COMMITTEE MEMBERS						
Bobbie Rooker						X
Carl Benninger						X
Debra Russell	X					X
Irma Macias						X
Jerry Cazales	X			X		X
Mark McLoughlin			X			X
Mike Schmitt		X				X
APPLICANTS						
Albert Durazo				X	X	X
Alex Flores (Past member)	X					X
Cheryl Eberly						X
David Brandt						X
Kelly Mendoza						X
Manuel Escamilla						X
Narinder Mahal (Past member)	X		X			X

AGENDA ITEM BACK UP SHEET
May 13, 2014

Board Meeting

TITLE: Adoption of Resolution 13/14-3006 – Authorization of Third Amendment to Standardize District Facility Components

ITEM: Action

SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Todd Butcher, Director, Construction

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to adopt Resolution No. 13/14-3006 to authorize the third amendment to Standardize District Facility Components. Standardization will allow District staff to perform maintenance on the components limiting the need to contract out services. The original resolution to Standardize District Facility Components was Board approved on September 28, 2010 (Exhibit A).

RATIONALE:

The Santa Ana Unified School District (SAUSD) has spent numerous hours and funds on the training of employees for specific types and brands of equipment. Per Public Contract Code Section 3400, this agenda item is for the Board to allow only certain facility components to be authorized for use in SAUSD. Due to the complexity of building systems and the limitations on training for our maintenance staff, this resolution will allow the Building Services Department to conduct a more streamlined and cost-effective process of maintenance for schools. Exhibit A lists manufacturers that are currently in use throughout the District.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution 13/14-3006 to authorize the third amendment to Standardize District Facility Components.

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RESOLUTION NO. 13/14-3006
BOARD OF EDUCATION
SANTA ANA UNIFIED SCHOOL DISTRICT
ORANGE COUNTY, CALIFORNIA
THIRD AMENDMENT TO STANDARDIZE DISTRICT FACILITY COMPONENTS
FOR THE DESIGNATION OF
SPECIFIC MATERIAL(S), PRODUCT(S), THING(S), OR SERVICE(S) ON
PUBLIC WORKS PROJECTS PURSUANT
TO PUBLIC CONTRACT CODE SECTION 3400(c)(2)

WHEREAS, pursuant California Public Contract Code section 3400 ("PCC § 3400") and other applicable law, the District wishes to, in specific instances, list and/or designate in its bids or requests for proposals on its public works projects, specific material(s), product(s), thing(s), or service(s);

WHEREAS, PCC § 3400 (c)(2) provides that the District may specify particular material(s), product(s), thing(s), or service(s) in its specifications for bids in connection with the construction, alteration, or repair of public works upon a finding by the District Board that particular material(s), product(s), thing(s), or service(s) are listed for the purpose of matching "other products in use on a particular public improvement either completed or in the course of completion,"

WHEREAS, on the District's public works projects, the District desires to list the material(s), product(s), thing(s), or service(s) listed on the attached list (Exhibit "A") as the only acceptable material(s), product(s), thing(s), or service(s) for use on the District's construction projects, because those material(s), product(s), thing(s), or service(s) "match other product(s) in use on other District public improvement(s) either completed or in the course of completion" (PCC § 3400 (c)(2)),

WHEREAS, although PCC § 3400 (c)(2) does not require the Board to make specific findings as to why it wishes to match other products in use, the District believes this action is desirable to, among other reasons, and to the extent applicable to specific material(s), product(s), thing(s), or service(s), because:

- The District has already incurred costs to train its employees to service and maintain specific current product(s) and system(s) throughout District campuses.
- The ongoing maintenance, repair, and other work that District staff and/or service providers will have to perform on those product(s) or system(s) will be simplified, more efficient, and less costly if those persons do not have to service different and varied product(s) and system(s).
- The warranties and guarantees for product(s) and system(s) will be easier to coordinate, track, and call upon in the years to come if they are with the same manufacturers / vendors of the particular product(s) or system(s).
- It would be beneficial for the entire District to reduce District costs by implementing uniform system(s) and installing uniform product(s) throughout the District, facilitating maintenance, engineering and overall reliability.
- The District anticipates future construction, alteration, modernization of existing school sites to, among other things, replace and/or upgrade system(s) at those sites.

1 • It would be beneficial to the District to have and use uniform parts and
2 materials throughout the system(s) in use at its sites.
3

4 WHEREAS, the District will endeavor to list, whenever feasible, more than one
5 product or system when more than one product or system is acceptable and has
6 already been used at improvement(s) either completed or in the course of completion
7 and the above conditions are sufficiently satisfied.
8

9 NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE SANTA ANA
10 UNIFIED SCHOOL DISTRICT AS FOLLOWS:
11

- 12 1. That the foregoing recitals are true.
- 13
- 14 2. The District has already incurred costs to train its employees to service and
15 maintain specific current product(s) and system(s) throughout District
16 campuses.
17
- 18 3. The ongoing maintenance, repair, and other work that District staff and/or
19 service providers will have to perform on those product(s) or system(s) will be
20 simplified, more efficient, and less costly if those persons do not have to
21 service different and varied product(s) and system(s).
22
- 23 4. The warranties and guarantees for product(s) and system(s) will be easier to
24 coordinate, track, and call upon in the years to come if they are with the same
25 manufacturers / vendors of the particular product(s) or system(s).
26
- 27 5. It would be beneficial for the entire District to reduce District costs by
28 implementing uniform system(s) and installing uniform product(s) throughout the
29 District, facilitating maintenance, engineering and overall reliability.
30
- 31 6. The District anticipates future construction, alteration, modernization of
32 existing school sites to, among other things, replace and/or upgrade system(s)
33 at those sites.
34
- 35 7. It would be beneficial to the District to have and use uniform parts and
36 materials throughout the system(s) in use at its sites.
37
- 38 8. The District will endeavor to list, whenever feasible, more than one product or
39 system when more than one product or system is acceptable and has already been
40 used at improvement(s) either completed or in the course of completion and the
41 above conditions are sufficiently satisfied.
42
- 43 9. That the material(s), product(s), thing(s), or service(s) listed on Exhibit "A"
44 are the only acceptable material(s), product(s), thing(s), or service(s) for
45 use on the District's public works projects, because those material(s),
46 product(s), thing(s), or service(s) match other product(s) in use on other
47 District public improvement(s) either completed or in the course of completion.
48
- 49 10. That the District shall list in its invitation(s) to bid or other contract
50 solicitations for the District's public works projects, the material(s),
51 product(s), thing(s), or service(s) listed on Exhibit "A" as the only
52 acceptable material(s), product(s), thing(s), or service(s) for use on the
53 District's public works projects.
54
- 55 11. That the District's Superintendent, or the Superintendent's designee, is
56 authorized pursuant to this Resolution to take any action that is necessary to
57 complete the procedures necessary to carry out, give effect to, and comply with
58 the terms and intent of this Resolution.

