

*Santa Ana Unified School District  
Board of Education*

**Board Meeting Agenda**

**Tuesday, February 24, 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  
REGULAR MEETING

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

TUESDAY  
FEBRUARY 24, 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 Education Code Sections 35146 and 48918:

STUDENT EXPULSIONS AND DISCIPLINE ISSUES

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

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

PUBLIC EMPLOYMENT: Assistant Superintendent, School Performance and Culture;  
Coordinator of Student Achievement; Lead Internal Auditor

- C. 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

## HIGH SCHOOL STUDENT AMBASSADORS

Individual High School Ambassadors are allowed three-minutes to address the Board on school reports.

- Century – Sofie Tam; Godinez – Paloma Dueñas; Griset Academy – Denyse Paredes; Middle College - Pablo Jimenez; Santa Ana – Hanna Galvan

## RECOGNITIONS / ACKNOWLEDGMENTS

- Orange County Law Enforcement Explorer Advisor Association (OCLEEEAA) – Police Explorer Graduation
- Certificated Employee of the Month for February 2015, Marleen Wallstedt
- Classified Employee of the Month for February 2015, Marco Melgar
- Coach Jeffrey Watts of Segerstrom High School Received 500th Win in His Coaching History with the Segerstrom Varsity Girl's Basketball Team

## SUPERINTENDENT'S REPORT

### PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)

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

### 1.0 APPROVAL OF CONSENT CALENDAR

- 1.1 Approval of Regular Board Minutes - February 10, 2015
- 1.2 Acceptance of Gifts in Accordance with Board Policy 3290 – Gifts, Grants, and Bequests
- 1.3 Approval of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips
- 1.4 Approval of Consultant Agreement between Kaplan K12 Learning Services, LLC and Saddleback High School for February 25, 2015 through May 31, 2015
- 1.5 Approval of Memorandum of Understanding with WestEd and S.D. Bechtel, Jr. Foundation for Evaluation and Technical Assistance of Math in Common
- 1.6 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of January 28, 2015 through February 10, 2015

- 1.7 Approval of Expulsion of Students for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1
- 1.8 Approval of Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2014-15 School Year
- 1.9 Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of January 28, 2015 through February 10, 2015
- 1.10 Ratification of Expenditure Summary and Warrant Listing for Period of January 28, 2015 through February 10, 2015
- 1.11 Approval of Disposal of Used Vehicles
- 1.12 Authorization to Utilize California Multiple Award Schedule Contract with NexusIS, Inc., for Purchase of Networking Equipment Supplies Districtwide
- 1.13 Authorization to Utilize California Multiple Award Schedule Contract with Xerox, Inc., for the Lease of High Speed Duplication Equipment for Publications
- 1.14 Adoption of Resolution 14/15-3046 - Proclaiming March 2 – 6, 2015 as National School Breakfast Week
- 1.15 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves
- 1.16 Approval of Revised Job Description: Assistant Director of Information Technology
- 1.17 Adoption of Resolution No. 14/15-3044 – Authorization of a Board Members’ Absence from Board Meetings

Items removed from Consent Calendar for discussion and separate action:

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#### PRESENTATIONS

- California Office to Reform Education Overview
- University of California/California State University Minimum Course A-G Requirements

## REGULAR AGENDA - ACTION ITEMS

- 2.0 Request for Waiver of No Child Left Behind Requirements through the US Department of Education and through Association with other California Office to Reform Education Districts
- 3.0 Approval of Advanced Placement Computer Science A Course for High School Students
- 4.0 Approval of Ethnic Studies Course for High School Students
- 5.0 Approval of Science, Technology, Engineering, Art, and Math – Coding Course for Intermediate School Students
- 6.0 Approval of Science, Technology, Engineering, Art, and Math – Digital Media Course for Intermediate School Students
- 7.0 Approval of Science, Technology, Engineering, Art, and Math – Software Applications Google/Microsoft Certification Course for Intermediate School Students
- 8.0 Approval of Submission of Part II 2014-15 Consolidated Application for Funds to California State Department of Education
- 9.0 Approval of Final Schoolwide Single Plans for Student Achievement for 2014-15 School Year
- 10.0 Authorization to Award a Contract for Purchase of Refrigerated Delivery Trucks for Nutrition Services to Inland Kenworth US, Inc.
- 11.0 Approval of the Agreement to Indemnify, Waive, and Release Successor Agency to the Former Community Redevelopment Agency of the City of Santa Ana Regarding Retro-Active Pass-Through Obligations
- 12.0 Approval to Appoint the SAUSD Assistant Superintendent-School Performance and Culture and Approval of Employment Agreement
- 13.0 Approval of 2015 Representatives to Delegate Assembly for California School Boards Association Region 15

