

*Santa Ana Unified School District
Board of Education*

Special Board Meeting Agenda

**Tuesday, January 13, 2015
6:00 p.m.**

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



**Cecilia "Ceci" Iglesias
Vice President**

**John Palacio
President**

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

**Rob Richardson
Member**

**Valerie Amezcua
Clerk**

**José Alfredo Hernández, J.D.
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
SPECIAL MEETING

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

TUESDAY
JANUARY 13, 2015
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 Subdivision (a) (b) (1) and (c) of Government Code Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL — EXISTING LITIGATION:
Case No. 30-2010-00336248-CU-PT-CJC

- B. 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

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.

DISCUSSION

- Requirements of School Improvement Grant Awarded to Valley High School

1.0 APPROVAL OF CONSENT CALENDAR

- 1.1 Approval of Consultant Agreement Between Educational Policy Improvement Center and Valley High School for January 14, 2015 Through June 30, 2015
- 1.2 Approval of Consultant Agreement Between The Princeton Review and Valley High School for January 20, 2015 Through March 30, 2015
- 1.3 Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of November 19, 2014 through December 9, 2014
- 1.4 Ratification of Expenditure Summary and Warrant Listing for Period of November 19, 2014 through December 9, 2014
- 1.5 Approval of Board Members to Attend California School Boards Association Masters in Governance Program from February through June 2015 in Rancho Cucamonga, San Bernardino, and Riverside and the Institute for New and First-Term Board Members Workshops in Anaheim and San Diego, California

Items removed from Consent Calendar for discussion and separate action:

REGULAR AGENDA - ACTION ITEMS

- 2.0 Authorization to Obtain Request for Proposal for Learning Management System
- 3.0 Approval of Letter of Commitment to OneSight and Share Our Selves in Support of a District-Based Health Clinic
- 4.0 Approval of Memorandum of Understanding with Santa Ana Educators' Association and California School Employees Association, Chapter 41 Regarding Early Notification Incentive

ADJOURNMENT

FUTURE MEETING - The next Regular Meeting of the Board of Education will be held on Tuesday, January 27, 2015, at 6:00 p.m.

AGENDA ITEM BACKUP SHEET
January 13, 2015

Special Board Meeting

TITLE: Requirements of School Improvement Grant Awarded to Valley High School

ITEM: Discussion

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 provide information and the opportunity for discussion regarding the requirements of the School Improvement Grant (SIG) awarded to Valley High School for three years beginning in the 2014-15 school year.

RATIONALE:

The SIG grant for Valley High School was awarded 2.9 million dollars, each year, for three years. There are requirements of the grant that Valley High School's staff addressed within their strategic plan, including the use of external providers to provide staff development.

Valley High School was awarded a previous SIG in the 2010-2013 school years. At its December 9, 2014, board meeting the Board requested a discussion of the SIG grant awarded to Valley High, including data of the previous SIG grant and results of the external providers.

FUNDING:

SIG Grant

RECOMMENDATION:

Provide information and discussion regarding requirements of the School Improvement Grant Awarded to Valley High School.

School Improvement Grant

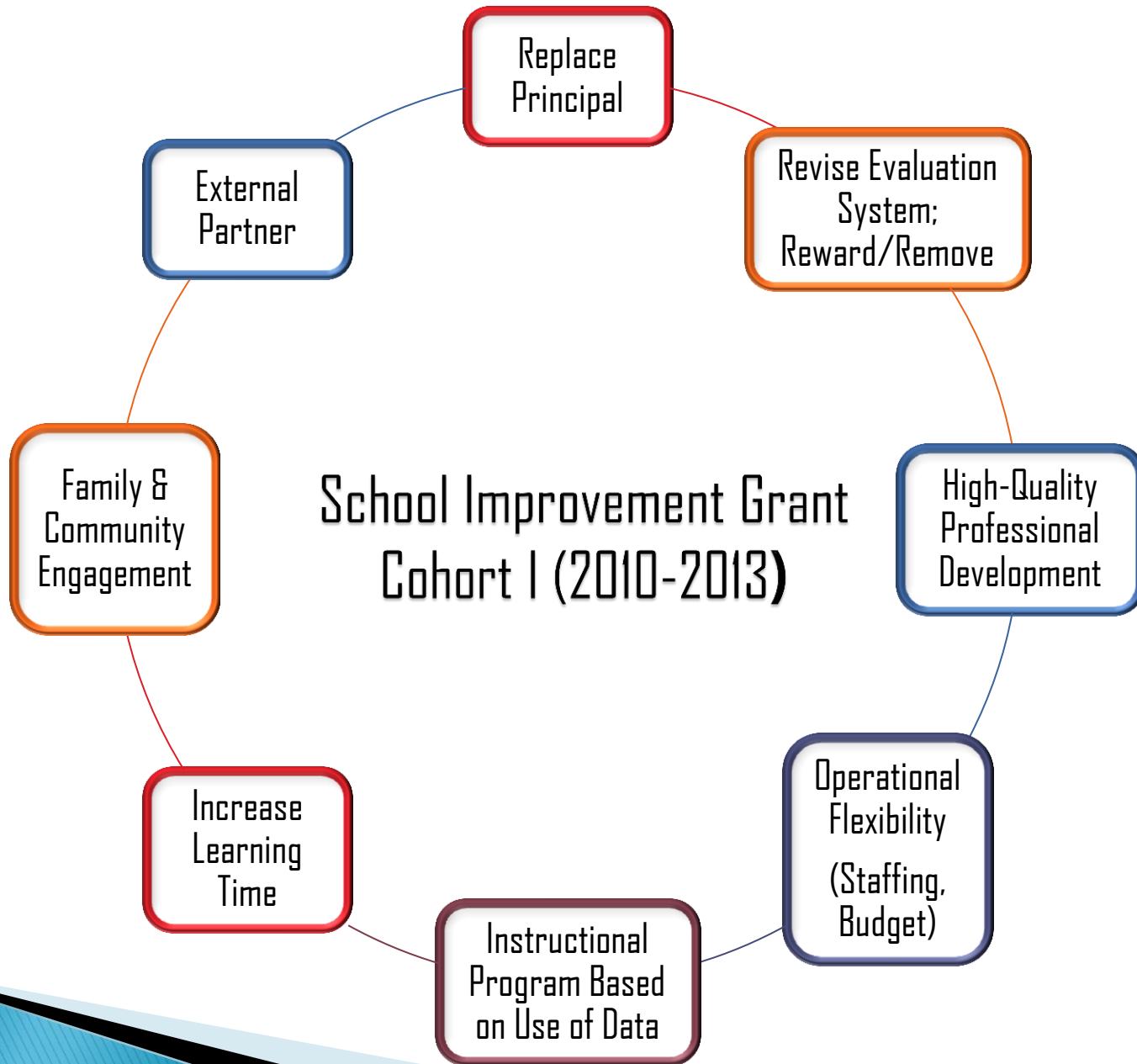


Valley High School

January 13, 2015



David Richey, Principal, Valley High School
Dawn Miller, Assistant Superintendent, Secondary Education



Metrics (2010-2013)

CAHSEE Pass Rate:

ELA: 59% to 67%

Math: 68% to 72%

API Score:

616 to 658

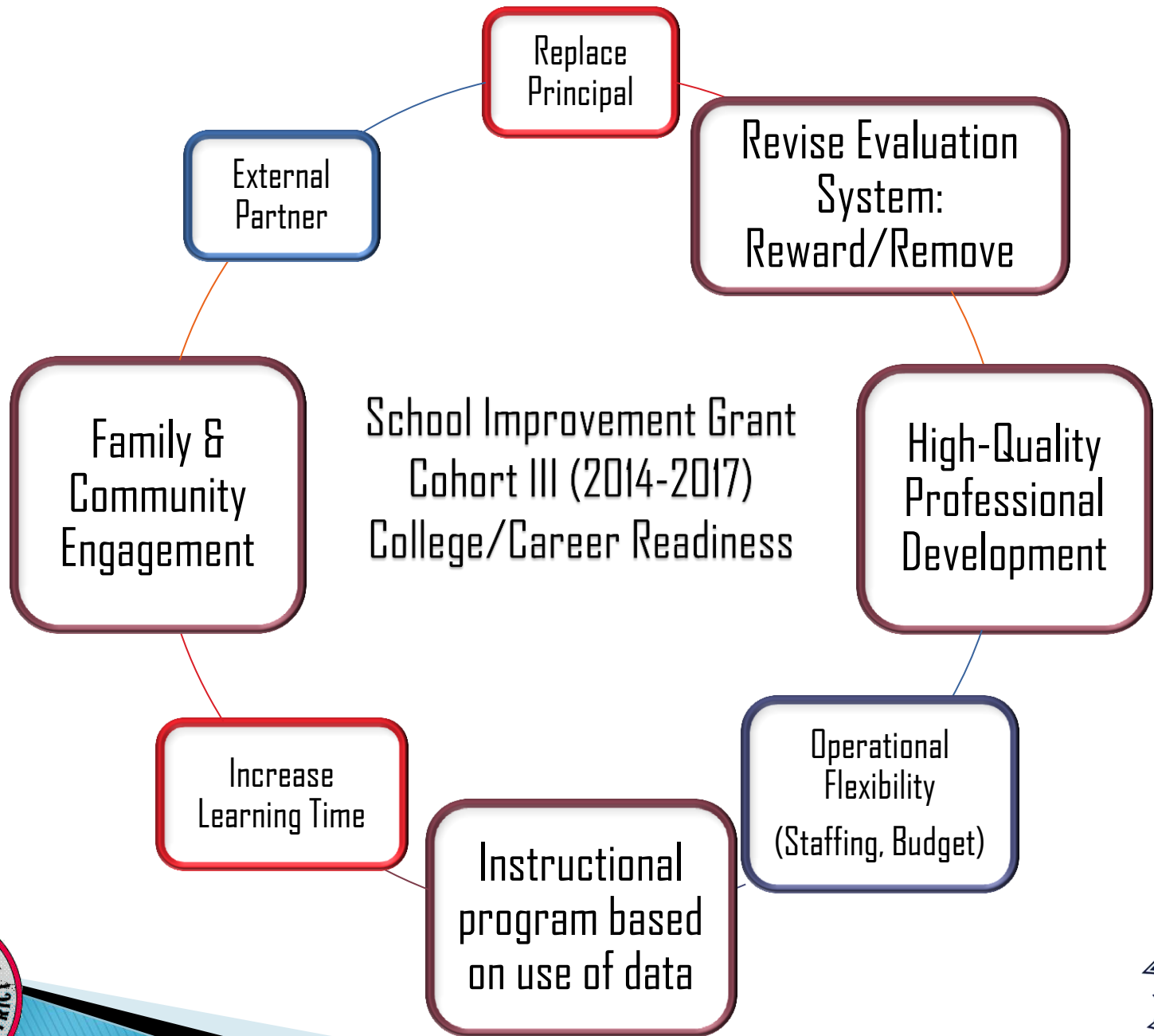
Graduation Rate:

70% to 77.6%

A-G Completion:

16.5% to 28.4%





Metrics (2014–2017)

MAP Results:
Reading/Algebra
Proficiency

A-G
Completion

CAHSEE Pass
Rate

AP/Honors
Enrollment

Graduation
Rate

SAT/ACT
Participation

Access to
Technology



SIG Form 1—Application Cover Sheet

School Improvement Grant (SIG) Application for Funding

APPLICATION RECEIPT DEADLINE
March 14, 2014, 4 p.m.

Submit to:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

NOTE: Please print or type all information.

County Name: Orange		County/District Code: 30-66670
Local Educational Agency (LEA) Name Santa Ana Unified School District		LEA NCES Number: 0635310
LEA Address 1601 East Chestnut Avenue		Total Grant Amount Requested \$2,000,000 x 3 Years = \$6,000,000
City Santa Ana	Zip Code 92701	
Name of Primary Grant Coordinator David Haglund, Ed.D.		Grant Coordinator Title Deputy Superintendent, Educational Services
Telephone Number (714) 558-5656	Fax Number (714) 480-5321	E-mail Address David.Haglund@sausd.us
<p>CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.</p> <p>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.</p>		
Printed Name of Superintendent or Designee David Haglund, Ed.D.		Telephone Number (714) 558-5656
Superintendent or Designee Signature (Blue Ink)		Date March 13, 2014

SIG Form 2—Schools to Be Served

Indicate which schools the LEA commits to serve, their Tier designation, and the intervention model the LEA will implement for each Tier I and Tier II school. For each Tier I and Tier II Title I school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools, including schools that are currently being served with SIG funds and those that are eligible to receive FY 2013 SIG funds, may implement the transformation model in no more than 50 percent of these schools. (Attach as many sheets as necessary.)

School Name	NCES Code (Available at http://nces.ed.gov)	TIER I	TIER II	INTERVENTION MODEL				WAIVER(S) TO BE IMPLEMENTED		
				Turnaround	Restart	Closure	Transformation	“Starting Over” in the School Improvement Timeline (Restart and Turnaround Only)	Implement a School-Wide Program in a Title I Participating School that does not meet the 40 Percent Poverty Eligibility Threshold	Not Applying for Waiver
Valley High School	06011	x					x			x

SIG Form 2a—Eligible, But not Served Schools

If the LEA is not applying to serve all Tier I schools within its jurisdiction, the LEA must identify those schools and explain why it lacks the capacity to serve each Tier I school using SIG Form 2a. If the limitation is at the LEA level then the LEA must identify the specific barriers that preclude serving all of its Tier I schools. If the limitation is based on conditions at a specific school or schools, the LEA must describe those conditions. If there are additional limiting factors, the LEA must describe them. The SEA will review the description of the limitation and any supporting evidence provided by the LEA to determine whether the rationale provided supports the LEAs claim of lack of capacity. This section will also serve as the LEAs demonstration of capacity. Identify each Tier I school that is eligible to receive the SIG, but that the LEA is not applying to serve, and give the reason for their exclusion.

School Name	NCES Code (Available at http://nces.ed.gov/)	Reason For Not Serving
Century High	09633	Century High School has been actively working on developing and implementing a number of interventions and reforms to address specific skills and target populations of students to improve achievement. Among them are the implementation of a “Relevance and Rigor” Framework and a focus on collaborative conversations and close reading of complex text structures across all academic disciplines. The encouraging results acquired from formative assessments implemented through these programs has compelled Century to request that they not be included in the SIG, in order to fully focus on the interventions and reforms they have worked so diligently to put into place.

Saddleback High	06004	<p>With a desire to continue to build on the successes and strengthen its “College Majors Program” approach to school reform, Saddleback High School has requested that they not be included in the SIG application. Over the past three years, the staff at Saddleback High School has worked collaboratively to refine their College Majors program to support academic excellence and student achievement. It has been a grassroots effort with support from a broad spectrum of stakeholders: Students, parents and staff. Rather than shift that focus, they wish to continue to build upon it, and have therefore requested that they not be included in the SIG application.</p>
Santa Ana High	06005	<p>Santa Ana High School has been focusing on new interventions and reforms to target improved academic achievement for its lowest performing student subgroup populations. Examples of some of these new programs are an EL writing lab and CAHSEE Saturday academy. Further, there has been considerable time and effort devoted in equipping all their teachers with the professional development needed to successfully transition to the new Common Core State Standards. Initial results of these efforts have been encouraging. Therefore, rather than shift their focus, they wish to continue to move forward in supporting these programs and have requested not to be included in the SIG application.</p>
Sierra Intermediate	06007	<p>Sierra Preparatory Academy has made great strides towards making a significant and long-term impact on the achievement of the hundreds of under-represented students who attend the school. There have been a number of instructional program, interventions, enrichment and support structures implemented in</p>

		<p>recent years which have shown great promise which they wish to continue. Sierra recently launched a new eighth-grade Algebra Academy by Pitsco Education. The new program incorporates nontraditional instruction, multimedia resources, cooperative student pairing, and hands-on Algebra Readiness and Algebra I activities designed to reinforce cognitive learning through psychomotor reinforcement. Sierra has requested that the LEA not include them in the SIG as they wish to continue to support the positive trajectory facilitated through the current programs and reforms they have implemented in the last two years.</p>
Willard Intermediate	06013	<p>Willard Intermediate has implemented an exciting school-wide program integrating technology to support student achievement. All students have access to iPads. Students, teachers and parents have been trained on the use of these motivating educational tools. Incorporation of Edmodo, Discovery Learning and Merriam Webster online has been welcome and engaging additions to enriching the curriculum for all students. In their desire to continue to focus their efforts on continuing supporting this program, Willard has requested not to be included in the SIG application.</p>

A. Needs Assessment (Required) (Forms 3, 3a)

SIG Form 3—District and School Improvement Team

The role of the district and school improvement team is to organize and lead the needs assessment process. District leadership may assign additional roles to the team, such as developing, defining, and recommending actions necessary to accomplish the goals of the school improvement plan.

The team should be comprised of a cross-section of district staff, school staff and parents, or community members involved in school improvement, professional development, curriculum and instruction, assessment, Title I coordination, special education, student services, fiscal management, union representation, and the school board. If the district is working with a technical assistance (TA) provider, it may choose to have the TA provider serve on the team. It is suggested that the team identify a contact to serve as the team lead, e.g. the superintendent or superintendent’s designee. This person may serve as a liaison to the CDE, district leadership, external support providers, and other team members. The team lead has the full support of district leadership, is knowledgeable about the development of the SIG, and is comfortable leading and facilitating diverse groups of people.

District and School Improvement Team Membership

Name	Title/Position	Representing
Patrick Yrarrázaval-Correa	Principal, Valley High School	Valley High School: Team Lead
Patrick Cornforth	Assistant Principal Learning Director, Valley High School	Valley High School
Anne Harper	Assistant Principal, Guidance	Valley High School
Laura Pickrell	Teacher on Special Assignment: EL Coordinator, Valley High School	Valley High School, English learners
Juan Carlos Mejia	Teacher, Valley High School	Valley High School, High School Inc. Academy
Lobelia Martínez	Community Member	Valley High School, Community Member

Honorina Pineda	Parent, Valley High School	Valley High School Parents
Carolina Arámbulo	Parent, Valley High School	Valley High School Parents
Milena Ayala	Parent, Valley High School (SSC)	Valley High School Parents and Students
Javier Valdez	Lead Counselor	Valley High School, Counseling Department
David Haglund, Ed.D.	Deputy Superintendent	SAUSD District Office: District Lead, CDE liaison
Dawn Miller	Assistant Superintendent, Secondary Education	SAUSD District Office
Edward Winchester	Executive Director, Secondary Education	SAUSD District Office
Michelle Rodríguez, Ed.D.	Assistant Superintendent, Elementary Education	SAUSD District Office
Nuria Solís	Director, English Learner Programs and Student Achievement	SAUSD District Office
Lupe Gómez, Ed. D.	Coordinator, Professional Learning	SAUSD District Office
Anthony Wold, Ed.D.	Executive Director, Business Operations	SAUSD District Office
Mark McKinney	Associate Superintendent, Human Resources	SAUSD District Office
Position Vacant, To Be Filled	Executive Director of School Renewal	SAUSD District Office

Please add more lines, if needed.

SIG Form 3a—School Performance Data and Analysis

As part of the needs assessment process, the district must provide school performance data and analysis. Please complete the information requested on the forms below. (8 page limit per school.)

District Name: Santa Ana Unified School District	
School Name: Valley High School	CDS: 30-66670-3036456

School Demographics			
	2010–11	2011–12	2012–13
Grade Levels Currently Served (Example K-6)	9-12	9-12	9-12
Total Enrollment	2,415	2,332	2,283
Percentage of Special Education Students	11.5	10.8%	13%
Percentage of English Language Learners	49.0%	48.2%	42.2%

School Background Information	
Home languages of English Language Learners (please list up to three primary languages):	
<ul style="list-style-type: none"> • Spanish (98.44%) • Vietnamese (.83%) • Marshallese (.21%) 	

SIG Form 3a—School Performance Data and Analysis

Briefly describe the community served by the school.

Valley High School is a large comprehensive school. In the 2012-13 school year, Valley served approximately 2,283 ninth, tenth, eleventh and twelfth grade students. Approximately 48% are designated as English Language Learners. Spanish is the predominant primary language of English Learners at Valley, but there are 9 different home languages listed for English Learners. The school is located in a community which consists of small homes and apartments and is composed

largely of Latino families, many of whom are first or second generation immigrants from Mexico and Central America. The student population of Valley is 97% Latino, with a small percentage of Whites, African-Americans, and Asians. In the 2012-2013 school year, 91% of Valley students qualified for free or reduced priced meals. In the 2013-14 school year, 100% of Valley students receive free meals, as the school qualified for a special provision in the Free Lunch program due to the high number of qualifying students.

Valley High School opened in 1959 as the second comprehensive high school in the school district. It is bordered by an elementary school, an intermediate school, School District Pupil Support Services, housing developments, commercial properties, and apartments in every direction. There are also two comprehensive Santa Ana Unified School District fundamental high schools within a two-mile radius of our campus.

Briefly describe the background of the school prior to implementing SIG reform efforts (within the last three years) and include climate, culture, instructional practices, data use, and school staffing.