1 12. This Resolution shall take effect upon its adoption.
2
3

4 PASSED AND ADOPTED, by the Governing Board on May 13, 2014 upon motion of member
5 _____ and duly seconded, the foregoing Resolution was adopted by the
6 following vote:

7
8
9 AYES:
10 NOES:
11 ABSENT
12

13
14 STATE OF CALIFORNIA)
15) ss:
16 COUNTY OF Orange)
17

18
19 I, Audrey Yamagata-Noji, Ph.D., President of the Board of Education of the Santa
20 Ana Unified School District of Orange County, California, hereby certify that the
21 above and foregoing Resolution was duly adopted by the said Board at a regular
22 meeting thereof held on the 13th day of May 2014, and passed by a vote of
23 _____ of said Board.
24

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28 _____
29 Audrey Yamagata-Noji, Ph.D., President of the
30 Governing Board for the Santa Ana Unified School
31 District
32

33 I, Rob Richardson, Clerk of the Board of Education of the Santa Ana Unified School
34 District of Orange County, California, hereby certify that the above and foregoing
35 Resolution was duly adopted by the said Board at a regular meeting thereof held on
36 the 13th day of May 2014, and passed by a vote of _____ of said Board.
37

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39 _____
40 Rob Richardson, Clerk of the Board of Education of
41 the Santa Ana Unified School District
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Exhibit "A" (Added Items)

A. Fire detection and alarm system(s) manufactured by the following manufacture(s):

- Notifier (located at approximately 70% District sites currently)
- Silent Knight (located at approximately 10% District sites currently)

These systems are integral safety components at District sites. In addition to the basis in the Resolution for determining that the Board wishes to match new fire detection and alarm systems to existing systems already in use, the District is endeavoring to better coordinate the training, maintenance, and repair of these systems throughout the District. The ever-increasing cost and coordination of varied systems with a limited maintenance personnel staff and a limited budget for outside vendors, requires the District to limit variance in these types of systems to facilitate more control and cost containment in keeping those systems operational.

B. Carpeting manufactured by the following manufacture(s):

- Tandus Power Bond (located at approximately 50% District sites currently)

The make and type of carpeting dictates the maintenance and repair process for each. District staff has been trained on the repair and cleaning of the above carpet types.

C. Locksets and Cylinders manufactured by the following manufacture(s):

- Schlage (located at approximately 100% District sites currently)

These systems are integral safety components at District sites. In addition to the basis in the Resolution for determining that the Board wishes to match new lock systems to existing systems already in use, the District is endeavoring to facilitate better control over replacement parts, the "re-keying" of locks, and the replacement of lost or stolen keys.

D. Heating, Ventilation and Air-Conditioning Systems manufactured by the following manufacture(s):

- ~~Trane (located at approximately 50% District sites currently)~~
- York (located at approximately 20% District sites currently)
- Carrier (located approximately 30% District sites currently)

The District is endeavoring to better coordinate the training, maintenance, and repair of these systems throughout the District. The ever-increasing cost and coordination of varied systems with a limited maintenance personnel staff and a limited budget for outside vendors, requires the District to limit variance in these types of systems to facilitate more control and cost containment in keeping those systems operational.

1 **E. Intrusion Detection Systems manufactured by the following manufacture(s):**

- 2 • Digital Monitoring Products (DMP) (located at approximately 30% District
3 sites currently)

4
5 The District has DMP as an integral safety component for our intrusion detection
6 systems. The Digital Monitoring Products are a critical component that completes
7 the software requirements for our entree monitoring system that our Police
8 Department has chosen to provide the safest campuses possible. There are multiple
9 dealers that can provide DMP panels and programming as well as our staff has
10 received training in these software programs.

11
12
13 **F. Intercom Paging System manufactured by the following manufacture(s):**

- 14 • Bogen (located at approximately 10% District sites currently)
15 • ICS Rauland (located at approximately 80% District sites currently)

16
17 These systems fall in line within endeavor to better coordinate the training,
18 maintenance, and repair of these systems throughout the District. The ever-
19 increasing cost and coordination of varied systems with a limited maintenance
20 personnel staff and a limited budget for outside vendors, requires the District to
21 limit variance in these types of systems to facilitate more control and cost
22 containment in keeping those systems operational.

23
24
25 **G. Plumbing Fixtures and Component Systems manufactured by the following
26 manufacture(s):**

- 27 • American Standard (located at approximately 70% District sites currently)
28 • Kohler (located at approximately 30% District sites currently)
29 • Falcon- Waterless Urinals (located at approximately 100% District sites
30 currently)
31 • Chicago Faucets (located at approximately 80% District sites currently)
32 • Haws- Drinking Fountains (located at approximately 80% District sites
33 currently)
34 • Sloan (located at approximately 80% District sites currently)
35 • Zurn (located at approximately 20% District sites currently)

36
37 Plumbing fixtures and systems become very unique and system coordinated when they
38 were late to the commercial industry. It is impossible to inventory the various
39 numbers of parts for the vast system differences. Standardization of the systems
40 will help alleviate over stocked items, obsolete parts and allow us the ability to
41 maintain a reasonable inventory. Our staff members have had numerous hours of
42 training on different components such as valves, cartridge replacement, re-built
43 kits, pressure setting etc.