## NEW AND REVISION OF EXISTING BOARD POLICIES

The Board may direct the revision of any regulation which it finds inconsistent with Board policy. (*Board Bylaw 9312*)

- 14.0 Board Policy 3100 – Budget

## BOARD REPORTS

## ADJOURNMENT

FUTURE MEETING - The next Regular Meeting of the Board of Education will be held on Tuesday, March 10, 2015, at 6:00 p.m.

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Orange County Law Enforcement Explorer Advisor Association (OCLEEEAA) – Police Explorer Graduation**

**ITEM:**                   **Recognition**

**SUBMITTED BY:**   **Stefanie Phillips, E.D., Superintendent**

**PREPARED BY:**   **Hector Rodriguez, Ed.D., Chief of Police**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to recognize District students who graduated from the Orange County Law Enforcement Explorer Advisor Association (OCLEEEAA) 2015 Winter Explorer Academy on Monday, February 16, 2015. The training consisted of college credit courses (accredited through Santa Ana College) and included extensive physical training.

**RATIONALE:**

The Police Explorer Academy is a Boys Scouts of America mandatory requirement for all Explorers looking to move forward with the program. Upon successful completion of the academy, Explorers earn the privilege to wear a SAUSD Police Department Explorer uniform and badge; in addition, they are allowed to participate in the ride-along program in the field with a patrol officer. This is an opportunity for the Explorers to get a first-hand perspective of the reality of a law enforcement career.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Recognize students who successfully completed the Police Explorer Academy.

JA/dp



**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Certificated Employee of the Month for February 2015, Marleen Wallstedt**

**ITEM:**                   **Recognition**

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to recognize the Certificated Employee of the Month for February 2015.

**RATIONALE:**

A selection committee, consisting of certificated employees, has reviewed nominees and selected the Certificated Employee of the Month for February 2015. The members have selected Marleen Wallstedt, Teacher, Jackson Elementary School.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Recognize Marleen Wallstedt as Certificated Employee of the Month for February 2015.

  
MAM:nr:ca

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** Classified Employee of the Month for February 2015, Marco Melgar

**ITEM:** Recognition

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to recognize the Classified Employee of the Month for February 2015.

**RATIONALE:**

A selection committee, consisting of classified employees, has reviewed nominees and selected the Classified Employee of the Month for February 2015. The members have selected Marco Melgar, Roving Lead Custodian, Jackson Elementary School.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Recognize Marco Melgar as Classified Employee of the Month for February 2015.

  
MAM:nr:ca

**AGENDA ITEM BACKUP SHEET**

**February 24, 2015**

**Board Meeting**

**TITLE:** Coach Jeffrey Watts of Segerstrom High School Received 500<sup>th</sup> Win in His Coaching History with the Segerstrom Varsity Girl's Basketball Team

**ITEM:** Recognition

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

**PREPARED BY:** Deidra Powell, Chief Communications Officer

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to recognize Jeffrey Watts, Varsity Girl's Basketball Coach at Segerstrom High School for his 500<sup>th</sup> win in his coaching career. Coach Watts has been coaching for 47 years with his first coaching job in 1968 at Santa Ana High School.

**RATIONALE:**

For his tireless commitment to the students of the Santa Ana Unified School District, Coach Jeffrey Watts should be recognized and celebrated for remarkable success with 500 wins.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Recognize Coach Jeffrey Watts for his accomplishments and the impact he has made on the students of the Santa Ana Unified School District.