Valley has a history of reform efforts with mixed results. There have been a total of five principals over the past seven years, and three within the past five years. This instability in leadership has, understandably, contributed to the mixed results. By the end of the 2013-14 school year, the present principal will have been at the site for three years. These three years have been marked with significant improvements in school culture and climate, particularly in terms of a decrease in student discipline and attendance challenges. Results of student and parent surveys conducted over the past few years have yielded consistently improving responses: students have expressed diminishing safety concerns and a more positive rapport with school staff. Parents had stated the need for more communication and clarity as to the school's goals, and this has improved as well. Parents had also expressed that they did not necessarily feel welcome when they come to the school; this has also improved.

However, in spite of a significant amount of hours provided for professional collaboration and development, academic achievement, as exemplified by CST and district benchmark results, has not demonstrably improved. There are islands of instructional excellence within the school and multiple examples of effective programs and practices which have supported student achievement, but they are not campus-wide. Rising numbers of English learners reclassifying as fluent and graduating seniors earning the Seal of Biliteracy, show encouraging trends upon which the school must build. Teacher turnover appears to be a significant factor in the mixed results, as there have been a number of temporary contracts utilized to fill positions at the site within the past three years. Furthermore, a culture of true professional learning communities has not yet taken root on the campus. Analysis of student achievement data is not a school-wide practice, and peer-to-peer observations are not as widespread as needed. As the school transitions into the Common Core State

Standards, an ever-increasing number of teachers are using Common Core strategies such as academic conversations, inquiry learning, and close reading. These practices need to occur more frequently, in more classes, and at a deeper level.

Prior and Current School Improvement Reform Efforts

Please complete the table below on prior and current reform efforts (within the last five years) at the school. Indicate if the reform effort was successful in school improvement or not successful and the reason.

Year	Reform Effort	Successful	Not Successful	Reason
2011-13	Carefully monitored attendance and tardy policies	X		Fewer students were tardy to class, there were fewer absences and less instructional time lost.
2011-14	Focus on English Learner placement, support, and achievement	X		SLC created for newcomers to the US with smaller class sizes and intensive academic support for ELs. Attention to the needs of long-term ELs has led to record numbers of EL students: -Reclassifying as fluent English Proficient -Graduating -Completing A through G requirements -Continuing their post-secondary education at colleges and universities
2011-14	Community Liaison Position to improve school/home/community connectivity	X		The Liaison has recruited more parents who are actively involved with the school, and assuming leadership roles. The Liaison has also made a positive impact on attendance at parent meeting.
2011-14	Implemented PLC model		X	Inadequate professional development for staff leading the PLC meetings often resulted in relatively unstructured meetings with significant amount of time devoted to operational issues, and insufficient focus on learning and teaching.

2012-13	Focus on student learning through Effective Classroom Observation (ECO) and School Quality Review	X		The ECO protocol allows teachers to visit classrooms and provide immediate feedback on student learning. Because it is non-evaluative and non-threatening, it has been very effective. Training in the quality review process was provided, enabling stakeholders to be active in the evaluating the strategies used and providing input for further improvement.
2011-13	Increased Learning Time		X	Various approaches to increased learning time have not shown significant impact due to inadequate training in effective strategies on how to best utilize the extended time.
2013-14	CORE (California Office to Reform Education) waiver program – Rewards/Priority Schools Pairing	X		Valley High School is linked with South Gate High in Los Angeles. Valley teachers have learned from their counterparts how South Gate has improved ELA achievement among ELs. Implementation of these practices is beginning at Valley.
2011-14	PBIS (Positive Behavioral Interventions and Supports)	X		PBIS has had a positive impact on the school culture and as a result there has been a significant decrease in discipline issues including tardy students, suspensions and expulsions and an increase in student attendance.
2011-14	Implementation of the Strategic Plan for College and Career Readiness	X		The counselors are providing strategic college and career readiness guidance to all students, with each student having a minimum of two one-on-one sessions per year. The counselors are also developing enhanced contact with parents.

SIG Form 3a—School Performance Data and Analysis

Student Academic Performance Data						
Please complete the table below regarding school academic performance data for the school years requested. School data reports may be found at CDE Dataquest: http://dq.cde.ca.gov/dataquest .						
API Data						
	2010–11		2011–12		2012–13	
Growth—Schoolwide	637		655		658	
Met Growth Target— Schoolwide (yes or no)	Yes		Yes		No	
Met Growth Target—for all Subgroups (yes or no)	Yes		Yes		No	
AYP Data						
	2010–11		2011–12		2012–13	
	ELA	Math	ELA	Math	ELA	Math
Percent of Students at or Above Proficient	38.6%	44.8%	24.4%	45.9%	33.7%	43.8%
Met AYP Schoolwide Criteria (yes or no)	No		No		No	
Met all Participation Rate Criteria (yes or no)	Yes		Yes		Yes	

California Standards Test Data by Schoolwide						
For the school years listed below, please enter the percentage of all students who tested proficient or above on the California Standards Test for English-language arts and mathematics. You will need to provide data for each grade level tested at school. Add grade levels to table, as needed.						
Grade: 9th						
	2010–11		2011–12		2012–13	
English-language arts	26%		36%		39%	
Mathematics (General Math)	5%		3%		N/A	
Mathematics (Algebra I)	18%		20%		10%	
Mathematics (Geometry)	34%		N/A		N/A	

Mathematics (Algebra II)	N/A	44%	35%
Grade: 10th			
	2010–11	2011–12	2012–13
English-language arts	29%	20%	31%
Mathematics (Algebra I)	2%	2%	4%
Mathematics (Geometry)	6%	14%	38%
Mathematics (Algebra II)	41%	23%	5%

Grade: 11th			
	2010–11	2011–12	2012–13
English-language arts	23%	32%	24%
Mathematics (Algebra I)	8%	16%	18%
Mathematics (Geometry)	2%	5%	0%
Mathematics (Algebra II)	7%	14%	10%
Mathematics (Summative HS Math)	27%	43%	22%
Grade: EOC			
	2010–11	2011–12	2012–13
Mathematics (General Math)	34%	17%	N/A
Mathematics (Algebra I)	14%	14%	8%
Mathematics (Geometry)	11%	12%	33%
Mathematics (Algebra II)	17%	27%	18%
Mathematics (Summative HS Math)	27%	43%	22%

SIG Form 3a—School Performance Data and Analysis

CST Data by Subgroup						
For the 2012–13 school year , please indicate the percentage of student in each of the listed subgroups represented at your school who tested proficient or above on the California Standards Test for English-language arts and mathematics. You will need to provide data for each grade level tested at school. Add grade levels to table, as needed.						
Grade: 9th						
Content Area	White, Non-Hispanic	Black or African-American	Hispanic or Latino	Socioeconomically Disadvantaged	English Language Learners	Special Education
English-language arts	N/A	N/A	39%	39%	8%	N/A
Math (Algebra I)	N/A	N/A	10%	10%	9%	N/A
Math (Algebra II)	N/A	N/A	34%	35%	12%	N/A
Grade: 10th						
Content Area	White, Non-Hispanic	Black or African-American	Hispanic or Latino	Socioeconomically Disadvantaged	English Language Learners	Special Education
English-language arts	N/A	N/A	30%	30%	2%	N/A
Math (Algebra I)	N/A	N/A	4%	4%	4%	N/A
Math (Geometry)	N/A	N/A	38%	38%	6%	N/A
Math (Algebra II)	N/A	N/A	3%	4%	0%	6%

SIG Form 3a—School Performance Data and Analysis

Grade: 11th						
Content Area	White, Non-Hispanic	Black or African-American	Hispanic or Latino	Socioeconomically Disadvantaged	English Language Learners	Special Education
English-language arts	N/A	N/A	23%	24%	2%	N/A
Math (Algebra I)	N/A	N/A	15%	19%	0%	N/A
Math (Geometry)	N/A	N/A	0%	0%	0%	N/A
Math (Algebra II)	N/A	N/A	9%	10%	3%	N/A
Math (Sum. HS Math)	N/A	N/A	19%	20%	8%	N/A

2013 Graduation Rate						
For the 2012–13 school year , please indicate the high school graduation rate for each of the listed subgroups represented at your school.						
All Students	White, Non-Hispanic	Black or African-American	Hispanic or Latino	Socioeconomically Disadvantaged	English Language Learners	Special Education
75.86%	14.29%	N/A	76.89%	76.33%	67.29%	50.00%

SIG Form 3a—School Performance Data and Analysis

School Information			
	2010–11	2011–12	2012–13
Number of minutes all students were required to be at school and any additional learning time, if applicable	68,400	73,800	68,400
Student attendance rate (%)	95.6%	91.6%	93.7%
Discipline incidents	1200	1098	392
Truancy rate (%)	0.40	0.33	0.30
High school dropout rate (%) – <i>high schools only</i>	23.2%	16.4%	Official figures have not been released by CDE
High school graduation rate (%) – <i>high schools only</i>	69.32%	75.86%	Official figures have not been released by CDE
Number of students who complete advanced coursework (such as Advanced Placement (AP), International Baccalaureate (IB), or advanced mathematics courses)– <i>high schools only</i>	337	321	566
Number of students who complete at least one class in a postsecondary institution (dual enrollment)– <i>high schools only</i>	11	24	22
Teacher attendance rate (%)	94.81%	96.25%	97.04%
Distribution of teachers by performance level on the district’s teacher evaluation system	N/A	N/A	N/A

SIG Form 3a—School Performance Data and Analysis

Needs Analysis

Please describe the process and findings of the needs assessment conducted for each school that the LEA will commit to serve. The description of the needs assessment must address the following areas:

- Assessment instruments used to conduct the analysis (e.g., Academic Performance Survey (APS), Inventory of Services and Supports (ISS) for Students with Disabilities, District Assessment Survey (DAS), and the forms found within this application) and if applicable, other assessments used (e.g. California Modified Assessment, California Alternate Performance Assessment, California English Language Development Test, etc.)
- The roles and responsibilities of the district and school personnel and other collaborative partners responsible for conducting the needs assessment and/or analyzing its results
- The process for analyzing the findings
- A summary of the findings for the school

Assessment instruments employed

The district and school analyzed data that included:

- English learner performance from the English Learner Student Survey Assessment (ELSSA)
- UC eligibility data: a-g completion, 4-year university eligibility rate, PSAT, SAT and AP data
- Graduation rate and drop-out rates
- STAR data: CST, CMA, CAHSEE, CELDT
- Local data and assessments: benchmarks, common assessments, semester grades, samples of student work
- Culture and Climate Surveys, stakeholder focus groups, 2014 WASC Self Study, Semi-annual staff, student and parent surveys for SPSA Student attendance and discipline incidents dataStaff evaluations
- Annual School Quality Review and observations from peer classroom visits
- District and site administrator classroom walk-through data

The needs assessment also took into account:

- District Key Performance Indicators
- The Strategic Action Plan for High School Inc., which was developed after Academy business champions, Board members of Santa Ana Chamber of Commerce and High School Inc. Foundation, District leaders and staff, and faculty, contracted a professional independent facilitator who designed and led the process. This process, which

took over a month to complete, involved in-depth interviews of about two dozen key participants in High School Inc. to help assess where the program is today and identify areas that are lacking or needing improvement.

- The findings of the School Quality Review (SQR) which was led by the school's external partner, and included stakeholders as review team members, who led focus group meetings with students, teachers, parents and members of the local community. The findings of a second SQR, led by a Valley assistant principal and members of the school staff.

The roles and responsibilities of the district and school personnel and other collaborative partners

Deputy Superintendent of Educational Services
Assistant Superintendent, Secondary Education
Executive Director, Secondary Education and Charter Schools
Director, Research and Evaluation
Director, Student Achievement
Site Administrators
Site Instructional Leadership Team
Site Teaching Staff
Student Leaders
Parent Leaders

The restructuring team's task was to create the process for conducting a thorough and thoughtful needs analysis which would drive meaningful and long-term as well as short-term success and true educational reform. Therefore it was essential that the information gathered on which to base the selection of the educational reform model be representative of the full range of stakeholders from:

- School staff
- Parents
- Community members
- Board of Education

It was essential that the restructuring team's members were selected be representative of the population who would be both implementing and receiving instruction under this new intervention model. The team members were selected based on four criteria: a drive for results, positive relationship and influence skills, a readiness for change, and the knowledge to do what works.

Process for Analyzing the Findings

Valley High School staff has conducted two school quality reviews since March 2011. This data, along with semi-annual needs assessments conducted with input from ILT, SSC, ELAC, staff, parent and student leadership groups, as well as student achievement data, and WASC Self Study/Visiting Committee Report findings were all used to compile action steps for the 2014 School Improvement Grant application. Based on these findings, funds were allocated to support implementation of Common Core State Standards (CCSS) with scaffolds for English Learners, promote a college-going culture and improved UC eligibility rates, provide increased learning opportunities and systematic intervention programs for all students, and provide collaboration time and training to build effective Professional Learning Communities focused on student learning.

Summary of Findings

Valley's similar school decile increased to 7 in 2013 having remained static at 5 for the previous 3 school years. Although Valley's API has increased steadily over the years, last year's school-wide API of 658 remained the same as in 2012. The API for English Learner subgroup dropped from 611 to 540 (-71 points). We attribute this drop in part, to a high reclassification rate; from 2010-2013, 20% of English Learners were reclassified. Although many students met reclassification criteria, the progress of long-term English Learners is an area of concern. After reviewing EL student achievement data, an EL Action Plan to closely monitor the progress of RFEPs included in EL learner subgroups, as well as the progress of all English Learners. We will target long-term LTLS scoring Beginning/Early Intermediate on CELDT for systematic intervention programs. The EL Content Literacy Coach will collaborate with classroom teachers to implement classroom strategies to help ELs access Common Core State Standards. We are also working closely with Southgate High School to identify best practices and continue to modify our instructional strategies and action plan for 2014-2015.

Our site's key academic focus is College and Career readiness. This is a critical area in our transformational plan. Stakeholders and advisory committees focused on examining data related to In 2012-13, 20% of students were UC eligible. In 2011-12, the average SAT score at Valley was 1164, 332 points below the state average. We have closely examined EAP scores were 3.2 % in English, 7.0% Algebra II and 74% for Summative Math. In 2012-13, AP pass rate was 18%. Key areas of instructional focus will be monitoring student progress towards A-G requirements to create a college-going culture. We have made a renewed commitment to ensure that all students are prepared to succeed in college and career paths through a schoolwide focus on higher expectations, support networks and increased academic rigor. We will do our best to make students believe they can go to college and let them know that we expect them to succeed. We will launch a schoolwide campaign to promote UC/CSU eligibility and to simulate a college campus environment.

The following priorities emerged for allocation of SIG funds:

1. Provide materials and resources needed to fully implement Common Core State Standards for all students and strategic scaffolds for English Learners.
 - Schoolwide focus on writing across the curriculum with focus on CCSS
 - Train every staff member on the Effective Classroom Observation (ECO) protocol
 - Provide program planning time to build effective Learning Communities
 - Provide targeted professional development on PLCs, CCSS, and EL strategies
 - Hire ELD Content Literacy Coach to support EL instruction and long-term English learners
2. Provide materials and resources to promote a college-going culture and promote staff and student self-efficacy.
 - The addition of a second Higher Education Coordinator will expand outreach to families to build awareness on how to navigate pathways to college
 - Field trips open to all students to visit college campuses will help inspire students to continue their education beyond the high school level
3. Provide materials and resources needed to support credit recovery, systematic intervention programs, and extended learning opportunities for all students.
4. Provide for an Operations Administrator responsible for SIG oversight, facilities, budgets, and technology to allow the principal to focus on instructional leadership.
5. Provide release days for teachers to receive targeted professional development, do peer observations focused on student learning, and visit our CORE partner school to see effective best practices in action.

B. Demonstration of Capacity (Required) (Forms 4a, 5a, 4b, 5b, 6, 10)

SIG Form 6—Demonstration of Capacity

The LEA must demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEAs application in order to implement, fully and effectively, **all** required components of the school intervention model(s) it has selected. To do this, the LEA must analyze a number of factors, including, but not limited to district and school personnel; curriculum, assessment and instructional support; increased learning time, family and community engagement; social-emotional community-oriented services; school restart; and school closure.

The District and School Improvement Team will need to analyze each item and determine the degree to which the team strongly agrees or strongly disagrees with the statement. Discussion points are included to guide team leaders around possible barriers to implement a required component. Please answer all items to determine the best-fit intervention model for each school. (6 page limit per school.)

District Name: Santa Ana Unified School District	
School Name: Valley High School	CDS: 30-66670-3036456

District and School Personnel	Strongly Agree	Agree	Disagree	Strongly Disagree
<p>Turnaround/Transformation: Our LEA has the ability to select a new principal for the school(s), with the experience, training, and skills to make school improvements.</p> <p>As a large urban district, SAUSD has schools whose assessment results span the spectrum from Program Improvement to National Blue Ribbon award winners. There have been a number of school sites which started as program improvement, but through reform efforts, have been able to exit program improvement and are continuing on a positive trajectory. Given this, SAUSD is optimistic that the resources and support which resulted in assisting other schools in the district exit program improvement can be built upon to assist Valley in their efforts of school reform. The district leadership team is committed to revising the current principal duty statement to ensure</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