44
45
46 **H. Network system(s) by the following manufacture(s):**

- 47 • Cisco (located at approximately 100% District sites currently)

48
49 In addition to the basis in the Resolution for determining that the Board wishes to
50 align facilities efforts with educational goals, simplify and reuse engineering
51 services to scale, make smart decisions to maximize limited resources, and
52 consolidate infrastructure that results in maintenance and management savings, the
53 District is endeavoring to better coordinate the training, maintenance, and repair
54 of these systems throughout the District. The ever-increasing cost and
55 coordination of varied systems with a limited maintenance and technical personnel
56 staff and a limited budget for outside vendors, requires the District to limit

1 variance in these types of systems to facilitate more control and cost containment
2 in keeping those systems operational.
3
4

5 **I. IP Telephony/Voice Over IP (VoIP) System by the following manufacture(s):**

- 6 • Cisco (located at approximately 30% District sites currently)
7

8 These systems are integral communication components at all District sites. The
9 system falls in line within endeavor to better coordinate the training,
10 maintenance, and repair of the system throughout the District. The ever-increasing
11 cost and coordination of varied systems with a limited maintenance and technical
12 personnel staff and a limited budget for outside vendors, requires the District to
13 limit variance in these types of systems to facilitate more control and cost
14 containment in keeping the system operational.
15

16
17 **J. Structured Cabling Systems by the following manufacture(s):**

- 18 • Systimax (located at approximately 30% District sites currently)
19 • Uniprise (located at approximately 20% District sites currently)
20

21 Structured Cabling Systems become very unique and system coordinated. Enterprised
22 network infrastructure solutions need to maintain a uniform configuration; parts,
23 and installation standards, to maintain high quality, performance and 20-year
24 warranty, to protect the District's investment. It is impossible to inventory the
25 various numbers of parts for the vast system differences. Standardization of the
26 systems will help alleviate over stocked items, obsolete parts and allow us the
27 ability to maintain a reasonable inventory. Our staff members have had numerous
28 hours of training on different components.
29

30 **K. Solid Plastic Bathroom Partition by the following manufacturer(s):**

- 31 • Scranton Products 1 inch solid HDPE plastic partitions (located at
32 approximately 60% of District sites currently).
33

34 Solid HDPE plastic partitions are more durable and require less maintenance than
35 other products. Standardization will help alleviate over stocked items and allow
36 us the ability to maintain a reasonable inventory. This will limit variance of
37 this type of system to facilitate better inventory and cost control.
38
39

40 **L. Door and Gate Hardware by the following manufacturers(s):**

- 41 • Von Duprin exit hardware (located at approximately 70% of District sites
42 currently).
43 • LCN Door Closers (located at approximately 70% of District sites
44 currently).
45

46 These systems are an integral safety and accessibility component at District sites.
47 The District is endeavoring to facilitate cost control by minimizing training,
48 maintenance and inventory associated with the use of multiple products.
49 Standardization will help alleviate over stocked items and allow us the ability to
50 maintain a reasonable inventory.
51

52
53 **M. Rubberized Playground Surfacing manufactured by the following manufacturer(s):**

- 54 • Pro-Tect Turf (located at approximately 35% of District sites
55 currently).
56

1 This fall protection system is an integral safety and accessibility component at
2 District sites. The District is endeavoring to facilitate cost control by
3 increasing longevity, minimizing training, maintenance and inventory associated
4 with the use of multiple rubberized products. Standardization will help alleviate
5 over stocked items and allow us the ability to maintain a reasonable inventory.
6

7 **M. Paint manufactured by the following manufacture(s):**

- 8 • Dunn Edwards (located at approximately 80% of District sites currently).
- 9 • Sherwin Williams (located at approximately 10% of District sites
10 currently)
- 11 • Tnemec (all epoxy coatings)

12
13 The District is endeavoring to reduce the cost of stored paint and limit the
14 quantity of colors and types of paint used throughout the District.
15 Standardization will help alleviate over stocked items and allow us the ability to
16 maintain a reasonable inventory.
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AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Authorization to Award Contract for Bid Package No. 20 Parking Lot Improvements at Willard Intermediate School Under Modernization Program - Phase 2

ITEM: Action

SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Todd Butcher, Director, Construction

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to award a contract for Bid Package No. 20 parking lot improvements at Willard Intermediate School under the Modernization Program - Phase 2.

RATIONALE:

At its November 8, 2011 meeting, the Board authorized staff to obtain bids for Bid Package No. 20 parking lot improvements at Willard Intermediate School – Phase 2. Legal advertisement of notice calling for bids was placed in the *Orange County Register* on March 28 and April 4, 2014. Staff contacted 77 contractors, of which eight picked up plans. On April 24, 2014, bid day, the District received four bids. Palp, Inc. dba Excel Paving Company represents the lowest responsive bidder. This bid amount is within budget.

Contractors:	Bid Amounts:
Palp, Inc. dba Excel Paving Company	\$688,627
JRH Construction Company, Inc.	\$769,397
Pen3, Inc.	\$1,044,000
Horizons Construction Co. Int'l, Inc.	\$1,175,000

FUNDING:

State School Facility Program/Measure G: \$688,627

RECOMMENDATION:

Authorize staff to award a contract to Palp, Inc. dba Excel Paving Company for Bid Package No. 20 parking lot improvements at Willard Intermediate School in the amount of \$688,627 under the Modernization Program - Phase 2.

AGENDA ITEM BACKUP SHEET
May 13, 2014

BOARD MEETING

TITLE: **Approval of Revised Job Description: Director of Research and Evaluation**

ITEM: **Action**

SUBMITTED BY: **Mark McKinney, Associate Superintendent, Human Resources**

PREPARED BY: **Bianca Barquin, Director, Human Resources**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the revised job description: Director of Research and Evaluation to Executive Director of Research and Evaluation. This position will report to the Deputy Superintendent and/or designee. The Executive Director of Research and Evaluation will monitor effectiveness of the District programs and educational plans. Additionally, this position will lead and direct the evaluation of services designed to increase the academic achievement of all students.

RATIONALE:

The Executive Director of Research and Evaluation will provide leadership and coordination to develop and implement ongoing student and program assessment and evaluation process across the District. In addition, the Executive Director of Research and Evaluation will work with leadership/administrators to determine program effectiveness. The revision of this position is part of the reorganization structure of Educational Services.

The new job description is attached.

Funding for this position is within the current district budget as part of a realignment of current positions within the Educational Services.

FUNDING:

General Funding: Certificated Management Annual Schedule - Level 58 - Range - \$123,252 - \$137,472

RECOMMENDATION:

Approve the revised job description of Director of Research and Evaluation to Executive Director of Research and Evaluation.