JA/dp

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

MINUTES

REGULAR MEETING  
SANTA ANA BOARD OF EDUCATION

February 10, 2015

CALL TO ORDER

The meeting was called to order at 5:32 p.m. by Board President Palacio. Other members in attendance were Ms. Iglesias, Ms. Amezcua, and Mr. Richardson.

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

CLOSED SESSION PRESENTATIONS

Mr. Palacio asked those wishing to address the Board in matters pertaining to Closed Session to step to the lectern.

There were no individuals wishing to address the Board.

RECESS TO CLOSED SESSION

The Regular Board meeting was immediately recessed at 5:32 p.m. to consider student discipline, personnel matters, and negotiations.

Mr. Hernández arrived at 5:52 p.m., during Closed Session.

RECONVENE OPEN MEETING

The Regular Board meeting reconvened at 6:28 p.m.

PLEDGE OF ALLEGIANCE

The meeting was opened with the Pledge of Allegiance led by Maritza Ortiz, eighth-grade student at Villa Fundamental Intermediate School.

HIGH SCHOOL STUDENT AMBASSADORS

Chavez - Fallin Akbari; Saddleback - Jesse Gil; Segerstrom - Geovanna Medel;

Students' provided highlights to the Board of current events, information, and activities at their respective school sites.

**SUPERINTENDENT'S REPORT**

Dr. Miller opened his report with a brief update on the Chinese Delegation visit to SAUSD and the wrap-up of the Student Local Control Accountability Plan discussions. Superintendent Miller concluded his report by mentioning the Third Annual 5K Resolution Run/Walk and Pancake Breakfast hosted by SAUSD, January 31, 2015.

PUBLIC PRESENTATIONS

Nicolas Sanchez addressed the Board related to the music room at MacArthur Fundamental Intermediate School being too small. Paul Zive addressed the Board related to Quality Education Investment Act Grant Funding at Willard Intermediate School.

**1.0 APPROVAL OF CONSENT CALENDAR**

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

- 1.9 Approval of Expulsion of Students for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1
- 1.16 Approval of Consultant Agreement Increase for McKenna Long & Aldridge, LLP
- 1.18 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

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

- 1.1 Approval of Regular Board Minutes - January 27, 2015
- 1.2 Acceptance of Gifts in Accordance with Board Policy 3290 - Gifts, Grants, and Requests
- 1.3 Approval of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 - School- Sponsored Trips and Administrative Regulation (AR) 6153.1 - Extended School-Sponsored Trips

- 1.4 Approval of Consultant Agreement between The Princeton Review and Valley High School for February 11, 2015 through April 18, 2015
- 1.5 Approval of Consultant Agreement between Kaplan K12 Learning Services, LLC and Valley High School for February 11, 2015 through February 25, 2015
- 1.6 Approval of Purchase Order Increase to Consultant Agreement between Community Matters and Century High School for October 1, 2014 through June 30, 2015
- 1.7 Approval of Agreement with Consortium on Reaching Excellence in Education, Inc. for Period of February 11, 2015 through June 30, 2015
- 1.8 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of January 14, 2015 through January 27, 2015
- 1.10 Approval of Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2014-15 School Year
- 1.11 Approval of Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2014-15 School Year
- 1.12 Approval of Contract with Educational Consulting Services, Inc.
- 1.13 Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of January 14, 2015 through January 27, 2015
- 1.14 Ratification of Expenditure Summary and Warrant Listing for Period of January 14, 2015 through January 27, 2015
- 1.15 Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District - File Number: LPD 15000389 JT
- 1.17 Approval of Increase to Funding Amount for Consultant Agreement between Law Office of Garcia, Hernández, Sawhney & Bermudez, LLP's and Human Resources Department
- 1.19 Approval of Revised Job Description: Director of Information Technology Center
- 1.20 Approval of Revised Job Description: Manager of Network Computer Services
- 1.21 Approval of Revised Job Description: Assistant Superintendent-Elementary Division
- 1.22 Approval of Revised Job Description: Assistant Superintendent-Secondary Division

ITEMS REMOVED FROM CONSENT CALENDAR FOR DISCUSSION AND SEPARATE ACTION:

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

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 5-0, for student No. 1, ID 428062 change the expulsion recommendation to Option 4, to expel for two semesters and suspend enforcement of the second semester of the expulsion order.