that it has a leader who is committed to supporting student achievement and possesses the specific skills set necessary to carry it out at the site.				
<p>Turnaround/Transformation: Our LEA has the ability to assign effective teachers and leaders to the lowest achieving schools.</p> <p>SAUSD and SAEA leadership have already discussed, at a cursory level, their willingness to candidly discuss current personnel policies and procedures and come to a mutual agreement to revise them pursuant to supporting a site's ability to assign effective teachers and leaders to the lowest performing schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Turnaround: Our LEA has the ability to grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting).</p> <p>SAUSD's new leadership has been forthright in their beliefs that true reform begins at the site level, rather than the top down approach. Therefore, if a site administrator has clearly outlined a plan of action using data to support his/her premise and aligned the plan with elements of effective, research-based approaches to improve student achievement, the policy will be to provide that administrator with the operational flexibility, resources and support needed to carry out that plan.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Turnaround: Our LEA has the ability to use locally adopted competencies to screen all existing staff and rehire no more than 50 percent, and select new staff.</p> <p>Over the past several years of budget cuts, SAUSD has had to enact a system of layoffs and transfers. The district and SAEA established a comprehensive set of criteria, procedures and protocols associated with this process. Therefore, the district does have the capacity to comply with this component. However, the district has devoted a great deal of time and resources to ensuring that we hire, train and retain good teachers. Rather than having to start over, we have chosen to build upon the good work done to date. This is one of the contributing factors compelling SAUSD not to pursue the turnaround model of reform.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Transformation: Our LEA has the ability to develop a rigorous, transparent, and equitable principal and teacher evaluation, designed and developed with teacher</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>and principal involvement that takes into account data on student growth as a significant factor.</p> <p>The president of the teachers' association has met informally with district leaders and has indicated that she is willing to work with the district to create a pilot evaluation system which includes the consideration of student growth as a factor in determining teacher effectiveness and draft an MOU to support the district's reform efforts through the SIG.</p>				
<p>Transformation: Our LEA has the ability to identify and reward school leaders, teachers, and other staff that have increased student achievement.</p> <p>The system to identify and reward school leaders, teachers and other staff that have increased student achievement will be addressed as part of the pilot evaluation policies and procedures MOU.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Transformation: Our LEA has the ability to identify and remove school leaders, teachers, and other staff that have not increased student achievement, after ample opportunities to improve professional practice.</p> <p>At present, the current evaluation system will require modification to comply with this component. However, recent positive discussions between district leadership and SAEA leadership have included candid dialogues of this issue. Both the district and SAEA are committed to supporting student achievement through effective instruction and ensuring teachers have the tools and support to realize this. The district is confident that it will be able to address this in its development of the SIG MOU with SAEA.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Turnaround/Transformation: Our LEA has the ability to implement strategies to recruit, place, and retain staff with the skills necessary to meet the needs of the students.</p> <p>There are a few encouraging changes that have taken effect recently which have improved the district's ability to implement strategies to recruit, place and retain staff with the skills necessary to meet the needs of the students. For the first time in several years, the district is now offering probationary contracts, rather than temporary contracts to new hires. We are one of the</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>few districts in the county to offer this. Consequently, we are attracting many teaching candidates to our district and are able to really recruit and hire the best of the best. This also helps diminish the issue of replacing and retraining new staff each year. This was an issue at many of our schools most in need of student support. Finally, we have a strong Beginning Teacher Support and Assessment (BTSA) program which has provided these new teachers with the support they need to meet the specialized instructional needs of our students in their first years as new teachers fostering resiliency and retention.</p>				
<p>Turnaround: Our LEA has the ability to adopt a new governance structure.</p> <p>While the district certainly has the capacity to adopt a new governance structure, as a large urban district supporting over 50,000 K – 12 students, across 56 school sites, adopting an entirely new governance system for the one school would not be an efficient utilization of the district’s resources, nor is it clear that doing so would provide the desired results of school reform.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Transformation: Our LEA has the ability to give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting).</p> <p>SAUSD’s new leadership have made it plain that those who are willing to outline a comprehensive plan, the district would provide the operational flexibility, resources and support needed to carry out that plan.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Transformation: Our LEA has the ability to ensure that the school(s) receives ongoing, intensive technical assistance and related support.</p> <p>Any comprehensive plan of reform would include ongoing, intensive technical assistance and related support through our Research and Evaluation, Information Technology and Instructional Technology departments.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum, Assessment, and Instructional Support	Strongly Agree	Agree	Disagree	Strongly Disagree
<p>Turnaround/Transformation: Our LEA has the ability to provide staff ongoing, high quality job-embedded professional development that is designed by staff and aligned with the school's instructional program.</p> <p>In addition to the support for PD available through the district's curriculum specialists, the district has also partnered with outside agencies to provide the specialized support needed at each site to support student achievement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Turnaround/Transformation: Our LEA has the ability to use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</p> <p>District level curriculum specialists work cooperatively with site leadership and teachers using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Turnaround/Transformation: Our LEA has the ability to promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>The district has the experience, the means (Student data systems: Aeries and Illuminate) and the personnel (Research and Evaluation, information technology, and instructional technology) trained to work at the district level and site staff to inform and differentiate instruction to meet the academic needs of individual students.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Increased Learning Time	Strongly Agree	Agree	Disagree	Strongly Disagree
<p>Turnaround/Transformation: Our LEA has the ability to establish schedules and implement strategies that provide increased learning time in the following three areas: (A) Instruction in core academic subjects, (b) Instruction in other subjects and enrichment, (c) Time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</p> <p>Key to the reform plan are the elements of not just increasing learning time, but ensuring that the time spent in instruction is effective and infused with research-based instructional strategies to support the specialized educational needs of our student population.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social-Emotional and Community-Oriented Services Family and Community Engagement	Strongly Agree	Agree	Disagree	Strongly Disagree
<p>Turnaround: Our LEA has the ability to provide appropriate social-emotional and community-oriented services and supports for students.</p> <p>As a large urban district, SAUSD has developed and is maintaining a number of current student support services to address the socio-emotional needs of our students. A number of our secondary sites have community liaison personnel who work in tandem with our Pupil Support Services department. There is a medical/dental clinic housed at one of our school sites as well as a head start program. There is a parent coordinator administrator at the district level who has been instrumental in bringing together resources from a variety of departments as well as well as outside community agencies such as the Lions Club, the Assistance League or Latino Health Access. While these supports are in place, they would certainly benefit from an expansion. Whether turnaround or transformation, the resources provided by the SIG will be utilized to build upon the successes of these programs in order to provide increased access to these socio-emotional and community-oriented services and supports for even more students.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Transformation: Our LEA has the ability to provide ongoing mechanisms for family and community engagement.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>There are a number of programs and ongoing mechanisms to provide family and community engagement which would be strengthened by the support of SIG resources. At the district level, each department conducts and convenes a wide variety of formal parent trainings and informational meetings throughout the year to engage and support parents in understanding the particular educational programs and services under the purview of that department to support their students' academic achievement. In supporting parent engagement outside of the district, SAUSD enjoys partnerships with a variety of community organizations throughout the city and county who also work with the parents of Santa Ana students to engage them in understanding other programs and services available to them in supporting student achievement. These partnerships include agencies such as the Santa Ana Chamber of Commerce, Orange County Department of Education, Think Together, Santa Ana College and Cal State Fullerton (Adelante Program), Kidworks, Cambodian Family and Latino Health Access to name a few.</p>				
<p>School Restart</p>	<p>Strongly Agree</p>	<p>Agree</p>	<p>Disagree</p>	<p>Strongly Disagree</p>
<p>Restart: Our LEA has the ability to convert or close and reopen a school under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous process.</p> <p>While the district may have the ability to convert or close and reopen a school, given that the majority our comprehensive and fundamental sites are at capacity, choosing the restart model would prove an untenable option. Further, the district has worked very diligently to foster an improved relationship with the parents and community. It is committed to implementing and overseeing the reform process themselves rather than handing it over to a charter school organization or charter management organization who are an unknown entity to our students, staff and parents.</p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Restart: Our LEA has the ability to enroll, within the grades it serves, all former students who wish to attend the school.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>

<p>The district has experience with implementing this through our background in dealing with school of choice transfers. However, as the majority of our schools are currently at capacity, the LEA does not have the ability to fully support this model of reform.</p>				
<p>Restart: Our LEA has the ability to fulfill all California requirements for converting to a charter school.</p> <p>The district is committed to serving the needs of all students at Valley High School without converting it to a charter school.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>School Closure</p>	<p>Strongly Agree</p>	<p>Agree</p>	<p>Disagree</p>	<p>Strongly Disagree</p>
<p>Closure: Our LEA has the ability to close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.</p> <p>At present all of our comprehensive and fundamental sites are at capacity. Choosing the closure model was not an option as we would not be able to absorb the students from a closure school into the remaining sites.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Closure: Our LEA has the ability to support families and students in their transition to a new school.</p> <p>Through the district's open, Schools of Choice, transfer system, the district does have the policies and procedures in place to assist families and students in their transition to a new school. The policies and procedures are in place, but most of our 56 sites are currently at capacity. For those sites with available space, we do provide assistance in transferring and transitioning.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Process and Implementation

The LEA must briefly describe the process it used for completing the needs and capacity analysis (School Performance-Form 4 and Demonstration of Capacity-Form 5) and how it plans to implement all required components fully and effectively by the beginning of the 2014–15 School Year, including required components that may be challenging.

Process for Completing the Needs and Capacity Analysis: With new leadership at the helm, the district implemented a bold and innovative approach to the process it employed in gathering data to complete the needs and capacity analysis. As a number of the elements of reform listed in the SIG parallel or align with those of the Local Control Accountability Plan (LCAP), SAUSD chose to integrate the needs and capacity analysis process using the lens of the eight priorities for the LCAP to frame its School Improvement Grant needs assessment.

The district convened a variety of public forums which solicited input regarding school improvement from a broad spectrum of stakeholders: Students, teachers, administrators, parents and community members. The structure of these forums is as follows: The eight priorities from the LCAP were explained in a plenary session, then the entire group was broken up into eight teams, each team beginning with one of the eight areas and asked to identify what were the needs we had as a district to support improvement in each of these eight areas. Teams rotated though the eight areas. Clarification of the priority area was provided in the breakout sessions. Input was gathered and the results have been recorded and cataloged for analysis. In addition, the district has set up an “All Eyes on Learning” webpage on the district’s website and created a dedicated phone number to receive further input from parents and the community regarding school reform and funding.

This process is continuing district wide. A summary of the responses to the forums convened to date are available at <http://www.sausd.us/site/Default.aspx?PageID=22833> However, through the process and the analysis of the results that have been gathered to thus far, trends have begun to appear. Goals and objectives tied to these results have become evident. Pathways and programs to support student achievement have been identified as well as personnel, services and capital outlays needed to implement these changes. As these became evident, so too, was the reform model which would best support these goals: Transformation.

Implementation of all the Required Components: Both the LCAP and the SIG are programs which will be implemented over time. The plan to implement the SIG will begin with creating both a long-term and short term plan for implementing the required components. Starting with the 2014 – 15 school year, the new site administration will work with

- Human Resources to

- Modify the transfer and assignment process to support the operational flexibility components of the SIG Plan
- Screen and hire the certificated and classified personnel needed to support the positions created in the SIG Plan
- Purchasing and Operations regarding materials and physical plant needs to support the plan
- Professional learning to develop a professional development plan to improve teacher and school leader effectiveness
- Secondary Education to research and identify research-based, vertically aligned instructional materials which support the new state standards

Further evidence of the SAUSD's commitment and capacity to fully implement all of the required SIG components by 2014 – 15 comes in the form of a new district level position: Executive Director of School Renewal. The individual chosen for this position will be in place prior to the end of the 2013 – 14 school year. One important selection criteria for this position is prior experience in successfully implementing school reform efforts. Once in place, the Executive Director of School Renewal will be instrumental in coordinating efforts of successfully and effectively overseeing the implementation of the SIG Plan. As this position is funded by the district, he or she will also be responsible for ensuring the sustainability of the reforms after the SIG funding has ended.

Challenges: The most challenging components of the plan will undoubtedly be the accountability pieces. In order to comply with the tenets of the SIG, it will be necessary to implement an entirely new evaluation and rating system. This is a complete change from anything ever undertaken before. The evaluation process is bound by contractual language, and any changes to it must be negotiated through the collective bargaining process. District leadership has already met with leadership from the Santa Ana Teacher's Association (SAEA) regarding this challenge, and the results have been positive. SAEA is open to working collaboratively with the district to create and implement a new evaluation system which complies with the elements of the Transformation Model of school reform outlined in the SIG.

As this is a complex and many-faceted challenge, it is understood that this will take time to draft, revise and come to consensus. Therefore, much of the first year will be spend on creating, refining and adopting an MOU to the Collective Bargaining Agreement which addresses the accountability pieces as they pertain to evaluations tied to student data, transfers, incentives as well as recruitment and removal of teachers, administrators and support staff. This will be done in order to have the process working and in place by the first day of the second year of implementation.

A proposed outline of the timeline for this process is included in
Section I: Attachment 2. Teacher Evaluation at Valley High School, Proposed Timeline for Pilot of Revised Model

C. Selection of Intervention Model(s) (Required) (Forms 7, 7a)

SIG Form 7—Analysis and Selection of the Intervention Model

Describe how specific findings from the needs and capacity analysis (School Performance-Form 3a and Demonstration of Capacity-Form 6) led to the LEA’s selection of the intervention model. The LEA must provide the analysis and rationale for selecting the intervention model for each school. In addition, the LEA must provide an analysis and rationale for not selecting the other three intervention models for each school. Enter the LEA’s intervention model selection on Form 2- List of Schools. (2 page limit per school.)

District Name: Santa Ana Unified School District		
School Name: Valley High School		CDS: 30-66670-3036456
Model	Selected Model Analysis and Rationale	Analysis and Rationale for Models <u>Not</u> Selected
Turnaround		<p>As a result of the outcome of the needs assessment, all stakeholders recognize the significant progress made in the past two years under the leadership of the current principal. Compelling improvements have been realized in a number of key areas including, climate, culture and student achievement, and this progress reflected by its increased performance compared to similar schools.</p> <p>With a staff of almost 100 teachers, the challenges of replacing 50% of the entire staff would be overwhelming. Further, stakeholders also feel that replacing 50% of the staff is unnecessary, especially since over the past two years the entire leadership team as well as over 30% of the staff have been replaced. Current faculty are highly qualified, and most current teachers and staff serve as a strong support group in helping students deal</p>

		with some of the social and emotional issues they face.
Transformation	<p>After conducting the needs assessment and examining and considering the elements of the 4 intervention models, the stakeholders on the needs assessment team reached an overwhelming consensus that the needs of Valley High School would be best addressed through implementing the Transformation reform model.</p> <p>The analysis shows that internal and external issues and challenges can be addressed through the strategies of the transformation model to promote positive change and improved student achievement.</p> <p>Teachers are highly qualified, and most current teachers and staff serve as a strong support group in helping students deal with some of the social and emotional issues they face.</p> <p>The needs assessment process and development of this plan have revealed a tremendous amount of collaboration, determination, and commitment on the part of the superintendent, central office, union, administrators, teachers, site staff, parents, and the board of education to make bold changes to substantially improve student performance, and the climate and culture at the school. There is strong support from all stakeholder groups for the implementation of the transformation model. There is district level and school capacity to successfully implement the transformation</p>	

	<p>interventions. Students at VHS will benefit from improvements brought about through school transformation including an extended school day and increased learning time; a data-driven and research-based instructional program; professional development and teacher collaboration opportunities; and other improvements including operating flexibility to enable the principal and school to address issues related to the VHS and the students. The union has agreed to support the principal at VHS and involve teachers in the design and implementation of a new pilot evaluation tool for teachers and principals which takes into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing professional practice reflective of student achievement and increased high school graduation rates.</p>	
<p>Restart</p>		<p>Although there are charter schools in the district stakeholders did not believe a restart under a CMO or EMO would be best for the students attending Santa Valley High school. Teachers are highly qualified, and most current teachers and staff serve as a strong support group in helping students deal with some of the social and emotional issues they face. The stakeholders feel that the initiatives which have been implemented at the site over the past two years by the new leadership team working in tandem with the district have made a significant difference to the climate and culture in the school. This is progress is reflected in both the increased</p>

		support which the school is receiving from all stakeholders, and the increase in Valley's similar school decile rating. It was at a 7 in 2013, after having remained static at 5 for the previous 3 school years.
Closure		The school has over 2,300 students on its roll sheets, and all stakeholders feel that the progress the school has made over the past two years, during which time the whole leadership team, including the principal, and over 30% of the staff have been replaced, are moving the school forward. Therefore they do not feel that closing the school is a viable option.

SIG Form 7a—Consultation with Relevant Stakeholders

The LEA must consult with relevant stakeholders such as students, parents, educators, and the community regarding the LEA’s application.

To fulfill this requirement, LEAs must hold at least two public meetings to consult with staff, parents, and the community regarding the LEAs application, and its selection and development of one of the four intervention models for its Tier I and II schools (per *Education Code* Section 53202(b)). Please include original copies of the confirmation form for each school for which the LEA is applying. The LEA must provide documentation that such meetings were held (e.g., meeting agenda or meeting minutes), provide a summary of input obtained through these meetings, indicate which input was incorporated into the LEA’s SIG application, and provide a rationale for not accepting any input that the LEA rejected. Please only provide documentation for two public meetings.

Consultation with Relevant Stakeholder Confirmation

District Name: Santa Ana Unified School District			
School Name: Valley High School		CDS: 30-66670-3036456	
Meeting Date: February 26 (teachers) and March 5, 2014 (parents)		Meeting Location: Valley High School	
Meeting Purpose: Discuss the SIG application process, gather input from stakeholders			
Name	Title/Position	Representing	Date
Patrick D. Yrarrázaval-Correa	Principal	Valley High School/SAUSD	February 26, 2014 and March 5, 2014
Darren Shimasaki Lizbeth Padilla	Teacher Parent-Community Liaison	Valley High School/SAEA Valley High School	February 26, 2014 March 5, 2014
Summary of meeting: Please provide brief summary of input obtained from meeting. Indicate input incorporated into LEA’s SIG application, and provide a rationale for not accepting any input that the LEA rejected. (1 page limit per meeting per school.)			
Summary of meeting Valley High School has implemented the School Quality Review (SQR) procedures and protocols model as the medium to consult with relevant stakeholders: Teachers, administrators, students and parents. At these meetings input was gathered from these stakeholders regarding their views on priorities to be considered in the creation of the school			

improvement plan. Input was analyzed to determine its relevance to transforming the school, and current program effectiveness.

From this analysis, the greatest needs were pinpointed to transform the school with 2014 School Improvement Grant funding, and determine which model of reform would be the best means to enact these changes. Valley High School staff reviewed findings from these meetings, and prioritized action steps for the 2014 SIG application which have been incorporated into Valley's 2014 SIG Plan.

Input from stakeholder meetings incorporated into the SIG application

1. Provide materials and resources needed to fully implement Common Core State Standards for all students, and strategic scaffolds for English Learners.
 - School-wide focus on writing across the curriculum with focus on CCSS
 - Train every staff member on our Effective Classroom Observation (ECO) protocol
 - Provide program planning time to build effective Learning Communities.
 - Provide targeted professional development on PLCs, CCSS, and EL strategies
 - Support for long-term Long Term English Learners (LTELs), hire ELD Content Literacy Coach
 - Support for newcomer ELs through our Welcome Academy
2. Provide materials and resources to promote a college-going culture and promote staff and student self-efficacy.
 - Our Freshman Mentor Program (FMP) has gained momentum, and the mentors have been trained by staff at SAC, CSUF, and UCI. Also, our FMP has joined forces with our Valley THINK program. A second higher education coordinator will strengthen these efforts, and provide greater support for college and career readiness to our underclass students.
 - Our Strategic Plan for College and Career Readiness was developed in the fall, and it has intensified our efforts to address credit deficiency, CAHSEE proficiency, graduation rates, and A-G completion.
3. Provide materials and resources needed to support credit recovery, systematic intervention programs, and extended learning opportunities for all students.
4. Expand focus on our programs to increase attendance, punctuality, and connectedness to school, while decreasing discipline incidents. This includes our revamped tardy program, and our nascent restorative justice program, intended to reduce suspensions and expulsions.

5. Fund key support staff (School Operations Manager, additional Higher Education Coordinator, ELD Coach) through School Improvement Grant funds to lead transformation efforts and build sustainability.

Given that these priorities and action steps most closely aligned with elements of the transformation model of reform, it was determined that the transformation model would be the model of reform chosen to create the School Improvement Grant (SIG) Plan.

Rationale for not accepting any input that the LEA rejected:

All input from these meetings was recorded and considered in the creation of the SIG plan. However not all suggestions were incorporated into the plan. Chief among the criteria used to determine if a suggestion would be included was the ultimate question of “Is this measurable?” What evidence would we have of the effectiveness of any of these suggestions? If the effectiveness of a suggested action could not be measured, then it was not incorporated into the SIG Plan.

Documentation: Agendas from these meetings are in Section I: Attachment 4
Handouts from the staff meeting is in Section I: Attachment 1

D. Modify Local Educational Agencies Practices or Policies (Required)

Revised Policies, Protocols and/or Practices	Description of and Process for the Revision	Timeline for Revision
<p>Master Scheduling:</p> <p>To address the SIG components of operational flexibility as well as respond to student and parent requests voiced in the input gathered for the Needs Assessment regarding the need for a wider variety of course selection options and flexible scheduling, current practices with master scheduling may be modified so long as they still comply with Education Code and University of California Office of the President (UCOP) A – G requirements</p>	<p>Create a new master schedule which includes</p> <p>-Flexible scheduling. This may include changes to</p> <ul style="list-style-type: none"> • Start and end times • Wider variety and more sections of G-level electives • More sections of AP courses on a wider variety of subjects • Past practices with subject continuums (e.g. Current practices are Biology before Chemistry before Physics- Flexibility with the master schedule would provide students with the opportunity to start with Physics or Chemistry before biology, etc) <p>Recruit, screen and hire teachers needed to teach the expanded course offerings in the new master schedule</p>	<p>June – July 2014</p> <p>With the understanding that modifications can be made to this each year based upon student needs as indicated by data on student achievement, graduation rates and program surveys</p> <p>June – August 2014</p>
<p>Transfer/Assignment Policies</p> <p>Facilitate changes to current policies regarding staff</p>	<p>Revise current district policies to provide site administration with the flexibility to have final say on staff assignments to the SIG site.</p> <p>Establish new protocols</p>	<p>May 2014</p> <p>May 2014</p>

<p>transfer and assignment to comply with the operational flexibility components of the SIG</p>	<p>and procedures for recruiting, screening and hiring site staff by at SIG site</p> <p>Utilizing new protocols and procedures, recruit, screen and hire staff to fill positions at SIG site</p>	<p>May – August 2014</p>
<p>Teacher Evaluation Policies:</p> <p>These are negotiated as part of the collective bargaining agreement (CBA). Current teacher evaluation policies, protocols and procedures do not currently align or comply with evaluation systems outlined in the transformational model of reform, in particular use of student data, reward/incentives and removal policies do not currently align, and therefore must be revised to include these.</p>	<ul style="list-style-type: none"> - First meeting of Teacher Evaluation (TE) Steering committee to read through the elements of the SIG pertaining to evaluation and arrive at a common understanding of what needs to be changed, in order to be compliant with SIG - Create TE rubrics Agree on pilot process with defined schedules and materials Detail measures and measurement tools Create training plan and timeline for review activities - Confirmation of Volunteer Teachers for Pilot Implementation Teachers for Pilot Implementation -Initiation of Evaluation Pilot Implementation -Monthly TE Committee Review Sessions to include work with district HR to support Identify, Reward or Remove processes 	<p>On or before June 30, 2014</p> <p>June 2014 – August 2014</p> <p>September 2014</p> <p>October 2014</p> <p>November 2014 – March 2015</p>

	<p>-Full analysis of impact of pilot program to date, calibration and revision of process and tools</p> <p>-Presentation of Impact Assessment to wider stakeholder groups</p> <p>Association holds vote regarding full implementation of TE process</p> <p>Presentation of final agreed TE Model to full staff and other stakeholders</p>	<p>April 2015</p> <p>May 2015</p> <p>May 2015</p> <p>Late August 2015</p>
<p>Extended School Day: Instructional minutes will need to be revised and modified to comply with the Increased learning time (ILT) component of the SIG</p>	<p>Site and district Members of the School Improvement Grant team meet with teachers' association leadership to discuss options for extending the school day and establish agreed upon remuneration</p> <p>Options for ILT are presented to Valley staff for approval.</p> <p>Approved, extended day schedule is implemented day one of year one of the SIG</p>	<p>On or before April 30, 2014</p> <p>May 2014</p> <p>August-September 2014</p>
<p>Principal Evaluation Revise principal duty statement and evaluation process to align with the</p>	<p>Human Resources and Secondary Education meet to create a new principal duty statement which aligns with the components of the Transformation</p>	<p>May 2014</p>

components of the SIG	Model New principal duty statement and evaluation process is implemented	July 1, 2014
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E. Align Other Resources with the Selected Intervention Models (Required)