MAM:BB:nr



SANTA ANA UNIFIED SCHOOL DISTRICT

EXECUTIVE DIRECTOR OF RESEARCH AND EVALUATION

JOB SUMMARY: BASIC FUNCTION:

Under the direction of the ~~Deputy Superintendent Chief Academic Officer and/or designee~~, provide leadership and coordination to develop and implement **ongoing student and program assessment and evaluation processes across the District. Work with leadership measures to monitor and report improve the academic achievement and progress of all students and to determine program effectiveness. disaggregated groups of students as well as specialized programs for English Learners, Title I, and other assigned programs.**

REPRESENTATIVE DUTIES:

- **Monitor effectiveness of District programs and educational plans; visit program sites and provide technical assistance and support to improve outcomes. E**
- ~~Provide leadership and direction to the~~ **Lead and direct the evaluation of services designed to increase the academic achievement of English Learners and all students, including English Learners and students at risk of failure or achieving below expectancy, particularly Title I and other assigned programs. E**
- ~~Contribute to the development and implementation of Districtwide multiple measures of student performance and develop a comprehensive computerized student accountability monitoring system for cross-sectional and longitudinal research on student performance and program effectiveness. E~~
- **Develop and implement multiple ongoing measures of student performance. E**
- **Develop a comprehensive, computerized student accountability monitoring system for cross-sectional and longitudinal research on student performance and program effectiveness. E**
- ~~Collaborate with other general and categorically funded programs (e.g., i.e., Special Education, Bilingual Education, Title I, Title III), Dropout Prevention, School Improvement, etc., to ensure a coordinated educational approaches and to determine the efficiency and effectiveness of related programs. multi-funded students and to maximize the utility of fiscal and human resources available at the site and District level. E~~
- ~~Monitor performance and procedural quality and compliance in assigned programs and educational plans; visit program sites and provide technical assistance and support to improve student outcomes. E~~

EXECUTIVE DIRECTOR OF RESEARCH AND EVALUATION (CONTINUED)

REPRESENTATIVE DUTIES: (Continued)

- ~~• Assist in the evaluation of parent involvement and education as related to academic achievement and improvement programs. E~~
- ~~• Prepare annual and on-going reports on District and school indicators of student performance for all students and disaggregated groups of students and assist in presentations to parents, community, staff, and Board.~~
- Evaluate the impact of parent engagement initiatives related to academic achievement and program improvement efforts. E**
- Prepare and deliver reports on District and school-level indicators of student performance for all students and disaggregated groups of students to parents, community stakeholders, District staff, and Board. disseminate enrollment projections and funding allocations and monitor accuracy of school database information. E**
- ~~• Maintain state-of-the-art knowledge and information with regard to the appropriate use~~
Deliver a best-in-class system and of assessments and accountability measures, statistical analysis, and **support effective strategies** for improving the academic achievement of students ~~at risk of failure in urban settings, and use such information to help ensure best practices in District Title I and other assigned programs. E~~
- Provide direction and oversight advice on the design and implementation of internal and external research and evaluation projects. E**
- ~~• Attend all Division management team meetings, contribute to the development of a healthy sense of teamwork~~ **data-focused culture** within the Division, and facilitate improved services to all Santa Ana Unified School District students. E
- Represent the District at meetings with County, State, and local officials regarding the evaluation of student performance and program effectiveness. E**
- Maintain a professional code of ethics and perform related duties as assigned.**

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Advanced statistical analysis including multivariate analysis and multi-level modeling for use with large data sets of student performance indicators.**
- Quantitative and qualitative evaluation of programs.**
- Appropriate uses and interpretations of criterion-referenced and norm-referenced assessments.**
- Strategies for identifying and disseminating information relating to best practices for teaching and learning and program monitoring.**

EXECUTIVE DIRECTOR OF RESEARCH AND EVALUATION (CONTINUED)

KNOWLEDGE AND ABILITIES: (Continued)

Knowledge of: (Continued)

- ~~Effective instructional strategies for students at risk of failure.~~
- Appropriate assessment methods and procedures for English-fluent and limited-English-proficient students.
- Computerized information management systems.
- School district organization, operations, policies and objectives.
- Applicable Federal, State, and local laws and Education Code.
- **The impacts of socio-cultural factors on student and school performance.**
- **The emerging role of technology in assessing student performance.**
- **The California assessment system and guidelines.**
- **The California content standards.**
- ~~City and community cultures.~~
- ~~Student needs of differing socioeconomic and ethnic backgrounds.~~
- ~~Technology.~~
- ~~State standards and assessments.~~

Ability to:

- ~~Work effectively in a multi-cultural environment.~~
- ~~Maintain enthusiasm and provide leadership to assigned programs.~~
- **Disaggregate and make meaning of complicated data sets.**
- Develop goals and objectives and position resources to meet established goals and deadlines on time.
- Communicate effectively with others and develop and present effective and efficient presentations.
- **Work effectively in a multi-cultural environment.**
- **Maintain enthusiasm and provide leadership to assigned programs.**
- Work independently with minimal direction, with confidentiality and discretion.
- ~~Function within appropriate line-staff relationships.~~
- Communicate effectively both orally and in writing, biliterate.
- Work effectively with administrators, staff, parents and community and in multicultural and bilingual environments.
- ~~Effectively interpret and analyze data and/or assessments.~~
- Perform the essential functions of the job.

EDUCATION AND EXPERIENCE:

Doctorate preferred. Minimum of 5 years experience providing District and/or school-level data analysis and/or program evaluation.

~~Master's degree and experience in District and site-level data analysis and program evaluation.~~

EXECUTIVE DIRECTOR OF RESEARCH AND EVALUATION (CONTINUED)

LICENSES AND OTHER REQUIREMENTS:

Valid California Teaching Credential.
Administrative Credential desirable.
Valid California driver's license.
Bilingual and Biliterate (English/Spanish) preferred.

WORKING CONDITIONS:

Environment:

- Office/school environment.
- Numerous interruptions.
- Driving a vehicle to conduct work.

Physical Abilities:

- Hearing and speaking accurately to exchange information and make presentations.
- Seeing to read a variety of materials and drive a vehicle.
- Sitting or standing for extended periods of time.
- Lifting or moving objects, normally not exceeding twenty (20) pounds.

Reasonable Accommodation may be made to enable a person with a disability to perform the essential functions of the job **with or without reasonable accommodation.**

Board Approved: (1/84 6/84 6/97 6/00) 5/01

AGENDA ITEM BACKUP SHEET
May 13, 2014

BOARD MEETING

TITLE: Approval of New Job Description: Director of Community Relations

ITEM: Action

SUBMITTED BY: Mark McKinney, Associate Superintendent, Human Resources

PREPARED BY: Bianca Barquin, Director, Human Resources

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the new job description: Director of Community Relations. This position will report to the Superintendent and/or designee and will serve as a member of the Superintendent's executive staff. The Director of Community Relations will serve as a resource and liaison between the District Office staff, school site staff, parent, students, and community members.

The new job description, Director of Community Relations will replace the position of Director of Constituency Services

RATIONALE:

The Director of Community Relations will promote and coordinate involvement by parent, business community and civic representatives in the implementation of the traditional and school improvements programs. In addition, the Director of Community Relations will develop, establish, and coordinate community resources contacts; maintain information systems on available community resources for use by District personnel, parent, and community groups.