428062 - Fremont

For the violation of Education Code Section 48900, paragraph A, B that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after February 10, 2016.

433423 - McFadden

For the violation of Education Code Section 48900, paragraph C that the Board expel the student from the schools of the District, and that the student may apply for readmission on or after June 18, 2015.

- 1.16 Approval of Consultant Agreement Increase for McKenna Long & Aldridge, LLP

Item 1.16 pulled; no action taken.

- 1.18 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 5-0, to approve the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

PRESENTATIONS

Smarter Balanced Assessment Consortium Update

Dr. Michelle Rodriguez, Assistant Superintendent, Elementary Education provided an update on new federal and state assessments students will take. Scores will be reported in three ways: overall scale score, performance levels, and overall performance.

Explorer Post 490 Program

Dr. Hector Rodriguez, Chief of School Police provided general information related to the law enforcement exploring program.

**REGULAR AGENDA - ACTION ITEMS**

- 2.0 ADOPTION OF RESOLUTION NO. 14/15-3045 - GRANTING PHYSICAL EDUCATION CREDIT TO HIGH SCHOOL STUDENTS PARTICIPATING IN MARCHING BAND, NAVY JUNIOR RESERVE OFFICERS TRAINING CORPS, CHEER, AND ATHLETICS

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 5-0, to approve the adoption of Resolution No. 14/15-3045 to grant physical education credit to high school students participating in a marching band, Navy Junior Reserve Officers Training Corps, cheer, and athletics.

- 3.0 APPROVAL TO APPOINT HEAD START PROGRAM POLICY COMMITTEE BOARD REPRESENTATIVE

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 5-0, to approve the request to appoint Ms. Cecilia Iglesias as the Head Start Program Policy Committee Board Representative.

- 4.0 AUTHORIZATION TO AWARD A CONTRACT FOR BID PACKAGE 17.1 NEW CONSTRUCTION OF STADIUM BLEACHERS, LIGHTING, AND RESTROOM BUILDING AT CENTURY HIGH SCHOOL UTILIZING AN ALTERNATIVE DELIVERY METHOD UNDER OVERCROWDING RELIEF GRANT PROGRAM

It was moved by Mr. Hernández, seconded by Mr. Richardson, and carried 5-0, to authorize staff to award a contract to Erickson-Hall Construction for Bid Package 17.1 for new construction of stadium bleachers, lighting, and restroom building at Century High School utilizing an alternative delivery method within the guaranteed project cost of \$4,804,632 under the Overcrowding Relief Grant Program.

**BOARD AND STAFF REPORTS/ACTIVITIES**

Ms. Iglesias

- Attended the 5K Resolution Run/Walk; was nice to see District employees with their families.

Ms. Amezcua

- Attended the Joven Noble graduation; students and parents spoke; beautiful experience.

Mr. Palacio

- Participated in the 5K Resolution Run/Walk; enjoyed the event; very well represented;
- Attended the Joven Noble graduation; incredible student stories and program;
- Attended the High School Inc. Tour at Valley High School.



**ADJOURNMENT**

There being no further business to come before the Board, the Board meeting was adjourned by Mr. Richardson at 8:08 p.m. in memory of Royce Johnson.

The next Regular Meeting will be held on Tuesday, February 24, 2015, at 6:00 p.m.

ATTEST:

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

February 10, 2015



## **SANTA ANA UNIFIED SCHOOL DISTRICT**

### **DIRECTOR OF TECHNOLOGY INNOVATION SERVICES**

#### **JOB SUMMARY:**

Under the general direction of the Deputy Superintendent of Educational Services, the Director of Technology Innovation Services is responsible for providing District-wide leadership in the planning, development, implementation, and administration of information technology and services to support instructional, student services, administrative, and operational programs and services district wide, including data center operations, voice and data communications systems, administrative and educational computing systems, network services, e-mail, internet services, servers, storage area network, disaster recovery and back-up, technical support services, computer software and hardware acquisition, inventory, maintenance and repair, computer system design and installation. Effectively direct, manage, coordinate, and supervise the Technology Innovation operations district-wide; formulate, interpret and administer policy and procedures.