Alignment of Other Resources		
Available Resources that will Support School Improvement Grant Implementation (Federal, State, Local)	Description of how School Improvement Grant funds will Supplement, not Supplant Currently Available Resources.	Alignment to Needs Analysis and Intervention Model

<p>SIG funding, although crucial, is not the only resource required to implement the transformation model. Additional resources to support the SIG are as follows:</p> <ul style="list-style-type: none"> (1) Central Categorical (Title I, II and III) and General Fund Budget (2) SIG Funding Allocation (3) Leadership and staffing (4) Curriculum, instruction and professional development (5) Assessment System (6) Culture, Environment and Communication. <p>These current funding resources will also be employed to support the implementation of the SIG. For example, Title II funds can be used to support the professional development in the SIG plan. Our department of constituency and district Parent Coordinator will support efforts to create community oriented schools.</p> <p>It is anticipated that as many of the programs and activities which support the goals of the SIG also support the goals of the district's LCAP, the district's new LCAP funding plan will also support the SIG implementation</p>	<p>District funding allocations as well as the SIG funding will be allocated to ensure</p> <ul style="list-style-type: none"> • Students and parents have options and opportunities to engage in the interventions facilitated by the transformation model. • Increased learning time (ILT) of students/ professional day for staff • School support services (e.g. student services, curriculum coaches, parental re-engagement, and community services, etc) <p>The district recognizes the need to transform this school with sustainable, ongoing resources to supplement, not supplant, current available resources. Therefore, the necessary funding to implement direct student and parent services will be allocated, irrespective of receipt of the SIG funds.</p> <p>The SIG funding requested is to specifically ensure that the building of human capital through professional development and community outreach is sustained long-term without the need for additional funds. It is recognized that these are one-time dollars.</p>	<p>Needs Analysis Pages #: 53 - 55</p> <p>Specific Components from the Needs analysis which Align with the Transformation Model of Reform:</p> <ul style="list-style-type: none"> • Creating community oriented schools • Comprehensive instructional reform • Developing and increasing teacher and school leader effectiveness • Professional development • Increasing learning time • Providing operational flexibility and sustained support
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F. Annual School Goals for Student Achievement (Required)

Annual Goals for Mathematics

School-wide, Grade Level or Subgroup	Current Proficiency Rate	Goal for 2014–15 School Year	Goal for 2015–16 School Year	Goal for 2016–17 School Year
School-wide	42%	50%	58%	62%
Local Measure: Benchmark Assessment, Common Assessments, Common Core				

Annual Goals for English-language Arts/Reading

School-wide, Grade Level or Subgroup	Current Proficiency Rate	Goal for 2014–15 School Year	Goal for 2015–16 School Year	Goal for 2016–17 School Year
School-wide	44%	52%	60%	68%
Local Measure: Benchmark Assessment, District Writing Assessment (DWA), Common Assessments				

Annual Goals for Graduation Rate (if applicable)

School-wide or Subgroup	Current Graduation Rate	Goal for 2014–15 School Year	Goal for 2015–16 School Year	Goal for 2016–17 School Year
School-wide	76%	80%	84%	88%
Local Measure: Key Performance Indicators (KPI), Data Dashboard, “Grad Checks” by counselors				

Annual Goals for CAHSEE English-language Arts

School-wide, Grade Level or Subgroup	Current Proficiency Rate	Goal for 2014–15 School Year	Goal for 2015–16 School Year	Goal for 2016–17 School Year
School-wide	34%	42%	50%	58%
Local Measure: CAHSEE Annual Results, Key Performance Indicators (KPI), Data Dashboard				

Annual Goals for CAHSEE Mathematics

School-wide, Grade Level or Subgroup	Current Proficiency	Goal for 2014–15	Goal for 2015–16	Goal for 2016–17

Subgroup	Rate	School Year	School Year	School Year
School-wide	44%	52%	60%	68%
Local Measure: CAHSEE Annual Results, Key Performance Indicators (KPI), Data Dashboard				

Annual Goals for AP Passing

School-wide, Grade Level or Subgroup	Current Proficiency Rate	Goal for 2014–15 School Year	Goal for 2015–16 School Year	Goal for 2016–17 School Year
School-wide	19%	30%	40%	50%
Local Measure: AP enrollment and passing data and Key Performance Indicators (KPI), Data Dashboard				

G. Sustain the Reforms After the Funding Period Ends (Required) (Form 8)
(Please see Form 8, page 42 - 45)

H. Recruitment, Screening, and Selection of External Providers (Sections I and/or II)

Response:

Not applicable as SAUSD is applying for the SIG under the transformation model of reform

1. Specific selection criteria used to recruit, screen, and select external providers:

The process of determining the selection criteria which would be used to recruit, screen and choose an external partner with whom to collaborate in supporting efforts of reform will begin with a candid assessment of the experience each possible candidate has with the specific types of support needed to successfully implement the Transformational model of reform.

Among the criteria identified as essential for an external provider which will be used in the recruitment, screening and selection process are:
 - Principal/Leadership Team Coaching
 - Teacher Monitoring of Plan and Student Progress,
 - Survey administration and analysis
 - Equity Professional Development
 - Leadership Professional Development
 - On-going Professional Development Support
 - Coaching for District Office Leaders for Transformational Model Implementation
 - Consultant Support for Revision of Teacher Evaluation Process
2. LEA actions it has taken, or will take to recruit, screen, and select external providers:

Site and district members of the SIG Team will oversee the process to recruit, screen and ultimately select the external provider to support Valley in their planning and implementation of the SIG Transformational Model of Reform.

Recruiting: SIG team members will convene to create a rubric using the aforementioned selection criteria. Once completed, the rubric will be utilized to conduct a collaborative study of external providers who are experienced with school reform. From this study the team will recruit 3 – 5 of the best candidates they have found. These candidates will then undergo a comprehensive paper screening for suitability.

Screening: The best 3 – 5 external provider candidates recruited will then be required to submit a written proposal to the SIG team indicating the type of support they can provide to the site, along with references from districts with whom they have worked and impacted positive reforms. Using the rubric, the

	<p>SIG team will conduct a comprehensive “paper screening” examination of the merits of each the external providers being considered and the strength and types of support that could be offered to the school and district. The top two candidates will be notified and called in to provide an in-person presentation to members of the SIG team. SIG team will utilize the rubric to evaluate the merits and ability of the candidate to provide the support needed to fully and successfully implement the SIG.</p> <p>Selection: The top candidate from the interview process will be selected as the external provider to support Valley in implementing their SIG Transformation Plan.</p>			
3.	External Provider	Brief Description of the Proposed Scope of Work, or Services to be Provided	Contract or Service Agreement Status	*Evidence of Effectiveness to Date
	To be determined	<p>Work with SIG team to assist Valley with setting up and monitoring the progress of the educational reform plan to ensure that it will be</p> <ul style="list-style-type: none"> • Viable • Sustainable • Effective • Support teachers in providing first, best instruction • Provide intervention support to students based upon data • Engage both parents and students • Guide site administration in effective methods of leadership • Determine how much it will cost to run the curriculum and what sources of funding will be used to support the plan. 	Pending	Not applicable as the external provider has yet to be screened and selected

*If contract or service agreement is continuing

I. Attachments (20 Page Limit–Not Scored)

The following attachments have been added to this section and can be located on the following pages:

- **Section I-Attachment 1 (page 58)**
 - Hand-out distributed at staff meeting where SIG was discussed.
- **Section I-Attachment 2 (page 60)**
 - Teacher Evaluation, Proposed Timeline for Pilot of Revised Model to Support Form 6: Demonstration of Capacity
- **Section I-Attachment 3 (page 62)**
 - Letter of support for SIG from Santa Ana Educators' Association (SAEA)
- **Section I-Attachment 4 (page 63)**
 - Staff agenda when SIG was discussed

To SIG, or Not to SIG, that is the Question!

SIG Challenges:

Increased Learning Time

Tentative Proposal:

- 20 minute tutorial period attached to the fourth class of each day
- 20 minute tutorial period attached one day per week to period 6
- Beyond the state required 64,800 minutes per year
- Students will be released early to lunch, at teacher's discretion
- Minimum five students will stay in class for each tutorial period
- Lunch period reduced by 10 minutes
- School day increased by 10 minutes
- Teacher pay increased by 60 hours per year at hourly rate

Adjust Evaluation Process to Include Student Achievement

Tentative Proposal:

- Seek contract waiver with 70% + 1 vote of certificated staff
- Create a committee made up of Valley teachers and admin
- Committee develops a Valley specific evaluation plan
- Implement new evaluation plan in year 2 of SIG

External Partner

NOT Tentative Proposal:

- Cambridge Education will write SIG proposal
- Cambridge Education will serve as our external partner
- \$300,000 per year, for three years
- Focus on CCSS, ELs, linked learning, PLC and SLC development

Process

Tentative Proposal:

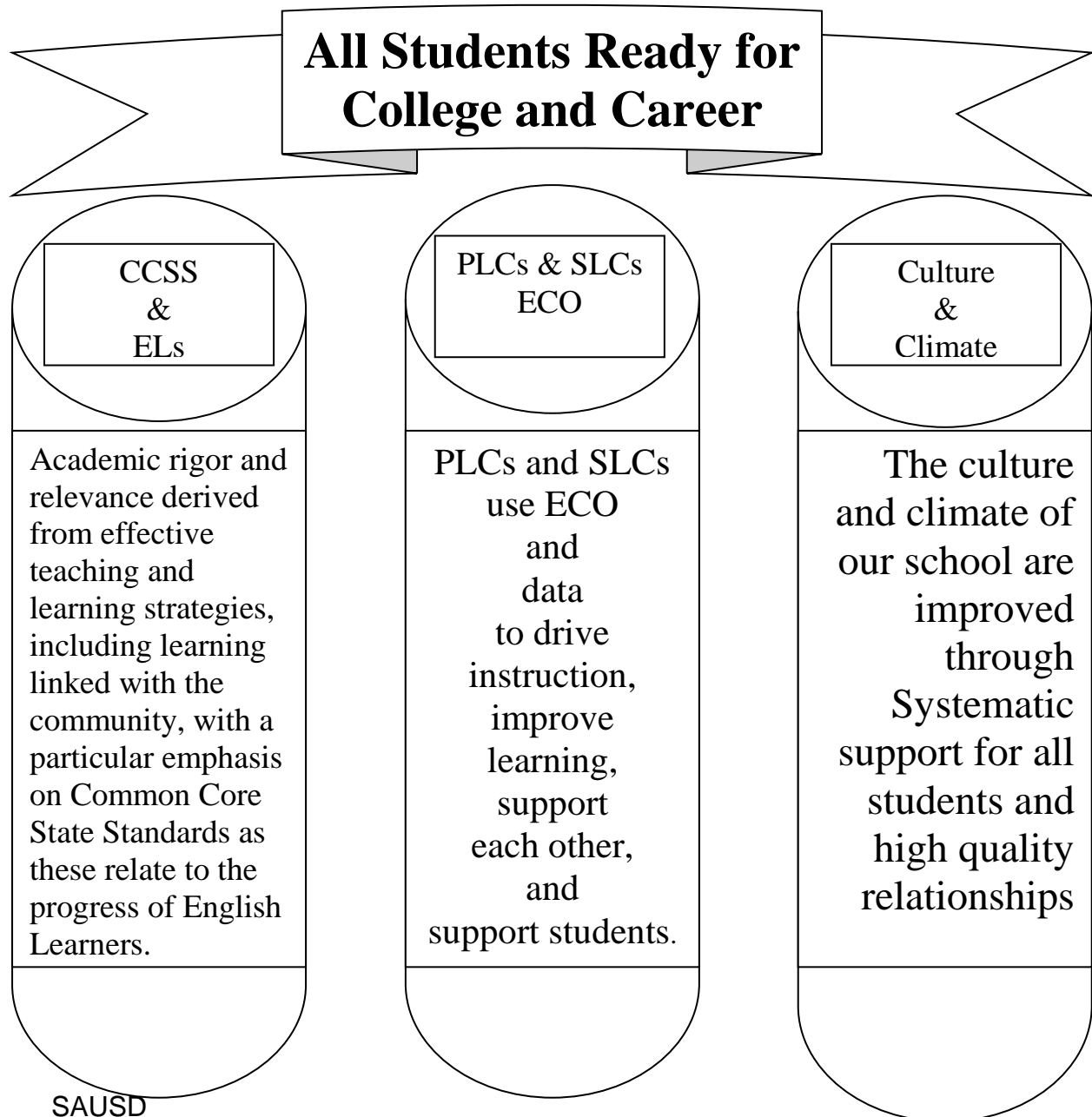
- I advise SAUSD that Valley teachers are on board
- Cambridge Education gets green light to write SIG proposal
- Grant submitted to California Department of Education by March 14
- Negotiations opened with SAEA regarding MOU
- Once MOU is in place, new ILT formed
- Once new ILT is formed, compact developed
- If grant is funded, SAUSD School Board would need to approve
- If School Board approves, Valley certificated staff would need to vote to approve the MOU and the compact

From WASC Visiting Committee Report, 2-25-14:

Therefore, the action plan goals for Valley focus on three areas:

1. Academic rigor and relevance derived from effective teaching and learning strategies, including learning linked with the community, with a particular emphasis on Common Core State Standards as these relate to the progress of English Learners;
2. Continued development of learning communities (PLCs and SLCs) including the use of the Effective Classroom Observation (ECO) protocol to permit teachers to support each other; and
3. Systematic support for all students through high quality relationships

The action plan is aligned with the vision and mission of Valley High School and represents the authentic will of the students, staff and community.



Section I: Attachments
Teacher Evaluation at Valley High School
Proposed Timeline for Pilot of Revised Model
To Support Form 6: Demonstration of Capacity

Pre-implementation

Date	Activity	Expected Outcome	Participants
June 2014	Teacher consultation period – surveying views on current TE process	Feedback on current process and suggestions for improvement	Teachers Union Representation
July 2 2014	Creation of Valley High School Teacher Evaluation Committee	Committee formed to oversee and guide TE pilot period	School Leaders Union Representation District Representation
July 7-11 2014	Analysis of consultation responses leading to necessary amendments of current practice and communication of findings	Full awareness of what works well and what needs to be changed prior to work commencing.	TE Committee Union Representation District Representation
July 14- August 22 2014	Evaluation components Evaluation process Incentives and rewards scheme Multiple measures, including significant focus on student achievement Measurement tools Weighted ratings for final assessments Pilot agreements Training processes Review and revision processes	Created TE rubrics Agreed pilot process with defined schedules and materials Detailed measures and measurement tools Training plan and timeline for review activities	TE Committee (to include district and union representation as agreed)
Late Aug 2014	Presentation of Revised Teacher Evaluation Process	All staff fully aware of intentions and details of new teacher evaluation process	TE Committee Full Staff
September 2014	Confirmation of Volunteer Teachers for Pilot Implementation	Confirmed group of volunteer teachers to participate in pilot	School Leaders

		implementation	
September 2014	Volunteer Review and Revision Sessions	In depth knowledge of full documentation and process for all volunteers/revisions from analysis as appropriate	TE Committee Volunteer Teachers
October 6 2014	Initiation of Pilot Implementation	All volunteers begin the process on an individual level	School Leaders Volunteer Teachers
November 2014 – March 2015	Monthly TE Committee Review Sessions to include work with district HR to support Identify, Reward or Remove processes	Ongoing progress monitoring and revision discussions	TE Committee Selected TE Volunteers Union Representation
April 2015	Impact Assessment Forum	Full analysis of impact to date	Volunteer Teachers TE Committee Union Representation
April/May 2015	Calibration and revision of process and tools	Valid and reliable tools	TE Committee
May 2015	Presentation of Impact Assessment to wider stakeholder groups	Awareness of work in progress and general impact from the perspective of the volunteer group	TE Committee Other Stakeholders
May 2015	Association holds vote regarding full implementation of TE process		
Late August 2015	Presentation of final agreed TE Model to full staff and other stakeholders	Full awareness of revisions and final process/tools	TE Committee Full Staff
September 2015	Year 1 implementation for all staff scheduled for evaluation	Teachers scheduled for evaluation (and those selected for evaluation who are on 5-year waiver) participate in new TE process.	TE Committee All teachers to be evaluated School Leaders

AGENDA ITEM BACKUP SHEET
January 13, 2015

Special Board Meeting

TITLE: **Approval of Consultant Agreement Between Educational Policy Improvement Center and Valley High School for January 14, 2015 Through June 30, 2015**

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 consultant agreement between the Educational Policy Improvement Center (EPIC) and Valley High School for January 14, 2015 through June 30, 2015. This agreement will maximize capacity-building, increase student achievement, and enrich teacher collaboration at Valley High School.

RATIONALE:

EPIC conducts research, provides services, and creates online tools to ensure that educators understand the importance of college and career readiness. The institution researches educational policy problems and their solutions, with a focus on college and career readiness, education standards, and the structured review of educational content. EPIC will partner with Valley High School to promote sustainable improvement and the implementation of the WASC and SIG Corrective Action Plans by:

- Evaluation and assessment to establish a baseline and identify key indicators of success through data analysis, student and staff voice, and the CampusReady self-diagnostic tool.
- Address teaching and learning through horizontal and vertical curriculum mapping, instructional coaching, literacy development, and integrated, interdisciplinary practices.
- PBIS support, family and community engagement, and internal/external branding.
- Assistance with organizational structures, systems, alignment, and leadership.
- Strategic planning for short and long-term goals.

FUNDING:

SIG: \$190,000

RECOMMENDATION:

Approve the consultant agreement between the Educational Policy Improvement Center and Valley High School for January 14, 2015 through June 30, 2015.

DM:sz

Consultant Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as “DISTRICT” and **Educational Policy Improvement Center (EPIC)** hereinafter referred to as “CONSULTANT.”

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

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

NOW, THEREFORE, the parties agree as follows:

1. **Services to be provided by CONSULTANT: Per the attached proposal for Valley High School, EPIC will establish a strategic partnership with the ultimate goal of realizing the vision of Valley High School that all students graduate with the necessary knowledge and skills to enable successful transition to their chosen college and career paths. The program is designed to empower students to become productive members of the local and global community. The intended outcomes of the partnership will be:**
 - a. **Evaluate and assess data analysis and student and staff voice/ aspiration**
 - b. **Taylor teaching and learning solutions specifically to, college and career readiness, horizontal and vertical curriculum mapping, instructional coaching, adolescent literacy strategies, culturally responsive practices, and integrated, interdisciplinary practices.**
 - c. **Taylor student, family and community engagement solutions specifically around family engagement, community engagement, positive behavior intervention supports (PBIS) and internal and external branding**
 - d. **Taylor organizational structures, systems and alignment solutions and facilitate strategic direction, planning and thinking sessions.**

2. Term. CONSULTANT shall commence providing services under this AGREEMENT on **01/14/2015** and will diligently perform as required and complete performance by **6/30/2015**.

3. Compensation. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AGREEMENT at total fee not to exceed **\$190,000** and per attached proposal. DISTRICT shall pay CONSULTANT 30 days after receipts of consultant invoice and with approval of a District representative.

4. Expenses. DISTRICT shall not be liable to CONSULTANT for any costs or expenses paid or incurred by CONSULTANT in performing services for DISTRICT except as follows: **N/A**

5. Independent Contractor. CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONSULTANT understands and agrees that he/she and all his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONSULTANT assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONSULTANT shall assume full responsibility for payment of all Federal, State and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONSULTANT's employees.

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

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

7. Originality of Services. CONSULTANT agrees that all technologies, formulae, procedures, processes, methods, writings, and ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to

CONSULTANT and shall not be copied in whole or in part from any other source, except that submitted to CONSULTANT by DISTRICT as basis for such services.

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

9. Termination. DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONSULTANT only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONSULTANT. Notice shall be deemed given when received by the CONSULTANT or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon written notice of intention to terminate for cause. Cause shall include: (a) material violation of the AGREEMENT by the CONSULTANT; or (b) any act by CONSULTANT exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONSULTANT is adjudged bankrupt, CONSULTANT makes a general assignment for the benefit of creditors or a receiver is appointed due to CONSULTANT's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within ten (10) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall, upon the expiration of ten (10) days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charged to and collected from the CONSULTANT. The foregoing provisions are in addition to, and not a limitation of, any other rights or remedies available to the DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

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

- (a) Liability for damages for (1) death or bodily injury to person. (2) Injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONSULTANT or any person, firm or corporation employed by the CONSULTANT, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.
- (b) Any injury to or death of any persons, including the DISTRICT or its officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONSULTANT, or any person, firm or corporation employed by the CONSULTANT, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.
- (c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.

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

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

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

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

15. Employment with Public Agency. CONSULTANT, if an employee of another public agency, agrees that CONSULTANT will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

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

17. Affirmative Action Employment/Nondiscrimination. CONSULTANT agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

18. Non-waiver. The failure of DISTRICT or CONSULTANT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

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

either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the Addresses of the parties are as follows:

DISTRICT:

Santa Ana Unified School District

1601 E. Chestnut Ave

Santa Ana, CA 92701

CONSULTANT:

Educational Policy Improvement Center

(EPIC)

1700 Milrace Drive

Eugene, OR 97403

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

21. Governing Law. The laws of the State of California shall govern the terms and conditions of this AGREEMENT with venue in Orange County, California.