The new job description is attached.

FUNDING:

General Funding: Certificated Management Annual Salary Schedule - Level 53 - Range - \$116,664 - \$130,452

RECOMMENDATION:

Approve the new job description of Director of Community Relations.


MAM::nr



SANTA ANA UNIFIED SCHOOL DISTRICT
DIRECTOR OF COMMUNITY RELATIONS

JOB SUMMARY:

Under the direction of the Superintendent, and/or designee, act as a resource and liaison between District Office staff, school site staff, parents, students, and community members.

REPRESENTATIVE DUTIES:

- Serve as a liaison and community resource for students, staff, parents, parents groups, community groups, and advisory committees. **E**
- Acts as a liaison using mediation skills between administration, District staff, school staff members, community members, elected officials, and any other constituency groups, in an interpersonally skilled manner, by using courtesy, tact, diplomacy, sensitivity, patience, and professionalism. **E**
- Serves as a member of the Superintendent's executive staff; gathers information and informs the Superintendent and others on emerging situations. **E**
- Represents the District or the Superintendent at meetings, and host important visitors. **E**
- Facilitate development of District programs and practices responding to community needs, interest, and/or concerns. **E**
- Promote and coordinate involvement by parent, business community and civic representatives in the implementation of the traditional and school improvements programs. **E**
- Develop, establish, and coordinate community resources contacts; maintain information systems on available community resources for use by District personnel, parent, and community groups. **E**
- Monitor the use of community resources and the effectiveness of those resources in meeting District/community needs. **E**
- Provide in-service opportunities for school personnel in working with community resources. **E**

DIRECTOR OF COMMUNITY RELATIONS (CONTINUED)

REPRESENTATIVE DUTIES: (Continued)

- Facilitate family-District communication and assist with the resolution of problems; report resolution of status of issues to designated staff and/or utilize problem solving skills in working with families. Work collaboratively with school sites, District departments, and various program staff to assure coordinated services. **E**
- Assist in the development and implementation of an effective system for communicating with parents including, parent phone calls, District automated phone call system, parent letters, parent meetings, and community meetings. **E**
- Receive, screen, route, answer, research, and prepare replies to incoming communications (including complaints) by consulting with relevant internal and external parties, as required and directed. **E**
- Establish and maintain positive public relations strategies and strong working relationships with community groups, and various community organizations, and law enforcement agencies to assist the District regarding intervention and support efforts; and provide referrals to support parents, students, and families. **E**
- Attend and represent the District at a variety of conferences and workshops to maintain current knowledge of applicable laws, codes, rules, and regulations. **E**
- Conduct research and special studies and prepare narrative and statistical reports; make Board, District, and community presentations; prepare, publish, and distribute findings of research and studies for a broad audience; and maintain records. **E**
- Perform related duties as assigned

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Research-based techniques for mediation, intervention, and problem solving in interpersonal, personnel, and community based issues.
- Modern office practices, procedures, and equipment.
- Record keeping and report preparation techniques.
- Oral and written communication skills.
- Public speaking techniques.
- Interpersonal skills using tact, patience, and courtesy.
- Technical aspects of the field of specialty.
- Principles, practices, methods, and terminology used in school district administration.

DIRECTOR OF COMMUNITY RELATIONS (CONTINUED)

KNOWLEDGE AND ABILITIES: (Continued)

Knowledge of: (Continued)

- District policies and procedures.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Advanced research methods.
- Budget preparation and control.
- Socio-economic and urban issues.
- School site leadership in an administrative capacity.

Ability to:

- Perform a variety of complex functions and coordinate projects and staff.
- Provide training and advisement to District administrators and staff regarding assigned functions.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with all levels of staff, students, and the public.
- Utilize good interpersonal skills.
- Demonstrate good judgment, tact, diplomacy, patience, professionalism, and courtesy.
- Operate standard modern office equipment, including computers and related software applications.
- Analyze situations accurately and adopt an effective course of action.
- Speak clearly and concisely, and prepare and deliver oral presentations to small and large groups.
- Work in a multiethnic setting.
- Work independently with little direction.
- Use a variety of mediation skills in different and at times tense settings.
- Compile and verify data and prepare narrative and statistical reports.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Plan and organize work to meet schedules and timelines, maintain records and prepare correspondence.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Learn and follow oral and written instructions.
- Complete assignments with many interruptions.
- Respond to various inquiries or complaints and ensure timely follow-up.
- Learn, research, synthesize, interpret, apply, explain, and assure compliance with rules, regulations, policies, and procedures as related to District functions.
- Prepare, gather, read, comprehend, analyze, interpret, and report on complex and comprehensive statistical and narrative data and reports.
- Use proper spelling, punctuation, and grammar.
- Understand the internal workings of Santa Ana and engage stakeholders.

DIRECTOR OF COMMUNITY RELATIONS (CONTINUED)

KNOWLEDGE AND ABILITIES: (Continued)

Ability to: (Continued)

- Engage in school and city community activities.
- Drive a vehicle to conduct work.

EDUCATION AND EXPERIENCE:

Bachelor's degree in Public Administration, or Communications, Public Relations, or a related field and a minimum of five (5) years of diversified experience including conducting training, workshops, and staff development programs; individual and small and large group mediation and conflict resolution strategies and techniques; K-12 educational experience preferred; K-12 principal/administrative experience beneficial; non-profit community-based organization experience preferred. Bilingual/bi-literate English-Spanish required. Valid California Administrative Credential with an advanced degree in K-12 educational setting, and/or three (3) years working experience in a K-12 educational setting highly desired.

LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License.

Must have the ability to obtain and maintain vehicle insurance under the District's vehicle insurance policy.

Fluent oral and written skills in Spanish are required for designated assignment

WORKING CONDITIONS:

Environment:

- Typical indoor office/school environment.
- Numerous interruptions.
- Frequent travel to and between school sites and community agencies.

Physical Abilities:

- Hearing and speaking accurately to exchange information and make presentations.
- Seeing to read a variety of materials and drive a vehicle.
- Sitting or standing for extended periods.
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment.

DIRECTOR OF COMMUNITY RELATIONS (CONTINUED)

WORKING CONDITIONS: (Continued)

Physical Abilities: (Continued)

- Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally.
- Lifting or moving objects, normally not exceeding twenty
- (20) pounds.

Accommodation may be made to enable a person with a disability to perform the essential functions of the job with or without reasonable accommodation.