#### **REPRESENTATIVE DUTIES:**

- Provide information technology leadership to support instructional, student services, administrative, and operational programs and services district wide. **E**
- Foster collaboration across functional areas to identify, develop and promote superior information technology solutions to improve the excellence and continuity of District-wide programs and services to ensure student access and success. **E**
- Lead to provide exceptional customer service and end-user support for application systems and network systems by analyzing, diagnosing, trouble-shooting, escalating, and driving issues to resolution. **E**
- Plan, organize, control and direct District-wide operations and activities of the District Technology Innovation Services including the development, design, operation, analysis, modification, maintenance, and repair of computer and technology systems, infrastructure and related hardware, software, databases, applications and security; assure optimal allocation of information technology systems, resources and personnel; assure related activities comply with established standards, requirements, laws, codes, rules, regulations, policies and procedures. **E**
- Coordinate with District administrators to define information goals, establish priorities, and establish a system of controls. **E**

**DIRECTOR OF TECHNOLOGY INNOVATION SERVICES (CONTINUED)****REPRESENTATIVE DUTIES:** (continued)

- Coordinate and direct resources, personnel, communications, programs, fiscal functions and projects to meet District-wide technology needs and ensure smooth and efficient technology activities; direct the design, development and implementation of Department programs, projects, functions, services, goals, objectives, systems and activities, establish and maintain Department timelines and priorities. **E**
- Monitor and analyze District-wide information technology programs, systems, functions and activities related to the computer center including: student records, student attendance, personnel, payroll, warehouse, accounting/general ledger and purchasing systems for financial and operational efficiency and effectiveness; respond to administrative input concerning Department needs; direct the development and implementation of policies, procedures and programs to enhance the financial and operational efficiency and effectiveness of the District. **E**
- Plan, organize, control and direct the design, set-up, development and modification of computer, telecommunication and network systems, District websites, multimedia technology, hardware, software, databases, applications, and security; ensure proper investigation, troubleshooting, diagnosis and repair of system, hardware, software, network, website, telecommunication system and multimedia equipment malfunctions. **E**
- Monitor, analyze and identify District-wide information technology needs including system and equipment acquisition and replacement requirements; research, analyze and maintain current knowledge of new and emerging technologies to identify opportunities to enhance District-wide operations and meet technology needs; review and authorize proposals for service, system, equipment and software purchases. **E**
- Develop and prepare the annual preliminary budget of the District Technology Innovation Services; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations. **E**
- Direct the definition, design, development, and testing of new and revised information systems. **E**
- Provide leadership and direction for complex infrastructure and systems projects and programs from design and development to implementation and completion. Define requirements and plans for project lifecycle deployment. Implement effective change management strategies to ensure District-wide project benefits and goals are realized. Efficiently identify and solve project issues. **E**
- Implement third party package software and modify programs to meet user needs while maintaining control and integrity of the District database. **E**