This AGREEMENT is entered into this **14th Day of January, 2015**.

DISTRICT:

CONSULTANT:

By:

By:

Signature

Signature

Stefanie P. Phillips, Ed. D.

Printed Name

Printed Name

Deputy Superintendent, Operations, CBO

Title

Title

1/13/2015

Board Approval Date

Social Security or Taxpayer Identification



The EPIC School Partnership

Santa Ana Valley High School

This proposal is designed to establish a strategic partnership between Santa Ana Valley High School and the Educational Policy Improvement Center (EPIC). The ultimate goal of the partnership is to realize the vision of Santa Ana Valley High School that “students graduate with the necessary knowledge and skills to enable their successful transition to chosen college and career paths. They are empowered to become productive members of the local and global community.” The intended outcomes of the partnership will be to (a) evaluate and assess data analysis and student and staff voice/aspiration; (b) tailor teaching and learning solutions specifically around the following areas: college and career readiness, horizontal and vertical curriculum mapping, instructional coaching, adolescent literacy strategies, culturally responsive practices, and integrated, interdisciplinary practices; (c) tailor student, family, and community engagement solutions specifically around family engagement, community engagement, positive behavior intervention supports (PBIS), and internal/external branding; (d) tailor organizational structures, systems, and alignment solutions; and facilitate strategic direction, planning, and thinking sessions.

Timeline	Description & Deliverables
Evaluation and Assessment	
January - February 2015	<p>Student Voice/Aspiration</p> <ul style="list-style-type: none"> • EPIC will engage a broad subset of students to identify what they love about Valley, what they need in terms of support, and where they are going in terms of aspiration. • EPIC will structure the focus groups to include explicit connections to Key Learning Skills and Techniques (Act) to include elements of ownership of learning (persistence, motivation, help seeking, etc.) and learning techniques (study skills, strategic reading, collaborative learning, self-monitoring, etc.). • EPIC and Valley students will present to the ILT and/or staff as a whole in February. <p>Total anticipated cost: \$10,000 including staff time and travel for 3 two-day sessions with different students Valley High School.</p>
Anticipated cost: \$10,000	
January - February 2015	<p>Staff Voice/Aspiration</p> <ul style="list-style-type: none"> • EPIC will engage with all staff to identify what they love about Valley, what they need in terms of support, and what their greatest hopes/dreams are for the students at VHS. • EPIC will engage with small groups, individuals, and will solicit information via a survey specific to the School Success Model (15-20 minutes) and the EPIC tool - CampusReady (45 minutes). • This information will be presented to staff in February and will be critical in developing a shared, strategic direction that will guide Valley’s work over the next three to five years. <p>Total anticipated cost: \$8,000 including staff time and travel to VHS.</p>
Anticipated Cost: \$8,000	

Tailored Solutions – Teaching and Learning	
February – June 2015	<p>Instructional Coaching – Game Plan Development</p> <ul style="list-style-type: none"> • EPIC will work with Valley’s ILT to develop an approach to instructional improvement that builds upon existing expertise (within the staff at VHS) and incorporates evidence-based strategies (project-based learning, gradual release, etc.) with emerging practices (e.g., blended learning). • EPIC will work with VHS to develop a coaching model that incorporates professional learning community concepts with both internal and external expert coaching and support. • EPIC will support the ILT to develop a strategic focus for instruction at VHS and then build a strategic plan for support that will be launched in April 2015. • The plan development and subsequent implementation will be supported by Michelle Swanson, an education consultant with over 25 years of experience supporting quality instruction through professional development and instructional coaching. <p>Total anticipated cost: \$55,000 includes staff time, consultant/coaching time, at least 15 days on site.</p>
Anticipated cost: \$55,000	
February – April 2015	<p>Adolescent Literacy Development</p> <ul style="list-style-type: none"> • EPIC will collaborate with an expert in adolescent literacy development as well as two research centers that specialize in language development to construct an approach to supporting student growth in both reading and writing with a focus on supporting English Language Learners across the continuum of language acquisition. • Dr. Gina Biancarosa is a faculty member at the University of Oregon who co-authored <i>Time to Act</i>, a critical piece of literature highlighting the effective practices necessary to support adolescent literacy development. Gina has agreed to support the project in a consultancy role and will provide valuable technical assistance. • Dr. Hank Fien of the Center for Teaching and Learning at the University of Oregon and Dr. Scott Baker of the Center on Research and Evaluation (CORE) at Southern Methodist University have agreed to provide technical assistance in support of developing a strategic plan for Valley High School and the primary feeder middle schools. Both CTL and CORE have extensive experience working directly with schools and school systems in support of adolescent literacy and English Language Acquisition. • This work will yield a strategic direction and focus to include universal (schoolwide) strategies that affect all students as well as structures and strategies to support students who need more intensive support. <p>Total anticipated cost: \$13,000 includes staff time, consultant time, and travel.</p>
Anticipated cost: \$13,000	
February – June 2015	<p>Integrated, Interdisciplinary Practices</p> <ul style="list-style-type: none"> • EPIC and Michelle Swanson will work with teacher leaders from each of the High School Inc. programs to assess current efforts against quality program standards established by a number of organizations (High School Inc., National Academies Foundation, Linked Learning, etc.). This initial work will inform a program and professional development plan that will be included in the strategic direction for VHS.

	Total anticipated cost: \$15,000 includes staff time, consultant time, and travel.
	Anticipated cost: \$15,000
Tailored Solutions – Student, Family, and Community Engagement	
March – May 2015	<p>Positive Behavior Intervention Supports</p> <ul style="list-style-type: none"> • EPIC will work with the PBIS team to further enhance existing efforts by <ul style="list-style-type: none"> ○ focusing on developing a shared language specific to both academic and behavioral expectations; ○ incorporating student voice/ownership in maintaining a positive learning culture at VHS; ○ constructing a social marketing campaign (Falcon PRIDE) that extends beyond the school and into the community; ○ applying principles of function-based thinking and prevention-intervention at the individual, classroom, and school as a whole level. <p>Total anticipated cost: \$15,000 includes staff time, six full days of professional and program development on site, and travel.</p> <p>Anticipated cost: \$15,000</p>
February – April 2015	<p>Family Engagement</p> <ul style="list-style-type: none"> • EPIC staff, in partnership with Dr. Charles Martinez at the University of Oregon, will engage in strategic efforts to engage and empower families in support of their students and Valley’s commitment to college and career readiness. Dr. Martinez is a nationally recognized expert and leading researcher on Latino family engagement. • Together we will develop an engagement strategy to be implemented in the 2015-16 school year. <p>Total anticipated cost: \$17,000 includes staff time, consultant time, and travel.</p> <p>Anticipated cost: \$17,000</p>
Tailored Solutions – Organizational Structures, Systems, Alignment, and Leadership	
February – June 2015	<p>Organizational Structures, Systems, and Alignment</p> <ul style="list-style-type: none"> • EPIC will work with Valley staff to identify the various organizational systems supporting student success and engage in a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to inform potential modifications. Examples may include the development of the Master Schedule, internal and external communication, counseling, and wrap-around service delivery. • EPIC will conduct a literature review and an environmental scan of best practices specific to school structures that align with the values and beliefs of Valley and the intended outcomes identified by the ILT and the staff as a whole. • EPIC will develop a report outlining the SWOT analysis to include recommendations for Valley to consider. <p>Total anticipated cost: \$20,000 includes staff time and travel for at least four, two-day, on-site sessions with staff.</p> <p>Anticipated cost: \$20,000</p>

Strategic Direction, Planning, and Thinking	
February 2015	<p>Strategic Planning Session I</p> <ul style="list-style-type: none"> Session I will focus on identifying and articulating the shared values and beliefs of VHS as well as committing to a handful of shared theoretical frameworks (e.g., the Four Keys to College and Career Readiness model). This session will include a reflection on information collected from the Staff Voice/Aspiration and Student Voice/Aspiration processes articulated previously. <p>Total cost: \$4,000 includes staff time and travel.</p>
March 2015	<p>Strategic Planning Session II</p> <ul style="list-style-type: none"> Session II will focus on the initial data analysis described previously and will include the identification of key elements of Valley's strategic direction. This session will generate the basic infrastructure for the development of a strategic, three-year game plan. <p>Total cost: \$4,000 includes staff time and travel.</p>
April 2015	<p>Strategic Planning Session III</p> <ul style="list-style-type: none"> The developed infrastructure from Session II will be further refined to include specific actions as they relate to the tailored solutions described previously. This will include college and career readiness, curriculum mapping, instructional coaching, adolescent literacy development, culturally responsive practices, and integrated/interdisciplinary teaming. <p>Total cost: \$4,000 includes staff time and travel.</p>
April 2015	<p>Strategic Planning Session IV</p> <ul style="list-style-type: none"> Session IV will focus on the analysis of the organizational structures, systems, and alignment to include specific recommendations for Valley's administrative team and ILT to consider implementing beginning in 2015-16. This work will be included in the developed 3-year strategic plan. <p>Total cost: \$4,000 includes staff time and travel.</p>
May 2015	<p>Strategic Planning Session V</p> <ul style="list-style-type: none"> Valley leadership and EPIC will develop a 3-year strategic plan focused on increasing student achievement through instructional, program, and organizational improvement. This plan will be a culmination of the work outlined above and the first four strategic planning sessions. <p>Total cost: \$4,000 includes staff time and travel.</p>
June 2015	<p>Finalization of Strategic Plan and Commitment to Next Steps</p> <ul style="list-style-type: none"> The leadership team and EPIC will finalize the strategic plan and agree upon next steps for implementation. <p>Total cost: \$4,000 includes staff time and travel.</p>
Anticipated cost: \$24,000	

Total anticipated cost: \$177,000 + \$13,000 (indirect costs) = \$190,000

Key Partners

The following represent external partners whom EPIC will use as consultants over the *next nine months* to support the development of a strategic direction and three-year game plan for Valley High School. As the plan is being developed, EPIC will work to identify key consultants necessary to support the implementation of the developed strategy utilizing other external partners than those listed below. Furthermore, EPIC will work to identify consultants based in Orange County.

- **Michelle Swanson** is committed to helping educators create high-achieving and equitable high schools that feature the best practices in school design and instruction. Michelle and her consulting team bring an array of experience and skills to client partners that range from small charter schools to large urban districts and national high school reform organizations. Michelle taught for 22 years and has provided sustained professional services to schools and districts throughout the U.S., focusing on school design, instructional design and delivery, project-based learning, standards-based assessment, and whole-school reform processes.
- **Gina Biancarosa** is a nationally recognized expert in the measurement of reading processes, reading comprehension and meta representational skill and development, heterogeneity of reading difficulties among struggling readers in grades 4-12, and the measurement and effects of literacy professional development for teaching and learning. She served on the Carnegie Council for Advancing Adolescent Literacy and was the co-author of *Time to Act*, released in September 2009. Gina is an associate professor within the College of Education at the University of Oregon.
- **Charles Martinez** is a clinical psychologist, professor, and department head for the Department of Educational Methodology, Policy, and Leadership at the University of Oregon. Charles directs the Center for Equity Promotion and has focused his research to examine protective factors involved in linking acculturation to behavioral outcomes for Latino families and to test culturally specific intervention for Latino families at risk of behavioral health problems in the U.S. and in Latin America. He is a nationally known consultant on organizational diversity issues, cross cultural research, and community engagement.
- **Scott Baker** is the executive director of the Center on Research and Evaluation (CORE) at Southern Methodist University in Dallas, Texas. His work has focused on the development of assessment and instructional interventions for different groups of students, including English learners and students with learning difficulties, and on how to ensure that effective practices are implemented effectively in school settings.
- **David Conley** is the founder and president of EdImagine Strategy Group. He is also a professor of education policy and leadership and was the founder, chief executive officer, and chief strategy officer of the Educational Policy Improvement Center in Eugene and Portland. Through extensive research and years of work in the field, Dr. Conley and EPIC have identified critical success factors that make up the Four Keys to College and Career Readiness (Four Keys). Dr. Conley is recognized as the thought leader in this area and his Four Keys conceptual framework has been adopted by national organizations such as the College Board, International Baccalaureate, and numerous states and school districts.
- **Sho Shigeoko** joined the Beaverton School District in 2004 as a counselor at Westview High School. Most recently, she has served as the equity coordinator in teaching and learning. Sho is

widely recognized as an expert in cultural competency and culturally responsive practices as well as in Professional Learning Community design and facilitation. Her current responsibilities in Beaverton include district-wide implementation of Avid across 17 secondary sites.

- **Carmen Gelman** is a school administrator with more than nine year of administrative experience at the high school level. Her work at Springfield High School resulted in significant gains in achievement for all students, nearly eliminating achievement gaps for Latino, African-American, and Native American students. She has extensive experience working with social service agencies and working with gang-affected youth, including serving in the role as a community liaison and a juvenile probation officer.

The Four Keys

More than a decade of research has to the development of the Four Keys to College and Career Readiness. Students are ready for college and career to the degree to which they have mastered each of these Four Keys. The keys are Key Cognitive Strategies, Key Content Knowledge, Key Learning Skills and Techniques, and Key Transition Knowledge and Skills.

For more information on the Four Keys Model please visit epiconline.org.

AGENDA ITEM BACKUP SHEET
January 13, 2015

Special Board Meeting

TITLE: **Approval of Consultant Agreement Between The Princeton Review and Valley High School for January 20, 2015 Through March 30, 2015**

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 consultant agreement between The Princeton Review and Valley High School for January 20, 2015 through March 30, 2015. This renewal agreement will help to increase student SAT scores and offer more selections of a college or university of choice.

RATIONALE:

The Princeton Review program is a leader in helping college and graduate school-bound students achieve their higher-education goals through their test-preparation services. Princeton Review practice tests are rigorous and predictive, and their programs are uniquely engineered to produce higher scores. The Princeton Review has a strong track record of helping students from all backgrounds succeed and attain their goal of attending college. Their knowledge and understanding of school communities, combined with years of collaboration with school leaders, will support Valley High School students to have higher SAT scores and better access to colleges or universities.

- 9 week classroom instruction sessions for 25 students
- 7 week classroom instruction sessions for 25 students
- SAT test preparation, instruction, materials, and supplies

FUNDING:

GEAR UP-\$11,551.00

Title I-\$1,449.00

Total-\$13,000.00

RECOMMENDATION:

Approve the consultant agreement between The Princeton Review and Valley High School for January 20, 2015 through March 30, 2015.

DM:sz



The Princeton Review-Led Classroom Course Agreement

This agreement (hereafter referred to as "Agreement") is entered into between Valley High School ("Organization") and TPR Education, LLC d/b/a The Princeton Review ("TPR"). TPR agrees to provide services to the students and/or teachers of Organization in accordance with the following terms and conditions:

Term: 1/14/2015 to 3/11/2015 (the "Term").

Course Name (e.g. SAT, ACT) course (the "Class"): SAT 1503 I Valley A and SAT 1503 I Valley B

Class to be led by:	The Princeton Review
Class size:	Maximum 25; Minimum 15
Instructional hours:	18 Total instructional hours for Valley A 14 Total instructional hours for Valley B
Diagnostic tests (#):	2 tests of 4 hours duration
Class fee:	\$7150/ instructor , Valley A \$5850/instructor, Valley B (for up to maximum class size/instructor if a per instructor charge)

Organization agrees to a minimum commitment of 2 Class sections

Total contract fee: \$13,000 (for 2 teachers)

Resources Included:

Online Student Center:	90 days access for each enrolled student.
The Princeton Review Course materials:	Copies of the following books for each Class participant: SAT Student Ki

All Classes and materials will be provided subject to the attached "Terms and Conditions – The Princeton Review-Led Classroom Course Agreement."

Organization Billing Information

Organization agrees to provide payment to TPR for services delivered to the students and/or teachers of Organization in accordance with the following provisions:

Is a Purchase Order Required (circle "yes" or "no")? NO If yes, what is the Purchase Order Number? _____

***Purchase Order must be received by TPR no later than 5 days prior to the scheduled class start date to avoid delay of start of program.**

Billing Terms [check applicable terms]:

- Net 30 from Date Contract Signed
 - Net 30 from Start of Course
 - Customized Payment Terms different from above must be approved by TPR and Organization and set out below:
-

April Gibbs
Valley High School
April.gibbs@sausd.us

TPR Education, LLC
Name:
Title:

Date

[Insert Name of Organization]
Name:
Title:
Address:
Telephone No.:

Date

- **Signed agreement should be returned to:
Contracts Administrator
aparanick@review.com**
- **Failure to return signed Agreement promptly may result in delay of delivery of services and/or materials.**

TERMS AND CONDITIONS – THE PRINCETON REVIEW-LED CLASSROOM COURSE AGREEMENT

1. **Classes Generally:** (a) The Organization will provide a coordinator for the course program. The Organization shall be solely responsible for providing to TPR (i) a roster of students enrolled for each scheduled Course, preferably in an electronic format, no later than seven (7) calendar days before the start of each Course (the "Initial Roster"), and (ii) a final roster of students (the "Final Roster") for each ongoing Course as of the later of (X) the last class following completion of the first 20% of the Course hours or (Y) the last class at the end of the Organization's add/drop period, as applicable. If the Organization fails to provide the Final Roster on a timely basis, then the Initial Roster will be deemed the Final Roster for purposes of these Terms and Conditions. Each of the Initial Roster and the Final Roster shall contain the following information for each enrolled student: first name, last name and email address. Any changes to the Course schedule must be notified to TPR no less than 24 hours in advance of change (except in the event of inclement weather or other Force Majeure event). (b) The Organization shall provide reasonable classroom facilities and, if available, security at no cost to TPR. (c) For TPR-led courses, the Organization shall have each student and his or her parent or guardian sign TPR contracts regarding commitment to the class. The Organization must deliver signed student and parent/guardian contracts to TPR no later than seven (7) days after the start of each class. (d) If the Organization has provided TPR with email addresses of all students (and, if applicable, teachers or administrators) who are authorized to access TPR's online resources, then TPR shall be responsible for distributing online user ID and passwords to such authorized persons (e.g. students, teachers) for all online resources. If the Organization has not provided TPR with email addresses of all persons authorized to access TPR's online resources, the Organization shall be solely responsible for distributing online user ID and passwords to such authorized persons. The Organization shall (i) use its best efforts to ensure that each password is kept confidential and is not shared among individuals, (ii) comply with the terms of any reasonable instructions that TPR may issue from time to time with respect to the passwords, and (iii) notify TPR promptly if Organization becomes aware of any password being used by an unauthorized person. TPR may then cancel the password and assign a new one in its place. TPR may disable access to any online resource for any person who fails to comply with TPR rules and procedures applicable to the resource, such as the Terms of Use on TPR's website, and no credit or refund will be issued for such person. (e) TPR shall use commercially reasonable efforts to make online courses generally available 24 hours per day, seven days per week, subject to reasonable downtime for maintenance and related activities and loss or interruption due to causes beyond TPR's control. Except for emergencies, any such downtime for maintenance and related activities shall be scheduled at times that minimize the impact to the Organization. However, TPR does not warrant that the use of its online courses will be uninterrupted or error-free or that such course or the server that makes it available is free of viruses or other harmful components.
2. **Fees; Payment Terms; Collection Fees:** Per student billing will be calculated based on the Final Roster; withdrawal of a student from a Course after delivery of the Final Roster will not result in a reduction of the calculated fee or a refund. TPR shall invoice the Organization on a periodic basis no more frequently than monthly in accordance with the Billing Terms indicated in the TPR-Led Classroom Course Agreement to which these Terms and Conditions are attached and into which they hereby are incorporated (the "Agreement"). The Organization shall make payment to TPR within thirty (30) days of invoice receipt. Prices set forth in the Agreement do not include sales tax. Sales tax, if applicable, will be included in the invoice sent by TPR to Organization, unless Organization provides evidence of tax exemption. Time is of the essence for all payments under this Agreement, and in the event any overdue payment is sent by TPR to a collection agency or an attorney for collection in accordance with TPR's standard collection procedures, Organization agrees to pay all costs of collection, including without limitation all court costs and reasonable attorneys' fees.
3. **Reporting Requirements:** TPR shall provide the Organization with final reports concerning the program after completion of all classes of a Course. The Organization shall provide TPR with periodic reports and information concerning the Courses as reasonably requested by TPR, including requests for information in electronic format where available. To the extent that individual student data is shared with TPR, as an agent of the Organization, TPR shall keep such information confidential and only use it to the extent necessary to provide educational and other services within the Organization. The Organization shall maintain such books and records as are necessary to substantiate amounts paid to TPR pursuant to this Agreement, which shall be made available to TPR for examination on request.
4. **Intellectual Property:** (a) The Organization acknowledges and agrees that (i) all right, title and interest in and to TPR written materials including without limitation written and electronic materials and software programs, access to which is provided hereunder and materials available through TPR's online resources, as well as all updates, upgrades, enhancements and modifications thereto, including any and all patents, copyrights, trade secret rights, trademarks, trade names, and other proprietary rights embodied therein or associated therewith (collectively, the "TPR Intellectual Property"), are and will remain TPR's, and this Agreement in no way conveys any right, title or interest in the TPR Intellectual Property other than the limited licenses set forth below, (ii) the Organization will not modify or alter the TPR Intellectual Property without the prior written consent of TPR, which consent may be withheld within TPR's sole discretion and (iii) the TPR Intellectual Property embodies valuable confidential and secret information of TPR, the development of which required the expenditure of considerable time and money. (b) Upon the expiration or termination of this Agreement for any reason, the Organization shall deliver to TPR any and all TPR-owned equipment and supplies and all TPR Intellectual Property, or copies thereof, in electronic format or otherwise, in the Organization's possession or under its control. Within ten (10) business days of a request by TPR, the Organization shall deliver to TPR an affidavit stating that to the best of its knowledge and information all TPR Intellectual Property required to be delivered under this Agreement have been delivered and copies that have not been delivered have been deleted or destroyed.
5. **Confidentiality:** (a) The Organization acknowledges that it has been informed that the TPR Intellectual Property and its instructional methods, including its strategies and methodologies, are confidential (except such TPR Intellectual Property as are published and generally made available to the public by or on behalf of TPR) (the "Confidential Information"). The Organization (i) shall not divulge, and will prevent each of its employees, teachers and agents from divulging, directly or indirectly, any Confidential Information and (ii) shall not use or authorize anyone to use, and will prevent each of its employees, teachers and agents from using or authorizing anyone to use, any Confidential Information, except to teach a TPR – approved course for which the Organization pays a fee to TPR either for TPR to lead the course or for the course materials for Organization's TPR-trained instructor(s) to lead the course. TPR may revoke the certification of any Teacher: (i) who fails to maintain the confidentiality of the Confidential Information or (ii) who uses the Confidential Information, except to teach a TPR class for which TPR receives a fee. (b) The Organization agrees that any breach or threatened breach by it of this Section and any other provision related to protection of the Confidential Information will, because of the unique and proprietary nature of this information entrusted as aforesaid, cause irreparable harm to TPR and shall entitle TPR, in addition to any other legal remedies available to it, to apply to any court of competent jurisdiction to enjoin such breach or threatened breach.
6. **Limited License:** TPR hereby grants to the Organization a nonexclusive, non-transferable license (the "License") to use its TPR Intellectual Property solely in connection with the services provided under this Agreement. The grant of the License is conditioned upon the following: (i) the Organization shall not copy, modify, alter, or excerpt, and shall prevent others from copying, modifying, altering, or excerpting the TPR Intellectual Property; (ii) the Organization shall not use, and shall prevent others from using, the TPR Intellectual Property and other Confidential Information to teach any class or course or for any other purpose, except for TPR-approved classes or courses for which the Organization pays a fee to TPR either for TPR to lead the course or for the course materials for Organization's TPR-trained instructor(s) to lead the course.