Board Approved:

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: **Revision of Existing Board Bylaws 9010 – Public Statements and 9220 – Governing Board Elections**

ITEM: **Action**

SUBMITTED BY: **Rick Miller, Ph.D., Superintendent**

PREPARED BY: **Rick Miller, Ph.D., Superintendent**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption and implementation of Board Bylaws 9010 – Public Statements and 9220 – Governing Board Elections.

RATIONALE:

The Board is requested to update existing Board Bylaws and align to current practices.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt and implement revisions on existing Board Bylaws 9010 – Public Statements and 9220 – Governing Board Elections.

RM:rr

SANTA ANA UNIFIED SCHOOL DISTRICT

BB 9010

Board Bylaws

Public Statements

The Governing Board recognizes ~~the rights of Board members to freely express their views and encourages open discussion of issues during the Board meeting. The Board believes that effective Board members have a responsibility to express themselves, whether in agreement or disagreement with the Board majority, in ways that promote the Board's ability to govern the district.~~ the responsibility of Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the district, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding district issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

When speaking to community groups, the media, or other members of the public, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board. Board members shall follow public speaking guidelines similar to members of the public by speaking to specific agenda items and being respectful to members of the public, staff and other Board members.

All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or other designated representative. (cf. 9011 - Disclosure of Confidential/Privileged) (cf. 9200 - Board Members)

When speaking for the district, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board. (Government Code 54963) (cf. 9005 - Governance Standards) (cf. 9011 - Disclosure of Confidential/Privileged Information)

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for district students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them. (cf. 1113 - District and School Web Sites) (cf. 1114 - District-Sponsored Social Media) (cf. 1340 - Access to District Records) (cf. 9012 - Board Member Electronic Communications)

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

GOVERNMENT CODE

54960 Actions to stop or prevent violation of meeting provisions

6250-6270 California Public Records Act

54963 Confidential information in closed session

SANTA ANA UNIFIED SCHOOL DISTRICT

BB 9220(a)

Board Bylaws

Governing Board Elections

Any person is eligible to be a Governing Board member, without further qualifications, if he/she is 18 years of age or older, a citizen ~~of the state,~~ of California, a resident of the school district, a registered voter and not legally disqualified from holding civil office. ~~(Education Code 35107)~~ Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be a Board member except when he/she has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A district employee elected to the Board shall resign his/her ~~position~~ employment before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107) (cf. 9270 - Conflict of Interest)

Board election procedures shall be conducted in accordance with the California Education Code and Elections Code. (cf. 9110 - Terms of Office)

Statement of Qualifications

The district shall assume no part of the cost of printing, handling, translating or mailing candidate statements filed pursuant to Elections Code 13307. Candidates may be required to pay their pro rata share of these costs to the district in advance as specified in Elections Code 13307.

The Board secretary shall notify the county clerk of this policy on or before the 125th day before each Board member election. (Elections Code 10509)

Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

Campaign Contributions and Expenditures

The Board believes that the district and community will be best served by imposing a limitation upon campaign contributions in accordance with Board Resolution #02/03-2516. Campaign expenditures shall be in accordance with the California Political Reform Act which creates certain voluntary expenditure limits. (Government Code 85100, et.seq)

Tie Votes in Board Member Elections

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where lots shall be cast to

determine the winner. (Education Code 5016)

Legal Reference:

EDUCATION CODE

5000-5033 Elections
5300-5304 General provisions (conduct of elections)
5320-5329 Order and call of elections
5340-5345 Consolidation of elections
5360-5363 Election notice
5380 Compensation (of election officer)
5390 Qualifications of voters
5420-5426 Cost of elections
5440-5442 Miscellaneous provisions (re returns, recounts, etc.)
35107 Eligibility; school district employees
35177 Campaign expenditures or contributions

ELECTIONS CODE

1302 Local elections, school district election
2201 Grounds for cancellation
2220-2226 Residency confirmation procedures
10400-10418 Consolidation of elections
10509 Notice of election by secretary
10600-10604 School district elections
13307 Candidate's statement
13309 Candidate's statement, indigency

GOVERNMENT CODE

1021 Conviction of crime
1097 Illegal participation in public contract
81000-91014 Political Reform Act

PENAL CODE

68 Bribes
74 Acceptance of gratuity
424 Embezzlement and falsification of accounts by public officers
661 Removal for neglect or violation of official duty

CALIFORNIA CONSTITUTION

Article 2, Section 2 Voters, qualifications
Article 7, Section 7 Conflicting offices
Article 7, Section 8 Disqualification from office

COURT DECISIONS

California ProLife Council Political Action Committee v. Jan Scully et. al.,
(1998) 989 F.Supp. 1282

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 181 (2000)
81 Ops.Cal.Atty.Gen. 98 (1998)

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Board Policy 1312.3 – Uniform Complaint Procedures (Revision)

ITEM: Action

SUBMITTED BY: David Haglund, Ed.D., Deputy Superintendent, Educational Services

PREPARED BY: Nuria Solis, Director, English Learner Programs and Student Achievement

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board revisions of Board Policy (BP) 1312.3 – Uniform Complaint Procedures (UCP).

RATIONALE:

This BP is being revised to reflect recent changes in the Education Code (EC) and to include changes in District practices and policies. The State laws require that districts have updated policies and procedures via the established UCP to include the Local Control Accountability Plan (LCAP) (EC section 52070) and Pupil Fees for participation in an educational activity (EC49011). The revisions to the BP include alignment of the District UCP to include two recent State law requirements to be added as follows:

1. Assembly Bill 1575 - Pupil Fees: A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
2. Education Code 52070-52075 – LCAP: A complaint that a school district, a county superintendent of schools, or charter school has not complied with the requirements for the LCAPs or may be filed pursuant to UCP procedures.

State guidelines require the District to update the uniform complaint procedures to include the LCAP (EC section 52070) and Pupil Fees for participation in an educational activity (EC 49011).

FUNDING:

Not Applicable

RECOMMENDATION:

Revise Board Policy 1312.3 – Uniform Complaint Procedures.

SANTA ANA UNIFIED SCHOOL DISTRICT

BP 1312.3(a)

Community Relations

Uniform Complaint Procedures

The Governing Board recognizes the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying, and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The District shall use the uniform complaint procedures to resolve any complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including those with actual or perceived characteristics such as age, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, race or ethnicity, ancestry, nationality, national origin, religion, color, mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any district or school program, or school activity or any program or activity conducted by the district, which is funded directly by, or that receives or benefits from state and/or federal financial assistance. School personnel shall take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation or bullying.