## **DIRECTOR OF TECHNOLOGY INNOVATION SERVICES (CONTINUED)**

### **REPRESENTATIVE DUTIES:** (continued)

- Plan, organize, control and direct District-wide technology functions to facilitate and enhance the collection, management, manipulation, reporting and distribution of computerized data used for analysis; direct the programming, design, development, upgrading and implementation of new and existing software, databases and applications. **E**
- Coordinate and direct District activities, communications and information between administrators, staff, vendors, service providers, contractors, information technology users, outside agencies and various local, state and federal agencies; direct activities, personnel and projects to ensure proper and timely resolution to information technology issues, problems, malfunctions and conflicts. **E**
- Provide a comprehensive training program for District staff as new technology and applications systems are developed. **E**
- Plan, organize, control and direct user training, help desk and support functions related to the operation and efficient use of information technology systems and applications. **E**
- Advise and provide technical information and assistance to the Deputy Superintendent of Educational Services and other administrators regarding Department projects, activities, needs and issues; participate in the formulation and development of pertinent policies, procedures and programs. **E**
- Provide leadership and administrative support to assigned staff. **E**
- Plan, direct and coordinate, through subordinate level managers, student and administrative devices and installation services for both hardware and network issues, including student and administrative devices and associated equipment. **E**
- Ensure adequate resources and personnel to meet District-wide computer system and information technology needs; coordinate and direct related procurement and purchasing functions; develop and negotiate contracts and agreements; initiate personnel transactions, as appropriate; estimate time, staff and resource requirements for District-wide operations and projects; calculate and prepare cost estimates. **E**
- Provide technical expertise to administrators, personnel, outside agencies and the public concerning department operations and activities; respond to inquiries, resolve issues and conflicts and provide detailed and technical information concerning related projects, services, systems, laws, codes, standards, requirements, goals, objectives, rules, regulations, policies and procedures. **E**

**DIRECTOR OF TECHNOLOGY INNOVATION SERVICES (CONTINUED)****REPRESENTATIVE DUTIES:** (continued)

- Attend and conduct a variety of meetings, as assigned; attend and participate in various technology committees, conferences, seminars, and in-services; prepare and deliver oral presentations concerning information technology systems, plans and equipment. **E**
- Supervise and evaluate the performance of assigned personnel; interview and select employees; make staffing recommendations and initiate disciplinary procedures, as needed. **E**
- Direct and coordinate subordinate work assignments and review work to ensure compliance with established standards, requirements and procedures; ensure employee understanding of established requirements; participate in the development of staffing and operational analysis of assigned area. **E**
- Perform other related duties as assigned.

**KNOWLEDGE AND ABILITIES:****Knowledge of:**

- Information technology systems and integration to support educational and administrative functions; including but not limited to enterprise software systems, computer hardware and software, data and communication systems, networks, and instructional technology delivery systems.
- Security standards and protocols.
- Current principles, practices, and standards of planning and project management.
- Budget preparation, control and cost/benefit analysis.
- Documentation standards and procedures.
- Data reporting and statistical analysis.
- Principles of leadership, management and supervision.
- City and community.
- Social, cultural and linguistic diversity of District, city and community.

**Ability to:**

- Lead and manage a District-wide information technology department including development, monitoring, installation, and maintenance of related systems, applications, and assigned personnel.
- Develop proposals, budget forecasts, cost benefit analysis, and project planning.
- Analyze and prioritize complex information technology issues and develop effective course of action.

## **DIRECTOR OF TECHNOLOGY INNOVATION SERVICES (CONTINUED)**

### **KNOWLEDGE AND ABILITIES:** (continued)

#### Ability to: (continued)

- Ensure compliance with state, and federal laws and regulations and District policies and procedures.
- Communicate clearly, concisely and effectively both orally and in writing with diverse constituencies.
- Demonstrate competent understanding and expertise of information technology, project management, personnel productivity and operations.
- Effectively plan, develop, implement, and evaluate programs and services for area of assignment.
- Encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.
- Establish and maintain cooperative and effective working relationships with those contacted in the course of work.
- Evaluate emerging technologies and make recommendations relating to their use across District sites.
- Interface with user groups to determine and develop solutions to information technology needs.
- Perform systems analysis and programming.
- Manage a department servicing a diverse group of users.
- Motivate and lead employees.
- Manage the development and maintenance of software systems.
- Plan and organize work flow, including the establishment and measurement of goals and objectives.
- Perform the essential functions of the job.

### **EDUCATION AND EXPERIENCE:**

A Bachelor's degree in computer science, information systems, business administration, accounting or other related field of study and minimum of five years' of increasingly responsible management experience in computer applications, infrastructure and systems, operations technical support, project management in a supervisory position experience managing a large, complex enterprise level technology organization.

**DIRECTOR OF TECHNOLOGY INNOVATION SERVICES (CONTINUED)**

**WORKING CONDITIONS:**

**ENVIRONMENT:**

- Office environment.
- Noise from equipment operation.