TERMS AND CONDITIONS – THE PRINCETON REVIEW-LED CLASSROOM COURSE AGREEMENT (CONT.)

7. **Privacy:** The Organization acknowledges and agrees that for all student records containing personally identifiable information provided to or otherwise made available to TPR hereunder, the Organization is solely responsible for obtaining, and it has obtained, all of the necessary rights, permissions and consents (including, for example, parental consents if necessary), in accordance with all applicable laws, rules and regulations (including, without limitation, the Family Educational Rights and Privacy Act and the regulations thereunder) to provide the student records containing personally identifiable information to TPR, and for TPR to use such information for the purposes of providing services to the Organization under this Agreement. TPR agrees to exercise reasonable care to preserve the confidentiality of any and all student records containing personally identifiable information and shall not use or disclose such information except and to the extent such use or disclosure is reasonably necessary in connection with its performance of its obligations under this Agreement. As used herein, "personally identifiable information" shall mean any information regarding or that identifies (or that could be used to identify) any individual, including, for example and without limitation, any individual student or parent name, address, personal identifiers such as Social Security numbers or school- or district-issued student identification numbers, and any other information or combination of information that would make the identity of the student or parent easily traceable.
8. **Student Data:** Student data collected by TPR in delivering services to the Organization under this Agreement will be the property of the Organization. Organization grants TPR a limited license to use such student data, including diagnostic and practice test scores and score improvements, (i) in connection with the performance by TPR of its obligations to Organization, (ii) to help TPR analyze the efficacy of its programs and (iii) for use in the marketing and promotion of TPR's programs; provided, that TPR will not disclose confidential information contained in such data at the individual student level and will otherwise use such data in compliance with TPR's confidentiality obligation set forth in Section 7 above. In addition, to the extent permitted by law, the Organization will cooperate with TPR to provide TPR with actual test scores of students for the tests prepared for under the Agreement solely for use by TPR in accordance with the immediately foregoing sentence.
9. **Disclaimer; Limitation of Liability:** (a) Except as explicitly set forth in this Agreement, TPR hereby disclaims all warranties, representations and guaranties, express or implied, including, without limitation, any representation of results for students, such as any improvement in test scores. Such results are dependent on factors outside of TPR's control. (b) TPR shall not be liable to the Organization or to any other person for any indirect, consequential, punitive or special damages, of any character, whether in an action in contract, tort or otherwise, arising out of or in connection with this Agreement, even if TPR has been advised of the possibility of such damages. TPR's total aggregate liability arising from or related to this Agreement will not exceed the aggregate amount received by TPR from the Organization under this Agreement during the twelve (12) month period preceding a claim.
10. **Indemnification:** Except to the extent prohibited by the laws of the State in which the Organization is located, the Organization shall indemnify and defend TPR, and its directors, officers, employees and agents, from and against any costs, fees, expenses (including reasonable attorneys' fees whether arising out of a third-party claim or in enforcing this indemnification), claims, liabilities, losses, judgments, settlements and damages (including all damages awarded to third parties payable by TPR, but in all cases only TPR's direct damages) arising out of, or related to: (i) the Organization's breach of any provision of this Agreement, (ii) any negligent act or omission or willful misconduct of the Organization or any of its officers, employees or agents, or (iii) TPR's receipt of, access to or use of any student records containing personally identifiable information hereunder, provided that TPR uses such personally identifiable information only in accordance with this Agreement.

TPR shall indemnify and defend the Organization, and its directors, officers, employees and agents, from and against any costs, fees, expenses (including reasonable attorneys' fees whether arising out of a third-party claim or in enforcing this indemnification), claims, liabilities, losses, judgments, settlements and damages (including all damages awarded to third parties payable by the Organization, but in all cases only the Organization's direct damages) arising out of, or related to: (i) TPR's breach of any provision of this Agreement, or (ii) any negligent act or omission or willful misconduct of TPR or any of its officers, employees or agents..
11. **Termination:** This Agreement (including any licenses) may be terminated on immediate notice thirty (30) days after the delivery by a party of a notice containing a description of a material breach of this Agreement by the other party, provided such breach is not cured within such thirty (30) days of notification of such breach.
12. **Under-enrollment:** TPR reserves the right to cancel any Course where fewer than the minimum number of students enrolls. In the event of a cancellation because of under-enrollment, TPR will not be deemed to have breached the terms of this Agreement and the Organization will in no way penalize TPR for such class cancellation. For purposes of this section, the term "enroll" means an eligible student on the student roster for the Course as of, and in attendance (unless reported as absent from school for the day) at, the first class of the Course; provided, that the TPR-provided teacher for the Course will remain in the classroom with the students for such first class notwithstanding that the Course may be under-enrolled.
13. **Force Majeure:** Neither party hereto shall be deemed to be in default for failure to comply with any provision hereof, if such failure results from acts or events beyond the reasonable control of such party, other than payment of money.
14. **Entire Agreement; Amendments; Order of Precedence:** This Agreement contains the entire understanding between the parties and supersedes any prior agreement between such parties, whether written or oral, and may only be amended or waived in a writing signed by both parties. To the extent that the terms of this Agreement conflict with the terms of any purchase order or other agreement submitted by the Organization, the terms of this Agreement shall take precedence.
15. **Successors and Assigns:** This Agreement shall be binding upon and shall inure to the benefit of the respective successors and assigns of the parties hereto, provided that the Organization may not assign this Agreement, the License or the right to use the TPR Intellectual Property or any part thereof. The License shall not be assigned or made assignable, or become an asset of licensee in bankruptcy, whether by operation of law or any bankruptcy, insolvency or similar proceedings or otherwise.
16. **Governing Law; Jurisdiction/Waiver of Jury Trial:** This Agreement and any claim or dispute arising out of, relating to or in connection with this Agreement or the transactions contemplated hereby, whether in contract, tort or otherwise, shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts without giving effect to its conflicts of law principles. Each party irrevocably consents and agrees that any legal action, suit or proceeding against either of them arising out of, relating to or in connection with the transaction contemplated hereby or disputes relating hereto may be brought in the state or federal courts sitting in the Commonwealth of Massachusetts and hereby irrevocably accepts and submits to the exclusive jurisdiction of the aforesaid courts *in personam*, with respect to any such action, suit or proceeding. Each party waives to the fullest extent permitted by law any right to trial by jury in any action, suit or proceeding brought to enforce, defend or interpret any rights or remedies arising under, relating to or in connection with this Agreement.

TERMS AND CONDITIONS – THE PRINCETON REVIEW-LED CLASSROOM COURSE AGREEMENT (CONT.)

17. **Designations and Notices:** Any notices or other communications hereunder, except as may otherwise be provided in this Agreement, will be deemed given and delivered when delivered personally, or on the date signed for, or rejected by, addressee if mailed by certified mail, return receipt requested, postage prepaid, or the next business day if sent by nationally recognized courier service providing for a signature on delivery, in each case, delivery prepaid, addressed to the Organization to the address provided on the execution page of this Agreement and to TPR to the attention of Legal Counsel at 24 Prime Parkway, Suite 201, Natick, MA 01760 or via fax to (508) 663-5115 or to such other address as either party shall designate by notice to the other, effective ten (10) days after such notice.
 18. **Survival:** The rights and obligations arising relating to protection of TPR's Intellectual Property and other Confidential Information, and any other provisions of this Agreement that by their nature should survive, shall survive termination or expiration of this Agreement.
 19. **Severability:** If any provision of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby. In such a case, the parties shall replace the invalid provision with a legally admissible arrangement, which comes nearest to the intended purpose of the invalid provision.
 20. **Headings:** The section headings contained in this Agreement are inserted for convenience only and shall not affect in any way the meaning or interpretation of this Agreement.
 21. **Counterparts, Electronic Transmissions and Facsimiles:** This Agreement may be signed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one instrument. Delivery of an executed page by facsimile or email transmission will constitute effective and binding execution and delivery and such signatures shall be considered original signatures.
 22. **Authorized Signature:** Each party hereto hereby certifies that the individual signing this Agreement on its behalf has the authority to execute, deliver, and cause such party to perform its obligations under this Agreement.
If Teacher-to-Teacher services are included, the following also shall apply:
 23. **Instructor Agreement:** Any Organization teacher to be certified to teach the TPR program must sign the standard TPR Teacher-to-Teacher Instructor Agreement.
 24. **TPR Certified Instructors:** The Organization agrees that only teachers who have been certified by TPR to teach TPR's program will teach any TPR course being led by the Organization's teachers. TPR may revoke the certification of any Organization teacher: (i) who fails to maintain the confidentiality of the Confidential Information, or (ii) who uses the Confidential Information except to teach a TPR approved class or course specifically for which the Organization has purchased course materials from TPR.
 25. **Termination of Certification:** Upon expiration or termination of the certification of any Organization teacher including if such teacher leaves the employ of the Organization, the Organization will collect from such teacher and deliver to TPR all Confidential Information and other property of TPR, whether in tangible or electronic format and including such teacher's notes and summaries of such Confidential Information.
-

Analysis of SAT Preparation programs provided by Think Together at Century High School and Valley High Schools

Summary

- **149 students** participated in SAT prep at Valley and Century High Schools with Think Together.
- **130 Students** had both PSAT and SAT scores available for the analysis.
- **46%** of students showed **improvement** from PSAT prediction to SAT on **ALL 3 areas**.
- **95%** of students showed **improvement** from PSAT prediction to SAT on **at least one area**.

However, there was a substantial **range** of students involved in the program, and a substantial range of score changes.

- Overall SAT combined ranged from 700 - 1860, with subtest scores ranging from 200-660.
- The average overall increase in scores from PSAT to SAT was 94 points, but the average change from PSAT to SAT ranged from a loss of 160 points to an increase of 390 points.

Data Analysis

Valley provided 5 days of preparation sessions.
Century provided 27 hours of preparation.

Data Analysis assumes PSAT score x 10 = SAT predicted score

	Century High May 2014	Century High May 2013	Valley High June 2014	Totals	
Participants (with PSAT & SAT Data)				130	
Grade 11 (current 12)	36		74	110	
Grade 12 (current graduate-participated in 2012-13)		20	0	20	
Participants without pre/post data (not included in numbers below)	7	2	10	19	
Participants with increase on all 3 tests	13	6	41	60	46%
Participants with decrease on all 3 tests	3	1	2	6	5%
Scores-Composite					
SAT average	1259	1309	1336	1311	
SAT range low	700	1040	840	700	
SAT range high	1820	1580	1860	1860	
PSAT to SAT Change average	66	126	132	94	
PSAT to SAT range low	-130	90	-160	-160	
PSAT to SAT range high	290	260	390	390	
Scores-Math					
SAT average	426	461	461	451	
SAT range low	230	360	210	210	
SAT range high	600	600	650	650	
PSAT to SAT Change average	19	16	47	34	
PSAT to SAT range low	-90	-30	-70	-90	
PSAT to SAT range high	170	120	210	210	

Scores-Writing					
SAT average	413	438	450	438	
SAT range low	200	340	270	200	
SAT range high	620	580	660	660	
PSAT to SAT Change average	14	12	48	33	
PSAT to SAT range low	-80	-100	-110	-70	
PSAT to SAT range high	120	110	180	170	
Scores-Critical Reading					
SAT average	421	429	426	425	
SAT range low	270	320	260	260	
SAT range high	650	520	630	650	
PSAT to SAT Change average	36	15	38	34	
PSAT to SAT range low	-70	-70	-70	-100	
PSAT to SAT range high	120	90	170	170	

Funding Sources (note: Contracted # may not reflect total data points due to students not releasing scores to the district)

School	Time	SAT Prep provider	Total Cost	Funding Source	Contracted # of Participants	Net cost per participant
Century	May, 2014	Princeton Review	\$6,000	Philanthropic Funding <i>(non-SAUSD)</i>	20	\$300
Century	May, 2014	Princeton Review	\$6,000	Century High <i>(SAUSD)</i>	20	\$300
Century	May, 2013	Princeton Review	\$6,000	Philanthropic Funding <i>(non-SAUSD)</i>	20	\$300
Valley	May, 2014	Princeton Review	\$6,000	Philanthropic Funding <i>(non-SAUSD)</i>	20	\$300
Valley	June, 2014	Princeton Review	\$6,000	Valley High <i>(SAUSD)</i>	20	\$300
Valley	June, 2014	Steppin' Up Testing Services	\$2,000	Valley High <i>(SAUSD)</i>	20	\$100
Valley	June, 2014	Bootcamp by Princeton Review	\$5,040	Valley High <i>(SAUSD)</i>	56	\$90
Total Cost to SAUSD					\$19,040	
Total Cost covered by Philanthropic Funding outside SAUSD					\$18,000	

AGENDA ITEM BACKUP SHEET
January 13, 2015

Special Board Meeting

TITLE: **Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of November 19, 2014 through December 9, 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 November 19, 2014 through December 9, 2014.

RATIONALE:

The Purchase Order Summary consists of all orders created during the period of November 19, 2014 through December 9, 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 November 19, 2014 through December 9, 2014.



Santa Ana Unified School District

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

Richard L. Miller, Ph.D., Superintendent

Date: December 10, 2014
To: Richard L. Miller, Ph.D., Superintendent
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO
Subject: Purchase Order Summary: From 19-NOV-2014 through 09-DEC-2014

Fund 01 General Fund	\$5,592,232.93
Fund 12 Child Development	\$498.39
Fund 13 Cafeteria Fund	\$124,370.66
Fund 14 Deferred Maintenance Fund	\$65,630.91
Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund	\$500.00
Fund 25 Capital Facilities Fund	\$156,040.77
Fund 26 Measure G Bond	\$150,891.09
Fund 29 Measure G	\$33,064.75
Fund 35 County School Facilities Fund	\$3,095,384.73
Fund 40 Special Reserve Fund	\$90,464.38
Fund 49 Capital Project Fund for Blended Component Units (CFD)	\$84,542.00
Fund 56 Debt Service Fund	\$1,347,179.85
Fund 68 Workers' Compensation	\$456,682.24
Fund 81 Property & Liability	\$46,908.04
Grand Total:	\$10,794,440.96

Prepared By: Jonathan Geiszler, Director, Purchasing and Stores

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

BOARD OF EDUCATION

John Palacio, President • Cecilia "Ceci" Iglesias, Vice President
Valerie Amezcua, Clerk • José Alfredo Hernández, J.D., Member • Rob Richardson, Member

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

From 19-NOV-2014 through 09-DEC-2014 Page: 01 of 06

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
310157	ACE JANITORIAL			
Unrestricted	Grounds	BUILDING SERVICES		\$26,000.00
Discretionary	Maintenance			
Accounts	Supplies			
310835	FOLLETT SCHOOL SOLUTIONS, INC.			
Lottery:	Textbooks	STATE TEXTBOOKS		\$35,188.00
Instructional				
Materials				
310841	FOLLETT SCHOOL SOLUTIONS, INC.			
Lottery:	Textbooks	STATE TEXTBOOKS		\$42,192.23
Instructional				
Materials				
310856	DIGITAL NETWORKS GROUP, INC.			
Special Reserve		SPURGEON		\$59,310.05
Fund		INTERMEDIATE SCHOOL		
311367	REFRIGERATION CONTROL CO., INC.			
Child Nutrition:	Maintenance	NUTRITION SERVICES		\$50,000.00
School Programs	Contracts Repairs			
311684	DOLINKA GROUP, LLC			
Capital Facilities	Consultant	FACILITIES/GOVERNMENTAL		\$75,000.00
Fund	Noninstructional	RELATIONS		
Community	Consultant	FACILITIES/GOVERNMENTAL		\$25,000.00
Facilities District	Noninstructional	RELATIONS		
2005 Central Park				
311755	WAXIE SANITARY SUPPLY			
Unrestricted	Custodial Supplies	BUILDING SERVICES		\$228,507.07
Discretionary				
Accounts				
311767	WAXIE SANITARY SUPPLY			
Unrestricted	Custodial Supplies	BUILDING SERVICES		\$39,856.24
Discretionary				
Accounts				
311768	WAXIE SANITARY SUPPLY			
Unrestricted	Custodial Supplies	BUILDING SERVICES		\$67,513.26
Discretionary				
Accounts				
312708	FOLLETT SCHOOL SOLUTIONS, INC.			
Lottery:	Textbooks	STATE TEXTBOOKS		\$48,164.20
Instructional				
Materials				

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

From 19-NOV-2014 through 09-DEC-2014 Page: 02 of 06

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
312934	TAYLOR TENNIS COURTS, INC. Ongoing & Major Maintenance Maintenance Account Contracts Repairs	BUILDING SERVICES	\$33,350.00
313299	PLAYWORKS EDUCATION ENERGIZED		
	IASA: Title I Basic Sub-Agreements for Grants Low Income Services	DIAMOND ELEMENTARY SCHOOL	\$5,000.00
	IASA: Title I Basic Sub-Agreements for Grants Low Income Services	JEFFERSON ELEMENTARY SCHOOL	\$5,000.00
	IASA: Title I Basic Sub-Agreements for Grants Low Income Services	MONTE VISTA ELEMENTARY SCHOOL	\$5,000.00
	IASA: Title I Basic Sub-Agreements for Grants Low Income Services	KENNEDY ELEMENTARY SCHOOL	\$5,000.00
	IASA: Title I Basic Sub-Agreements for Grants Low Income Services	CARVER ELEMENTARY SCHOOL	\$5,000.00
	IASA: Title I Basic Consultants Grants Low Income Instructional	DIAMOND ELEMENTARY SCHOOL	\$25,000.00
	IASA: Title I Basic Consultants Grants Low Income Instructional	JEFFERSON ELEMENTARY SCHOOL	\$25,000.00
	IASA: Title I Basic Consultants Grants Low Income Instructional	CARVER ELEMENTARY SCHOOL	\$25,000.00
	IASA: Title I Basic Consultants Grants Low Income Instructional	HEROES ELEMENTARY SCHOOL	\$15,000.00
	IASA: Title I Basic Consultant Grants Low Income Noninstructional	MONTE VISTA ELEMENTARY SCHOOL	\$25,000.00
	IASA: Title I Basic Consultant Grants Low Income Noninstructional	KENNEDY ELEMENTARY SCHOOL	\$25,000.00
313807	ORANGE COUNTY HIGH SCHOOL OF THE ARTS Special Education Other Tuition,	THE ARTS SPECIAL EDUCATION	2014/10/31 \$390,000.00
313869	AT&T DATACOMM, INC. dba AT&T Common Core State Non-Capitalized Standards Equipment	DATACOMM EDUCATIONAL SERVICES DIVISION	\$192,852.45
313870	AT&T DATACOMM, INC. dba AT&T Common Core State Non-Capitalized Standards Equipment	DATACOMM EDUCATIONAL SERVICES DIVISION	\$279,205.43