Uniform complaint procedures shall also be used to address any complaints alleging the district's failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, **unauthorized charging of pupil fees for participation in educational activities, failure to comply with the Local Control and Accountability Plan,** and the development and adoption of the school safety plan.

- (cf. 3553 - Free and Reduced Price Meals)
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)
- (cf. 6159 - Individualized Education Program)
- (cf. 6171 - Title I Programs)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6178 - Career Technical Education)
- (cf. 6200 - Adult Education)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. This includes keeping the identity of the complainant confidential, as appropriate and except to the

extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

(Legal References next page)

Legal References:

EDUCATION CODE

200-62.4	Prohibition of discrimination
8200-8498	Child care and development programs
8500-8538	Adult basic education
18100-18203	School libraries
32289	School safety plan, uniform complaint procedures
35186	Williams uniform complaint procedure
41500-41513	Categorical education block grants
48985	Notices in language other than English
49011	<i>Pupil Fees for participation in an educational activity</i>
49060-49079	Student records
49490-49590	Child nutrition programs
52070-52075	<i>Local Control and Accountability Plan</i>
52160-52178	Bilingual education programs
52300-52490	Career-technical education
52500-52616.24	Adult schools
52800-52870	School-based coordinated programs
54000-54028	Economic impact aid programs
54100-54145	Miller-Unruh Basic Reading Act
54400-54425	Compensatory education programs
54440-54445	Migrant education
54460-54529	Compensatory education programs
56000-56867	Special education programs
59000-59300	Special schools and centers
64000-64001	Consolidated application process

CODE OF REGULATIONS, TITLE 5

3080	Application of section
4600-4687	Uniform complaint procedures
4900-4965	Nondiscrimination in elementary and secondary education programs

PENAL CODE

422.6	Interference with constitutional right or privilege
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UNITED STATES CODE, TITLE 20

6301-6577	Title I Basic Programs
6601-6777	Title II Preparing and Recruiting High Quality Teachers and Principals
6801-6871	Title III, Language instruction for limited English proficient and immigrant students
7101-7184	Safe and Drug-Free Schools and Communities Act
7201-7283g	Title V Promoting Informed Parental Choice and Innovative Programs
7301-7372	Title V Rural and Low-Income School Programs

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Administrative Regulation 1312.3 – Uniform Complaint Procedures (Revision)

ITEM: Action

SUBMITTED BY: David Haglund, Ed.D., Deputy Superintendent, Educational Services

PREPARED BY: Nuria Solis, Director, English Learner Programs and Student Achievement

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board revisions of Administrative Regulation (AR) 1312.3 – Uniform Complaint Procedures (UCP).

RATIONALE:

This AR is being revised to reflect recent changes in the Education Code (EC) and to include changes in District practices and policies. The State laws require that districts have updated policies and procedures via the established UCP to include the Local Control Accountability Plan (LCAP) (EC section 52070) and Pupil Fees for participation in an educational activity (EC49011). The revisions to the AR include alignment of the District UCP to include two recent State law requirements to be added as follows:

1. Assembly Bill 1575 - Pupil Fees: A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
2. Education Code 52070-52075 – LCAP: A complaint that a school district, a county superintendent of schools, or charter school has not complied with the requirements for the LCAPs or may be filed pursuant to UCP procedures.

State guidelines require the District to update the uniform complaint procedures to include the LCAP (EC section 52070) and Pupil Fees for participation in an educational activity (EC 49011).

FUNDING:

Not Applicable

RECOMMENDATION:

Revise Administrative Regulation 1312.3 – Uniform Complaint Procedures.

SANTA ANA UNIFIED SCHOOL DISTRICT

AR 1312.3(a)

Community Relations

Uniform Complaint Procedures

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure district compliance with law:

Associate Superintendent, Human Resources
1601 E. Chestnut Avenue
Santa Ana, CA 92701
(714) 558-5860

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee. (cf. 9124 - Attorney)

Notifications

The Superintendent or designee shall provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties on an annual basis. (5 CCR 4622)

The notice shall:

- 1) Identify the person(s), position(s) or unit(s) responsible for receiving complaints
- 2) Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable
- 3) Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or pursue remedies before civil courts or other public agencies.
- 4) Include statements that:
 - a. The district is primarily responsible for complying with applicable state and federal laws and regulations.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. An unlawful discrimination, harassment, intimidation, or bullying complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.
 - d. **A pupil enrolled in a public school shall not be required to pay an unauthorized pupil fee for participation in an educational activity.**

- ~~d.~~ e. ~~The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision.~~ **A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits and charges or a complaint alleging noncompliance with the Local Control and Accountability Plan may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code sections 49013, 52075)**
- ~~e.~~ f. The complainant shall specify the reason(s) for appealing the District's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall include a copy of the complaint and the District's decision. (cf.5145.6 - Parental Notification)
- ~~f.~~ g. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs for which the district receives state or federal funding or which allege unlawful discrimination, harassment, intimidation, or bullying. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

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.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying. The complaint must be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 days. (5 CCR 4630)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

A pupil shall not be required to pay a pupil fee for participation in an educational activity, unless the charge for such a fee is specifically authorized by law and does not violate Education Code 49011. Pupil fees complaint may be filed anonymously. (EC 49013(d)) A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges or a complaint alleging noncompliance with the Local Control and Accountability Plan may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code sections 49013, 52075)

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, district staff shall help him/her to file the complaint. (5 CCR 4600)

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within **ten calendar days** of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present the complaint and evidence or information to the complaint. (5 CCR 4631)

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation may result in the dismissal of the

complaint because of a lack of evidence to support the allegation. (California Code of Regulations, Title 5, Section 4631)

The District refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in an imposition of a remedy in favor of the complainant. (California Code of Regulations, Title 5, Section 4631)

In accordance with law, the district shall provide the investigator with access to records and/or other information related to the allegation in the complaint. (5 CCR 4631)

Step 4: Response

Unless-extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 days of the district's receipt of the complaint. (5 CCR 4631)

If a public school finds merit in a pupil fees complaint or Local Control and Accountability Plan complaint, that public school shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the public school to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

Step 5: Final Written Decision

The report of the district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The report of the district's decision shall be written in English and when required by Education Code 48985, in the complainant's primary language. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions if any are warranted.
6. Notice of the complainant's right to appeal the decision within 15 days to the California Department of Education, and procedures to be followed for initiating such an appeal.

7. In addition, any decision concerning discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

If an employee or student is disciplined as a result of an investigation of a complaint, the decision shall simply state that effective action was taken and that the employee or student was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges or a complaint alleging noncompliance with the Local Control and Accountability Plan is found to have merit, the district shall provide a remedy to all affected students and parents/guardians. This shall, where applicable to a student fee complaint, include reasonable efforts to ensure full reimbursement to them.