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

From 19-NOV-2014 through 09-DEC-2014 Page: 03 of 06

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
314156	CONSTRUCTION ELECTRIC, INC.			
OPSC School	Building	MITCHELL CHILD		\$1,174,000.00
Facilities Bond	Contractor	DEVELOPMENT CENTER		
314157	CONTINENTAL MARBLE & TILE COMPANY			
OPSC School	Building	MITCHELL CHILD		\$121,341.00
Facilities Bond	Contractor	DEVELOPMENT CENTER		
314175	K.A.R. CONSTRUCTION, INC.			
OPSC School	Building	MITCHELL CHILD		\$491,000.00
Facilities Bond	Contractor	DEVELOPMENT CENTER		
314203	CATAPULT LEARNING WEST, LLC			2014/10/14
IASA: Title I Basic	Sub-Agreements for	NONPUBLIC SCHOOLS		\$52,911.62
Grants Low Income	Services			
IASA: Title I Basic	Consultants	STUDENT ACHIEVEMENT		\$5,663.84
Grants Low Income	Instructional			
IASA: Title I Basic	Consultants	NONPUBLIC SCHOOLS		\$24,999.98
Grants Low Income	Instructional			
Title III Limited	Sub-Agreements for	NONPUBLIC SCHOOLS		\$20,967.49
English Proficiency	Services			
LEP Student				
314211	JENA LYNN-ALBANESE REYNOLDS			2014/10/28
Special Ed: Mental	Sub-Agreements for	SPECIAL EDUCATION		\$4,160.00
Health Services	Services			
Special Ed: Mental	Consultants	SPECIAL EDUCATION		\$25,000.00
Health Services	Instructional			
314233	EDULINK SYSTEMS, INC.			
Unrestricted	Other Contracts	DISTRICTWIDE		\$53,416.00
Discretionary				
Accounts				
314276	CASE & SONS CONSTRUCTION, INC.			
Community	Building	DISTRICTWIDE		\$58,282.00
Facilities District	Improvements			
2005 Central Park				
314291	MARSH RISK & INSURANCE SERVICES			
Workers'	Other Insurance	RISK MANAGEMENT		\$436,518.00
Compensation				

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

From 19-NOV-2014 through 09-DEC-2014 Page: 04 of 06

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
314337	THE BANK OF NEW YORK MELLON TRUST COMPANY, N.A.			
Unrestricted	Other Authorized	DISTRICTWIDE		\$395,183.05
Discretionary	Interfund			
Accounts	Transfers			
314344	THE BANK OF NEW YORK MELLON TRUST COMPANY, N.A.			
QZAB Solar Energy	Debt Service	DISTRICTWIDE		\$656,758.75
	Interest			
QZAB Solar Energy	Other Debt Service	DISTRICTWIDE		\$690,421.10
	Principal			
314407	AREY JONES EDUCATIONAL SOLUTIONS			
IASA: Title I Basic	Non-Capitalized	THORPE FUNDAMENTAL		\$32,200.00
Grants Low Income	Equipment	ELEMENTARY SCHOOL		
314425	UNIVERSITY OF SOUTHERN CALIFORNIA			
ASCIP Risk Control	Consultant	RISK MANAGEMENT		\$268,329.00
STAT Simulation	Noninstructional			
314428	SCW CONTRACTING CORPORATION			
OPSC School	Building	MITCHELL CHILD		\$299,000.00
Facilities Bond	Contractor	DEVELOPMENT CENTER		
314433	IFUSION SOLUTIONS, INC.			2014/10/14
Unrestricted	Consultant	TECHNOLOGY		\$101,000.00
Discretionary	Noninstructional	INNOVATION SERVICES		
Accounts				
314436	IFUSION SOLUTIONS, INC.			2014/10/28
LCFF	Consultant	BUSINESS SERVICES		\$90,000.00
Supplemental/	Noninstructional	DIVISION		
Concentration				
314473	COSOGO, LLC dba UZIBULL			
Common Core State	Non-Capitalized	EDUCATIONAL		\$41,230.00
Standards	Equipment	SERVICES DIVISION		
314477	WALLACE ELECTRIC			
Measure G Bond		SIERRA PREPARATORY		\$30,388.00
Series B		ACADEMY		
314489	EMPYREAN PLUMBING, INC.			
OPSC School	Building	MITCHELL CHILD		\$989,485.00
Facilities Bond	Contractor	DEVELOPMENT CENTER		
314493	MIND RESEARCH INSTITUTE			
Ed Technology K-12	Other Contracts	TECHNOLOGY		\$169,850.00
Voucher	Microsoft Software			

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

From 19-NOV-2014 through 09-DEC-2014 Page: 05 of 06

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
314496	KAPLAN K-12 LEARNING SERVICES			2014/10/14
Unrestricted	Sub-Agreements for	SADDLEBACK HIGH		\$23,840.00
Discretionary	Services	SCHOOL		
Accounts				
Unrestricted	Consultants	SADDLEBACK HIGH		\$40,000.00
CAHSEE Intensive	Instructional	SCHOOL		
314509	MIND RESEARCH INSTITUTE			
Ed Technology K-12	Other Contracts	TECHNOLOGY		\$176,075.00
Voucher	Microsoft Software			
314511	AT&T DATACOMM, INC. dba AT&T DATACOMM			
eRate	Replacement Other	DISTRICTWIDE		\$74,364.00
	Equipment			
314515	THE COLLEGE BOARD			
Unrestricted	Testing Dues &	SECONDARY DIVISION		\$51,792.00
Discretionary	Participation Fees			
Accounts				
314549	ROSSIER PARK ELEMENTARY			2015/06/10
Special Education	Sub-Agreements for	SPECIAL EDUCATION		\$92,025.00
	Services			
314550	AVID CENTER			
LCFF	Other Contracts	SECONDARY DIVISION		\$64,992.00
Supplemental/Concentration				
314551	AMPLIFY EDUCATION, INC.			
LCFF-	Other Contracts	ELEMENTARY DIVISION		\$51,593.50
Supplemental/Concentration				
LCFF	Other Contracts	SECONDARY DIVISION		\$51,593.50
Supplemental/Concentration				
314584	GOVCONNECTION			
Common Core State	Non-Capitalized	EDUCATIONAL		\$31,360.00
Standards	Equipment	SERVICES DIVISION		
314585	CDW GOVERNMENT, INC.			
Common Core State	Non-Capitalized	EDUCATIONAL		\$29,005.40
Standards	Equipment	SERVICES DIVISION		
314594	REBECA R. JUAREZ			2014/10/28
Head Start	Sub-Agreements for	CHILD DEVELOPMENT		\$4,980.00
	Services			

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

From 19-NOV-2014 Through 09-DEC-2014 Page: 06 of 06

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
314594	REBECA R. JUAREZ			2014/10/28
Head Start	Consultants Instructional	CHILD DEVELOPMENT		\$25,000.00
314596	BRETFORD MANUFACTURING, INC.			
Common Core State Standards	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION		\$29,400.00
314609	PJHM ARCHITECTS, INC.			
Measure G Bond Series B	Building Architect	FRANKLIN ELEMENTARY SCHOOL		\$22,500.00
Measure G Bond Series B	Plans All Other Printing, etc.	FRANKLIN ELEMENTARY SCHOOL		\$6,140.00
314624	CENGAGE LEARNING dba NATIONAL	GEOGRAPHIC LEARNING		
Title III Limited English Proficiency LEP Student	Materials & Supplies/Software	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT		\$167,992.00
314643	NEXUS IS, INC.			
Common Core State Standards	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION		\$154,828.09
314644	NEXUS IS, INC.			
Common Core State Standards	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION		\$166,444.50
314646	NEXUS IS, INC.			
Common Core State Standards	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION		\$110,818.24

AGENDA ITEM BACKUP SHEET
January 13, 2015

Special Board Meeting

TITLE: **Ratification of Expenditure Summary and Warrant Listing for Period of November 19, 2014 through December 9, 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 November 19, 2014 through December 9, 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 November 19, 2014 through December 9, 2014.



Santa Ana Unified School District

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

Richard L. Miller, Ph.D., Superintendent

Date: December 9, 2014
To: Richard L. Miller, Ph.D., Superintendent
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations/CBO
Subject: Expenditures Summary: From 19-NOV-2014 through 09-DEC-2014

Fund 01 General Fund	\$4,891,102.11
Fund 12 Child Development	\$4,613.00
Fund 13 Cafeteria Fund	\$886,896.07
Fund 14 Deferred Maintenance Fund	\$157,055.04
Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund	\$1,423.72
Fund 25 Capital Facilities Fund	\$109,832.70
Fund 26 Measure G Bond	\$61,952.17
Fund 29 Measure G	\$174,346.73
Fund 35 County School Facilities Fund	\$1,478,123.88
Fund 40 Special Reserve Fund	\$2,343,512.49
Fund 49 Capital Project Fund for Blended Component	\$60,677.60
Fund 56 Debt Service Fund	\$1,347,179.83
Fund 68 Workers' Compensation	\$556,679.38
Fund 69 Health & Welfare	\$5,431,713.60
Fund 81 Property & Liability	\$39,504.39
Total Expenditures:	\$17,544,612.71

Prepared By: Christeen Betz, Director, Accounting

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

BOARD OF EDUCATION

John Palacio, President • Cecilia "Ceci" Iglesias, Vice President
Valerie Amezcua, Clerk • José Alfredo Hernández, J.D., Member • Rob Richardson, Member

SAUSD Board of Education Warrant Listing

November 19, 2014

Page 1 of 9

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84199820	ORANGE COUNTY DEPARTMENT OF EDUCATION Special Ed: Mental Health Services	PUPIL SUPPORT SERVICES	\$32,906.50
84199821	ORANGE COUNTY DEPARTMENT OF EDUCATION Special Education	SPECIAL EDUCATION	\$182,165.83
84199840	WESTLAND HEATING & AIR CONDITIONING, INC. California Clean Energy Jobs Act (Prop 39)	MONTE VISTA ELEMENTARY SCHOOL	\$39,520.00
84199875	PRB CONSTRUCTION Ongoing & Major Maintenance Account	BUILDING SERVICES	\$39,960.00
84199885	TAYLOR TENNIS COURTS, INC. Ongoing & Major Maintenance Account	BUILDING SERVICES	\$33,350.00
84199887	U S BANK - CAL CARD AVID-OCDE Destination Graduation-Intermediate Schools Beginning Teacher-BTSA Carol M White PEP Grant Common Core State Standards (CCSS) Donations (Miscellaneous)	MCFADDEN INTERMEDIATE SCHOOL MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL STAFF DEVELOPMENT SPECIAL PROJECTS/WELLNESS EDUCATIONAL SERVICES DIVISION ADAMS ELEMENTARY SCHOOL DIAMOND ELEMENTARY SCHOOL EDISON ELEMENTARY SCHOOL GARFIELD ELEMENTARY SCHOOL LINCOLN ELEMENTARY SCHOOL LOWELL ELEMENTARY SCHOOL MADISON ELEMENTARY SCHOOL REMINGTON ELEMENTARY SCHOOL SEGERSTROM HIGH SCHOOL SUPERINTENDENT'S OFFICE	\$150,461.21

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
		VALLEY HIGH SCHOOL	
	Fund 01 General Fund	PUBLICATIONS	
	Fundraiser (Non ASB-PTA Deposits)	MARTIN ELEMENTARY SCHOOL	
	Head Start	CHILD DEVELOPMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CARR INTERMEDIATE SCHOOL	
		CARVER ELEMENTARY SCHOOL	
		DIAMOND ELEMENTARY SCHOOL	
		EARLY CHILDHOOD EDUCATION	
		ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
		GARFIELD ELEMENTARY SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		LOWELL ELEMENTARY SCHOOL	
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		MONROE ELEMENTARY SCHOOL	
		REMINGTON ELEMENTARY SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SANTIAGO ELEMENTARY SCHOOL	
		SEPULVEDA ELEMENTARY SCHOOL	
		STUDENT ACHIEVEMENT	
		TAFT ELEMENTARY SCHOOL	
		THORPE FUNDAMENTAL ELEMENTARY SCHOOL	
		VALLEY HIGH SCHOOL	

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		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
	IASA: Title I Migrant Ed Regular and Summer Program	MIGRANT EDUCATION	
	Kinder Readiness Program II	EARLY CHILDHOOD EDUCATION	
	LCFF-Supplemental/Concentration	EDUCATIONAL SERVICES DIVISION	
	Lottery: Instructional Materials	MIDDLE COLLEGE HIGH SCHOOL	
	Medi-Cal Billing Option	PUPIL SUPPORT SERVICES	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	Pupil Transportation (7230/7240)	TRANSPORTATION DEPARTMENT	
	QZAB Solar Energy	MCFADDEN INTERMEDIATE SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SEGERSTROM HIGH SCHOOL	
	Recognition Programs	EDUCATIONAL SERVICES DIVISION	
	S.D. Bechtel, Jr. Foundation	STAFF DEVELOPMENT	
	Special Ed: Early Ed Individuals with Exceptional Needs Infant Program	MITCHELL CHILD DEVELOPMENT CENTER	
		TAFT ELEMENTARY SCHOOL	
	Special Ed: Mental Health Services	GODINEZ FUNDAMENTAL HIGH SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	
		SIERRA PREPARATORY ACADEMY	
		SPECIAL EDUCATION	
		SPEECH & LANGUAGE	
		TAFT ELEMENTARY SCHOOL	
	Title III Limited English Proficiency LEP Student Program	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
	Title II-Part A Improving Teacher Quality	STAFF DEVELOPMENT	
	Two-Way Digital ITFS Licensee Revenue	TECHNOLOGY	
	Unrestricted - CalSafe (6091/6092)	EARLY CHILDHOOD EDUCATION	
	Unrestricted - Regional Occupational Centers/Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	

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Location

Amount

Unrestricted Discretionary Accounts

BOARD OF EDUCATION
BUILDING SERVICES
BUSINESS SERVICES DIVISION
CARR INTERMEDIATE SCHOOL
CENTURY HIGH SCHOOL
CHAVEZ CONTINUATION HIGH SCHOOL
COMMUNICATIONS OFFICE
COMMUNITY RELATIONS
CONSTRUCTION
DAVIS ELEMENTARY SCHOOL
DIAMOND ELEMENTARY SCHOOL
EDUCATIONAL SERVICES DIVISION
ELEMENTARY DIVISION
ESQUEDA ELEMENTARY SCHOOL
FACILITIES/GOVERNMENTAL RELATIONS
FRANKLIN ELEMENTARY SCHOOL
GARFIELD ELEMENTARY SCHOOL
GODINEZ FUNDAMENTAL HIGH SCHOOL
HEROES ELEMENTARY SCHOOL
HOOVER ELEMENTARY SCHOOL
HUMAN RESOURCES DIVISION
JACKSON ELEMENTARY SCHOOL
JEFFERSON ELEMENTARY SCHOOL
KING ELEMENTARY SCHOOL
LATHROP INTERMEDIATE SCHOOL
LINCOLN ELEMENTARY SCHOOL
LOWELL ELEMENTARY SCHOOL

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MADISON ELEMENTARY SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
		MIDDLE COLLEGE HIGH SCHOOL	
		PIO PICO ELEMENTARY SCHOOL	
		PUBLICATIONS	
		PUPIL SUPPORT SERVICES	
		PURCHASING DEPARTMENT	
		RESEARCH AND EVALUATION	
		SANTA ANA HIGH SCHOOL	
		SCHOOL POLICE SERVICES	
		SECONDARY DIVISION	
		SEGERSTROM HIGH SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		SPURGEON INTERMEDIATE SCHOOL	
		SUPERINTENDENT'S OFFICE	
		TECHNOLOGY INNOVATION SERVICES	
		TELEVISION CENTER	
		VALLEY HIGH SCHOOL	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
		WAREHOUSE AND DELIVERY	
		WASHINGTON ELEMENTARY SCHOOL	
		WILSON ELEMENTARY SCHOOL	
	Visual & Performing Arts Professional Learning Community Grant	VISUAL & PERFORMING ARTS	
	WASC (was Fund Resource 010031)	LORIN GRISET ACADEMY	

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84199898	AREY JONES EDUCATIONAL SOLUTIONS		\$74,244.85
	Carl D Perkins Section 131 Career and Technical Education act of 1998	VOCATIONAL EDUCATION	
	Carol M White PEP Grant	SPECIAL PROJECTS/WELLNESS	
	Common Core State Standards (CCSS)	EDUCATIONAL SERVICES DIVISION	
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	
84199942	WARE DISPOSAL, INC.		\$59,998.42
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84200086	WAXIE SANITARY SUPPLY		\$69,356.91
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	Unrestricted Discretionary Accounts	BUILDING SERVICES	
84200087	WAXIE SANITARY SUPPLY		\$46,018.70
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	Unrestricted Discretionary Accounts	BUILDING SERVICES	
84199803	EDULINK SYSTEMS, INC.		\$53,416.00
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84199789	CITY OF SANTA ANA		\$60,772.82
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84199791	SOUTHERN CALIFORNIA EDISON		\$48,966.79
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84199810	FOLLETT SCHOOL SOLUTIONS, INC.		\$84,246.39
	Lottery: Instructional Materials	STATE TEXTBOOKS	
	Special Ed: State Preschool Grant	MITCHELL CHILD DEVELOPMENT CENTER	
	Unrestricted Discretionary Accounts	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 13 Cafeteria Fund			
84200105	A & R WHOLESALE DISTRIBUTORS Child Nutrition: School Programs	NUTRITION SERVICES SANTA ANA HIGH SCHOOL SEGERSTROM HIGH SCHOOL	\$80,293.60
84200117	DRIFTWOOD DAIRY Child Nutrition: School Programs	NUTRITION SERVICES SANTA ANA HIGH SCHOOL	\$58,120.92
84200121	GOLD STAR FOODS Child Nutrition: School Programs	NUTRITION SERVICES VALLEY HIGH SCHOOL	\$45,764.97
84200128	NATIONAL FOOD GROUP, INC. Child Nutrition: School Programs	NUTRITION SERVICES	\$28,470.40
84200101	A & R WHOLESALE DISTRIBUTORS Child Nutrition: School Programs	GODINEZ FUNDAMENTAL HIGH SCHOOL MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL NUTRITION SERVICES VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$68,491.03
Fund 25 Capital Facilities Fund			
84200151	TURF STAR, INC. Fund 01 General Fund Fund 25 City Santa Ana Redevelopment	ACCOUNTING DEPARTMENT CONSTRUCTION	\$33,363.70
Fund 29 Measure G			
84200155	BALFOUR BEATTY CONSTRUCTION Fund 29 Measure G Series E	WILSON ELEMENTARY SCHOOL	\$44,927.00

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 35 County School Facilities Fund			
84200160	BALFOUR BEATTY CONSTRUCTION Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$43,529.88
84200168	R.C. CONSTRUCTION SERVICES, INC. Fund 35 OPSC School Facilities Bond Projects	FRANKLIN ELEMENTARY SCHOOL	\$390,489.89
84200167	R.C. CONSTRUCTION SERVICES, INC. Fund 35 OPSC School Facilities Bond Projects	KING ELEMENTARY SCHOOL	\$470,728.99
84200161	CONSTRUCTION ELECTRIC, INC. Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$33,867.50
84200166	PALP, INC., DBA EXCEL PAVING Fund 35 OPSC School Facilities Bond Projects	WILLARD INTERMEDIATE SCHOOL	\$29,290.40
Fund 40 Special Reserve Fund			
84200180	SUNPOWER CORPORATION, SYSTEMS Fund 40 QZAB Solar Energy Savings 2012	CARR INTERMEDIATE SCHOOL	\$69,949.97
84200172	AREY JONES EDUCATIONAL SOLUTIONS Fund 40 QZAB Solar Energy Savings 2012	HENINGER ELEMENTARY SCHOOL	\$47,171.18
84200177	SUNPOWER CORPORATION, SYSTEMS Fund 40 QZAB Solar Energy Savings 2012	CARR INTERMEDIATE SCHOOL	\$714,741.43
84200179	SUNPOWER CORPORATION, SYSTEMS Fund 40 QZAB Solar Energy Savings 2012	CARR INTERMEDIATE SCHOOL	\$1,334,992.87
Fund 69 Health & Welfare			
84200190	VISION SERVICE PLAN Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	\$37,559.86
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84200186	BLUE SHIELD OF CALIFORNIA		\$3,455,961.20
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84200188	KAISER FOUNDATION HEALTH PLAN		\$1,367,922.89
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84200187	DELTA DENTAL INSURANCE COMPANY		\$46,649.45
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
		Grand Total:	\$9,377,671.55

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 56 Debt Service Fund			
84200193	THE BANK OF NEW YORK MELLON TRUST COMPANY, Fund 01 General Fund QZAB Solar Energy	ACCOUNTING DEPARTMENT DISTRICTWIDE	\$1,347,179.83
<i>Grand Total:</i>			<i>\$1,347,179.83</i>

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84200218	ORANGE COUNTY DEPARTMENT OF EDUCATION Special Ed: Mental Health Services	PUPIL SUPPORT SERVICES	\$59,406.77
84200224	UNIVERSITY OF SOUTHERN CALIFORNIA ASCIP Risk Control STAT (Simulation for Threat Assessment Training)	RISK MANAGEMENT	\$28,980.85
84200228	XEROX CORPORATION Unrestricted Discretionary Accounts	DISTRICTWIDE	\$93,471.07
84200230	AKINS IT, INC. Common Core State Standards (CCSS)	EDUCATIONAL SERVICES DIVISION	\$122,562.30
84200312	ROSSIER PARK JUNIOR/SENIOR HIGH SCHOOL Special Education	SPECIAL EDUCATION	\$38,676.00
84200322	THE BANK OF NEW YORK MELLON TRUST COMPANY Unrestricted Discretionary Accounts	DISTRICTWIDE	\$395,183.05
84200325	UNISOURCE WORLDWIDE, INC. Fund 01 General Fund	ACCOUNTING DEPARTMENT WAREHOUSE AND DELIVERY	\$46,485.94
84200211	IFUSION SOLUTIONS, INC. LCFF-Supplemental/Concentration Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION TECHNOLOGY INNOVATION SERVICES	\$63,715.00
84200220	PADRES UNIDOS dba PATRICIA HUERTA IASA: Title I Basic Grants Low-Income and Neglected, Part A	LOWELL ELEMENTARY SCHOOL MARTIN ELEMENTARY SCHOOL PIO PICO ELEMENTARY SCHOOL ROOSEVELT ELEMENTARY SCHOOL WALKER ELEMENTARY SCHOOL	\$30,284.95

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
	Unrestricted Discretionary Accounts	FRANKLIN ELEMENTARY SCHOOL	
		FREMONT ELEMENTARY SCHOOL	
		HOOVER ELEMENTARY SCHOOL	
		KING ELEMENTARY SCHOOL	
		REMINGTON ELEMENTARY SCHOOL	
84200357	RED ROCK CANYON SCHOOL ADOLESCENT		\$26,334.00
	Special Ed: Mental Health Services	SPECIAL EDUCATION	
	Special Education	SPECIAL EDUCATION	
84200222	PLAYWORKS EDUCATION ENERGIZED		\$90,000.00
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CARVER ELEMENTARY SCHOOL	
		DIAMOND ELEMENTARY SCHOOL	
		HEROES ELEMENTARY SCHOOL	
		JEFFERSON ELEMENTARY SCHOOL	
		KENNEDY ELEMENTARY SCHOOL	
		MONTE VISTA ELEMENTARY SCHOOL	
 Fund 13 Cafeteria Fund			
84200372	A & R WHOLESALE DISTRIBUTORS		\$33,287.00
	Child Nutrition: School Programs	NUTRITION SERVICES	
		SIERRA PREPARATORY ACADEMY	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
84200374	A & R WHOLESALE DISTRIBUTORS		\$38,621.55
	Child Nutrition: School Programs	CENTURY HIGH SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
		NUTRITION SERVICES	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
		WILLARD INTERMEDIATE SCHOOL	
84200376	A & R WHOLESALE DISTRIBUTORS		\$117,860.85
	Child Nutrition: School Programs	CENTURY HIGH SCHOOL	
		NUTRITION SERVICES	
		SANTA ANA HIGH SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		WILLARD INTERMEDIATE SCHOOL	
84200378	DRIFTWOOD DAIRY		\$38,604.43
	Child Nutrition: School Programs	NUTRITION SERVICES	
84200382	GOLD STAR FOODS		\$39,629.77
	Child Nutrition: School Programs	MCFADDEN INTERMEDIATE SCHOOL	
		NUTRITION SERVICES	
		SANTA ANA HIGH SCHOOL	
		SEGERSTROM HIGH SCHOOL	
 Fund 14 Deferred Maintenance Fund			
84200400	USA SHADE & FABRIC STRUCTURES, INC.		\$30,314.00
	Fund 14 Deferred Maintenance Fund	HEROES ELEMENTARY SCHOOL	
 Fund 29 Measure G			
84200414	NTD ARCHITECTURE		\$37,298.42
	Fund 29 Measure G Series E	GARFIELD ELEMENTARY SCHOOL	

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 40 Special Reserve Fund			
84200421	AREY JONES EDUCATIONAL SOLUTIONS Fund 40 QZAB Solar Energy Savings 2012	TAFT ELEMENTARY SCHOOL	\$47,171.18
84200425	DIGITAL NETWORKS GROUP, INC. Fund 40 Special Reserve Fund	SPURGEON INTERMEDIATE SCHOOL	\$53,379.05
Fund 49 Capital Project Fund for Blended Component Units (CFD)			
84200432	CASE & SONS CONSTRUCTION, INC. Community Facilities District (2005 Central Park Project)	DISTRICTWIDE	\$58,282.00
Fund 68 Workers' Compensation			
84200436	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$111,246.47
84200435	MARSH RISK & INSURANCE SERVICES Fund 68 Workers' Compensation	RISK MANAGEMENT	\$436,518.00
Fund 69 Health & Welfare			
84200438	SANTA ANA UNIFIED SCHOOL DISTRICT Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	\$500,000.00
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
Grand Total:			\$2,537,312.65

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84200485	AREY JONES EDUCATIONAL SOLUTIONS		\$125,932.38
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	WASHINGTON ELEMENTARY SCHOOL	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	Unrestricted Discretionary Accounts	CARR INTERMEDIATE SCHOOL	
		ROOSEVELT ELEMENTARY SCHOOL	
		WASHINGTON ELEMENTARY SCHOOL	
		WILSON ELEMENTARY SCHOOL	
84200443	EL SOL SCIENCE AND ARTS ACADEMY		\$94,319.00
	Fund 01 General Fund	CASH ACCOUNT	
84200444	NOVA ACADEMY EARLY COLLEGE HIGH SCHOOL		\$49,533.00
	Fund 01 General Fund	CASH ACCOUNT	
84200445	ORANGE COUNTY EDUCATIONAL ARTS ACADEMY		\$65,482.00
	Fund 01 General Fund	CASH ACCOUNT	
84200446	ORANGE COUNTY HIGH SCHOOL OF THE ARTS		\$221,391.00
	Fund 01 General Fund	CASH ACCOUNT	
84200448	CITY OF SANTA ANA		\$35,624.01
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84200450	SOUTHERN CALIFORNIA EDISON		\$475,791.32
	Head Start	CHILD DEVELOPMENT	
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84200477	THINK TOGETHER		\$158,650.00
	21st Century ASSETS (roll-up 4124)	EDUCATIONAL SERVICES DIVISION	
84200478	VAVRINEK TRINE DAY COMPANY, LLP		\$40,899.52
	Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84200442	EDWARD B. COLE, SR. ACADEMY Fund 01 General Fund	CASH ACCOUNT	\$41,752.00
84200484	APPLE, INC. IASA: Title I Basic Grants Low-Income and Neglected, Part A Medi-Cal Billing Option NCLB: Title I, School Improvement Grant QEIA Special Education Two-Way Digital ITFS Licensee Revenue Unrestricted Discretionary Accounts	ESQUEDA ELEMENTARY SCHOOL LOWELL ELEMENTARY SCHOOL THORPE FUNDAMENTAL ELEMENTARY SCHOOL SPECIAL EDUCATION VALLEY HIGH SCHOOL SPECIAL EDUCATION TECHNOLOGY MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL RESEARCH AND EVALUATION VILLA FUNDAMENTAL INTERMEDIATE SCHOOL WALKER ELEMENTARY SCHOOL	\$25,805.24
84200498	GRAHAM COMPANY A DIVISON OF NA SYSTEMS, INC. Ongoing & Major Maintenance Account	BUILDING SERVICES	\$29,224.80
84200524	SOUTHWEST SCHOOL AND OFFICE SUPPLY Fund 01 General Fund IASA: Title I Basic Grants Low-Income and Neglected, Part A Unrestricted Discretionary Accounts	ACCOUNTING DEPARTMENT WAREHOUSE AND DELIVERY CARVER ELEMENTARY SCHOOL BUILDING SERVICES	\$36,418.35
84200530	UNISOURCE WORLDWIDE, INC. Fund 01 General Fund	ACCOUNTING DEPARTMENT PUBLICATIONS	\$37,485.41
84200482	XEROX CORPORATION Unrestricted One-time Funds	PUBLICATIONS	\$41,990.45

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 13 Cafeteria Fund			
84200630	A & R WHOLESALE DISTRIBUTORS Child Nutrition: School Programs	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL NUTRITION SERVICES	\$44,344.90
84200634	DRIFTWOOD DAIRY Child Nutrition: School Programs	NUTRITION SERVICES	\$39,750.29
Fund 26 Measure G Bond			
84200682	WALLACE ELECTRIC Fund 26 Measure G Bond Series B	SIERRA PREPARATORY ACADEMY	\$30,388.00
Fund 29 Measure G			
84200683	BALFOUR BEATTY CONSTRUCTION Fund 29 Measure G Series E	WILSON ELEMENTARY SCHOOL	\$43,247.00
Fund 35 County School Facilities Fund			
84200687	K.A.R. CONSTRUCTION, INC. Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$67,429.57
84200685	BALFOUR BEATTY CONSTRUCTION Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$43,529.88
84200686	HORIZONS CONSTRUCTION CO. INT'L, INC. Fund 35 OPSC School Facilities Bond Projects	WILSON ELEMENTARY SCHOOL	\$289,049.01
Grand Total:			\$2,038,037.13

AGENDA ITEM BACKUP SHEET
January 13, 2015

Special Board Meeting

TITLE: **Approval of Board Members to Attend California School Boards Association Masters in Governance Program from February through June 2015 in Rancho Cucamonga, San Bernardino, and Riverside and the Institute for New and First-Term Board Members Workshops in Anaheim and San Diego, California**

ITEM: **Consent**
SUBMITTED BY: **Rick L. Miller, Ph.D., Superintendent**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for Board members' Cecilia Iglesias and Valerie Amezcua to attend the California School Boards Association Masters in Governance Program in Rancho Cucamonga, San Bernardino, and Riverside from February through June 2015. New Board member, Valerie Amezcua will also be attending the New and First-Term Board member workshops in Anaheim and San Diego in January and March 2015.

RATIONALE:

Masters in Governance is a groundbreaking governance leadership program that recognizes the necessity for the Board and Superintendent to work closely toward a common goal. Participants will attend five courses, which define the roles and responsibilities of school governance teams and provide tools that keep efforts focused on student learning.

The courses include:

1. Foundations of Effective Governance/Setting Direction
2. Student Learning and Achievement/Policy and Judicial Review
3. School Finance
4. Human Resources/Collective Bargaining
5. Community Relations and Advocacy/Governance Integration

The Institute for New and First-Term Board Members takes place in Anaheim on January 30-31, 2015 and the Brown Act workshop will take place on March 13 in San Diego, California.

FUNDING:

General Fund: \$3,000

RECOMMENDATION:

Approve Board Members' Cecilia Iglesias and Valerie Amezcua to attend the California School Boards Association Masters in Governance Program from February through June 2015 in Rancho Cucamonga, San Bernardino, and Riverside, California from February through June 2015 and Valerie Amezcua to attend the New and First-Term Board member workshops in Anaheim and San Diego in January and March 2015.

RM/cg

AGENDA ITEM BACKUP SHEET
January 13, 2015

Special Board Meeting

TITLE: Authorization to Obtain Request for Proposal for Learning Management System

ITEM: Action

SUBMITTED BY: David Haglund, Ed.D., Deputy Superintendent, Educational Services

PREPARED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education
 Alexandra Ito, Director, Learning Innovation with Technology
 Jonathan Geiszler, Director, Purchasing Department

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to obtain Request for Proposal (RFP) for the Learning Management System (LMS). The LMS is the software application necessary for the administration, documentation, tracking, reporting, and delivery of online or blended learning courses and curriculum. It is the core technology for providing online courses and operating an online learning program. The LMS typically provides support for presenting a variety of online content, including multi-media, various assignments and assessments, communication tools, an online grade book, and core administrative features.

In order to support the development of digital content for SAUSD online courses and support blended learning, it is necessary that the District select and acquire an LMS. The integration of virtual and face-to-face instruction in both online and traditional school environments will ensure that Santa Ana Unified is able to provide another option of parent and student choice. Students will be able to benefit from the flexibility that online learning provides including, opportunities for course acceleration, unique enrichment programs, online mentors, and access to learning 24 hours a day, seven days a week. The LMS would be supportive of all students in appropriate grade levels, beginning in grades 4-12. In order to be able to begin developing District online curriculum, it is necessary that the District select and acquire an LMS. This RFP will enable the District to review vendor options that will enable the selection of an LMS.

RATIONALE:

The LMS will enable all stakeholders to engage in multiple unique ways including:

Teachers who develop blended and/or online courses use an LMS to:

- Organize course content into units or chapters and lessons
- Provide individualized learning by providing customized learning paths (often based on the demonstration of mastery of specific learning objectives)
- Develop quizzes and exams
- Set up grade book parameters

Teachers who teach blended and/or online courses use an LMS to:

- Provide communication and support to students through messaging, announcements, email, or discussions
- Develop customized learning paths for their students
- Assess student work through online quizzes and exams
- Monitor student progress through grade book features

Students taking a blended and/or online courses use an LMS to:

- Access course content
- Complete assignments
- Turn in assessments
- Monitor course progress and grades
- Communicate with teacher
- Collaborate with other students in learning activities

Parents use an LMS to:

- Review the customized learning path of their child
- Monitor their child's progress and grades
- Communicate with teachers

Core administrative features in an LMS:

- Integration with the district's student information system in order to manage all or portions of administrative processes
- Integration with programs and applications that the district deems instructionally essential, such as Google Docs and Google Drive
- Ability to run a variety of reports such as how frequently students are logging in, how long they are spending on specific tasks, course rosters, and student progress information.
- Ability to create a framework for courses (course shells) and manage the content for the course shells
- Ability to create grade books
- Ability to monitor and manage user data

FUNDING:

Source: Microsoft Voucher Reimbursement Funds

RECOMMENDATION:

Authorize staff to obtain Request for Proposals for Learning Management System.

AGENDA ITEM BACKUP SHEET
January 13, 2015

Special Board Meeting

TITLE: **Approval of Letter of Commitment to OneSight and Share Our Selves
in Support of a District-Based Health Clinic**

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 non-binding Letter of Commitment, attached, from the District to OneSight, a non-profit committed to building sustainable vision clinics, and Share Our Selves (SOS), a Federally Qualified Health Center. This commitment would initiate a partnership to begin planning, development and fundraising for a District-based health clinic. The health clinic would provide an array of medical, mental health, dental, and vision services for the students of the District. The Letter of Commitment would secure \$500,000 in seed funding that OneSight has proposed for the Health Clinic. Full specifications for the partnership would be presented for Board approval in a Memorandum of Understanding at a future meeting.

SOS would have responsibility for providing and managing all services of the clinic and all related liability. OneSight would be responsible for providing the latest technology in vision screening equipment and supplies to sustain the vision services throughout the District. The District would provide a location, portables, basic upkeep, and coordination of student screenings and referrals for medical specialties. All students and their families will be eligible for services. No student who has parent consent or community member will be denied access to care.

RATIONALE:

Supporting a school-based health clinic will increase access for students and their families to health services, positively impacting school attendance, academic success and the overall well-being of students, families, and community.

FUNDING:

If the health clinic is approved by the Board through a memorandum of understanding with SOS and OneSight, funding would be as follows:

Capital Facilities Fund: The cost to the District includes the provision of four relocatable buildings for SOS and OneSight to house the clinic at an approximate cost of \$132,000 for delivery, installation, and infrastructure.

RECOMMENDATION:

Approve a Letter of Commitment to OneSight and Share Our Selves in support of a District-based Health Clinic.

DL:HC:cvl



Santa Ana Unified School District

Richard L. Miller, Ph.D., Superintendent

January 14, 2015

Jason Singh
Chief Executive Officer
OneSight
4000 Luxottica Place
Mason, OH 45040

Karen McGlinn
Chief Executive Officer
Share Our Selves
1550 Superior Ave.
Costa Mesa, CA 92627

Dear Mr. Singh and Ms. McGlinn,

For the past year, staff members of the Santa Ana Unified School District have been working with staff from OneSight, a non-profit committed to building sustainable vision clinics, and Share Our Selves, a Federally Qualified Health Center with the goal of establishing a Health Center in our school district. The Health Center would focus on vision services that would help to forge a bridge to other health services for our students. The District is prepared to provide a site location and facility for the Health Center inclusive of plumbing, sewer, and electrical. It is our understanding that all other costs pertaining to operations and tenant improvements, including but not limited to architectural and building costs, equipment and furniture shall be provided by OneSight and Share Our Selves.

The purpose of this letter is to provide a preliminary commitment to OneSight and Share Our Selves of the District's intent to form a partnership with them to establish the Health Clinic as specified in a Memorandum of Understanding (MOU). This MOU will be brought forward to the Board for approval at a forthcoming Board meeting.

We sincerely thank you for your considerable effort on the formation of this project and look forward to the increased access to health benefits that this partnership will bring to our students, their families and to the community.

Yours truly,

Richard L. Miller, Ph.D.
Superintendent

1601 E. Chestnut Ave., Santa Ana, CA 92701, (714) 558-5501

BOARD OF EDUCATION

John Palacio, President • Cecilia Iglesias, Vice President
Valerie Amezcua, Clerk • José Alfredo Hernández, J.D., Member • Rob Richardson, Member

AGENDA ITEM BACKUP SHEET
January 13, 2015

Special Board Meeting

TITLE: **Approval of Memorandum of Understanding with Santa Ana Educators' Association and California School Employees Association, Chapter 41 Regarding Early Notification Incentive**

ITEM: **Action**

SUMMITTED BY: **Mark A. McKinney, Associate Superintendent, Human Resources**

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

BACKGROUND INFORMATION:

The purpose of this agenda is to seek Board approval of a Memorandum of Understanding (MOU) with the Santa Ana Educators Association (SAEA) and the California School Employees Association, Chapter 41 (CSEA) regarding the Early Notification Incentive.

RATIONALE:

In order to prepare for the 2015-16 school year and help plan for staffing needs, the District, SAEA, and CSEA have agreed that all eligible unit member who elect to separate from the Santa Ana Unified School District effective no later than June 30, 2015, shall receive an Early Notification Incentive payment in the amount of \$2,000. Once the unit member has completed and submitted the Early Notification Incentive, the decision is irrevocable.

FUNDING:

General Funds

RECOMMENDATION:

Approve the Memorandum of Understanding with the Santa Ana Educators' Association and California School Employees Association, Chapter 41 regarding the Early Notification Incentive.


MAM:nr

Memorandum of Understanding (MOU)
Between the
Santa Ana Unified School District (SAUSD)
and the
Santa Ana Educators' Association (SAEA)
January 6, 2015

(ONE-TIME ONLY)

Early Notification Incentive


In order to prepare for the 2015-2016 school year and help plan for staffing needs SAUSD and SAEA agree that all eligible unit member who elect to separate from the Santa Ana Unified School District effective no later than June 30, 2015 shall receive an Early Notification Incentive Payment. Once a unit member has completed and submitted the Early Notification Incentive form, the decision is irrevocable.

Qualifications:

- 1) Employee must be in a paid status
- 2) Employee must be in a permanent status (Hire date prior July 1, 2011)
- 3) Employee must be on a full contract

Notification must be submitted no later than 5:00 PM on **February 2, 2015**. For Such notification by qualified members the unit member shall receive a \$2,000 early notification incentive.

For SAUSD:



Mark A. McKinney
Associate Superintendent
Human Resources

1/6/15

DATE

For SAEA:



Susan Mercer
SAEA President
(or Designee)

1/6/15

DATE

Memorandum of Understanding (MOU)
Between the
Santa Ana Unified School District (SAUSD)
and the
California School Employees Association and its Local 41
January 6, 2015

(ONE-TIME ONLY)

Early Notification Incentive

In order to prepare for the 2015-2016 school year and help plan for staffing needs SAUSD and CSEA agree that all eligible unit member who elect to separate from the Santa Ana Unified School District effective no later than June 30, 2015 shall receive an Early Notification Incentive Payment. Once a unit member has completed and submitted the Early Notification Incentive form, the decision is irrevocable.

Qualifications:

- 1) Employee must be in a paid status
- 2) Employee must be in a permanent status (Hire date prior July 1, 2011)
- 3) Employee must be full-time (8 hours)

Notification must be submitted no later than 5:00 PM on **February 2, 2015**. For Such notification by qualified members the unit member shall receive a \$2,000 early notification incentive.

For SAUSD:



Mark A. McKinney
Associate Superintendent
Human Resources

1/6/15
DATE

For CSEA:



Laura Moore
CSEA President
(or Designee)

1/6/15
DATE