Appeals to the California Department of Education

If dissatisfied with the District's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the District's decision. When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal must include a copy of the locally filed complaint and the district's decision. (5 CCR 4652)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4632)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the district's uniform complaint procedures.
7. Other relevant information requested by the CDE.

The California Department of Education may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 calendar days of the date the complaint was filed with the district.

Civil Law Remedies

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code section 262.3. A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For discrimination, harassment, intimidation, or bullying complaints based on state law, a complainant shall wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

AGENDA ITEM BACKUP SHEET

May 13, 2014

Board Meeting

TITLE: Administrative Regulation 6153 – School – Sponsored Trips
(Revision)

ITEM: Action

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Camille Boden, Executive Director, Risk Management

BACKGROUND INFORMATION:

The purpose of this agenda item is to present to the Board for implementation the proposed revisions to the current Administrative Regulation (AR) 6153 – School Sponsored Trips.

RATIONALE:

The AR is being revised to reflect changes recommended by the California School Boards Association model policy, and to include changes in the District practices and procedures related to field trip participation, liability insurance, supervision, and swimming activities.

FUNDING:

Not Applicable

RECOMMENDATION:

Implement Administrative Regulation 6153 – School Sponsored Trips.

SANTA ANA UNIFIED SCHOOL DISTRICT

AR 6153(a)

Instruction

School - Sponsored Trips

All planned trips away from school grounds, including athletic trips and outdoor education programs, are subject to ~~this~~ **these** regulations.

Students must have written parental permission in order to participate in trips requiring transportation. (Education Code 35350) The District shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All students must complete the Santa Ana Unified School District-Sponsored Voluntary Field Trip form in order to participate in any District-sponsored trip.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Education Code 32040, 32041)
2. Whenever trips are conducted in areas known to be infested with poisonous snakes:
 - a. The first aid kit taken on the trip shall contain medically accepted snakebite remedies. (Education Code 32043)
 - b. The trip shall be accompanied by a teacher, employee or agent of the school who has completed a first aid course which is certified by the American Red Cross **or American Heart Association** and which emphasizes the treatment of snakebites. (Education Code 32043)
3. Before trips of more than one day, the principal or designee shall hold a meeting for staff, parents/guardians and students to discuss safety and the importance of safety-related rules for the trip. ~~For noncertificated adults who will assist in supervising students on the trip, the principal or designee may also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs.~~
4. **Schools must have made available to parents the ability to purchase medical/hospital insurance for students who may be injured while on field trips. (Education Code 35331)**

Supervision

The Superintendent or designee shall ensure that adequate supervision is provided on all school-sponsored trips and that there is an appropriate ratio of adults to students present on the trip. If the trip involves water activities, this ratio will be revised as necessary.

The ratio of adult chaperones to students shall be at least one to ten. In grades 4-6, this ratio shall be one to eight. In grades K-3 this ratio shall be one to four.

1. Students on approved trips are under the jurisdiction of the Governing Board and subject to school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be 21 years of age or older.
5. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.
6. Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
7. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.

Funding

No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. (Education Code 35330)

Trip Approval

1. Teachers planning a trip shall make a request in writing to the principal at least ten days prior to the date desired. Whenever practical, an alternate date should also be listed. The purpose of the trip and its relation to the course of study shall be stated in the request.
2. The principal shall approve or disapprove the request and notify the teacher. If the trip is disapproved, the principal should state the reasons.
3. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.
4. Principals shall approve no activities which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risk.

5. **All trips require prior approval from Education Services.**

Trips Which Include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advanced.
2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones to exceed the normal one to ten ratio and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.
3. Swimming activities
 - a. Parents/guardians must provide written permission for the student to **swim participate in the swimming activity.** ~~and must indicate the student's swimming ability.~~ **The principal or designee shall ensure that a certified lifeguard or trained swimming coach shall test the swimming ability of all students before a student is allowed in or near the water.**
 - b. Swimming facilities, ~~including backyard pools,~~ must be inspected by the principal and teacher before the trip is scheduled.
 - c. ~~Owners of private pools~~ **Swimming facilities** must provide a certificate of insurance, ~~designating~~ **and an additional insured endorsement naming** the District as an additional insured, for not less than ~~\$5~~ **1,000,000** in liability coverage.
 - d. Lifeguards ~~must be designated~~ **are required** for all swimming activities. **If lifeguards are not present at the beach or** are not provided by the ~~pool owner or facility~~ operator, **it is the responsibility of** the principal **to** ~~shall~~ ensure their presence. **Students are not to be allowed in the water or pool without a lifeguard present.** Lifeguards must be Red Cross certified or equivalent and must be at least ~~21~~ **18** years old. **The lifeguard's sole responsibility is surveillance. Lifeguards are to have no teaching responsibilities or other duties.**
 - e. **For activities involving the ocean, lake or other large bodies of water,** the ratio of adult chaperones to students shall be at least one to ten. In grades 4-6, this ratio shall be one to eight. In grades K-3 this ratio shall be one to four. **For pool activities, lifeguards shall be provided at a ratio of one (1) lifeguard for each twenty-five (25) persons in the water.**
 - f. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.

- g. Emergency procedures shall be included with written instructions to adult chaperones and staff.
- h. Staff and chaperones assigned to supervise students must ~~wear swim suits and~~ know how to swim **and be prepared to take action in an emergency.**
- i. The principal **or designee** may require students to wear **personal** flotation devices, depending upon their age ~~and swimming ability.~~
- j. A buddy system or other means of surveillance shall be arranged in advanced and strictly enforced during swimming activities.

Approved: 11-02

Santa Ana, CA

AGENDA ITEM BACKUP SHEET
May 13, 2014

Board Meeting

TITLE: Board Reports/Activities
ITEM: Reports
SUBMITTED BY: Rick Miller, Ph.D., Superintendent
PREPARED BY: Rick Miller, Ph.D., Superintendent

BACKGROUND INFORMATION:

The purpose of this agenda item is for the members of the Board of Education to make announcements to the community regarding events and activities within Santa Ana Unified School District and the community as they relate to student achievement.

RATIONALE:

Members of the Board of Education have requested an item on the agenda of each regular meeting to provide an opportunity for announcements.

This item will provide pertinent information to the general public.

FUNDING:

Not Applicable

RECOMMENDATION:

Board members will make announcements regarding community events and activities within Santa Ana Unified School District and the community.

RM:rr