**PHYSICAL ABILITIES:**

- Hearing and speaking accurately to exchange information.
- Seeing to view a computer monitor and read variety of materials.
- Sitting for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard.
- Lifting or moving objects, normally not exceeding forty (40) pounds.

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

Board Approved: 2/10/15 (1/84 6/91 3/93 5/01)



## SANTA ANA UNIFIED SCHOOL DISTRICT

### **ASSISTANT DIRECTOR, TECHNOLOGY INNOVATION SERVICES - NETWORK SUPPORT**

#### **JOB SUMMARY:**

Under the direction of the Director Technology Innovation Services, assist in the planning, development, implementation, and administration of network support services to support instructional, student services, administrative, and operational programs and services district wide, including data center operations, voice and data communications systems, administrative and educational computing systems, network services, e-mail, internet services, servers, storage area network, disaster recovery and back-up, technical support services, computer software and hardware acquisition, inventory, maintenance and repair, computer system design and installation. Effectively direct, manage, coordinate, and supervise the network support operations district-wide; formulate, interpret and administer policy and procedures.

#### **REPRESENTATIVE DUTIES:**

- Provide technology leadership to support instructional, student services, administrative and operational programs and services district wide. **E**
- Foster collaboration across functional areas to identify, develop and promote superior information technology solutions to improve the excellence and continuity of District-wide programs and services to ensure student access and success. **E**
- Lead to provide exceptional customer service and end-user support for network systems by analyzing, diagnosing, trouble-shooting, escalating, and driving issues to resolution. **E**
- Provide leadership and direction for complex infrastructure and network projects and programs from design and development to implementation and completion. **E**
- Lead in planning, organizing, coordinating, and managing the network and information systems data center, including the installation, maintenance, and troubleshooting of student and administrative devices, computers, telecommunications equipment, network equipment and peripherals. **E**
- Analyzes, prioritizes, and assigns projects to staff. **E**
- Prioritize work schedules and project progress, checks thoroughness of completed project components, and directs adjustments, as necessary. **E**
- Supports activities of the LAN/WAN/WLAN systems, as well as application solutions. **E**
- Oversees the more complex computer network systems, making changes to improve efficiency as appropriate. **E**



**ASSISTANT DIRECTOR, TECHNOLOGY INNOVATION SERVICES - NETWORK SUPPORT  
(CONTINUED)****REPRESENTATIVE DUTIES: (continued)**

- Establishes timelines and cost estimates for projects. **E**
- Ensures that department policies, standards, and documentation requirements and procedures are observed. **E**
- Analyzes network of computer functions for cost effective solutions and makes recommendations. **E**
- Plan, organize, control and direct user training, help desk and support functions related to the operation and efficient use of information technology systems and applications. **E**
- Provides technical assistance to end users to resolve the more complex problems in person, by telephone and by electronic communication. **E**
- Evaluates new network support services and new technologies related to LAN/WAN/WLAN. **E**
- Effectively communicates with administrators, staff, user groups, vendors, and equipment repair personnel; serves as the primary liaison with equipment vendors to resolve problems. **E**
- Advise and provide technical information and assistance to the Director and other administrators regarding Department projects, activities, needs and issues; participate in the formulation and development of pertinent policies, procedures and programs. **E**
- Supervise and evaluate the performance of assigned personnel; interview and select employees; make staffing recommendations and initiate disciplinary procedures, as needed. Direct and coordinate subordinate work assignments and review work to ensure compliance with established standards, requirements and procedures; ensure employee understanding of established requirements; participate in the development of staffing and operational analysis of assigned area. **E**
- Check and approve the analysis, testing and installation of software and hardware. **E**
- Oversee the scheduling of network and computer operations activities and assure that repairs are completed in a timely manner. **E**
- Maintain, review and manage the update of inventory of equipment and software. **E**
- Maintain and produce network system and user documentation and other operational activities. **E**
- Attend and conduct a variety of meetings, as assigned; attend and participate in various technology committees, conferences, seminars, and in-services; prepare and deliver oral presentations concerning information technology systems, plans and equipment. **E**
- Perform related duties as assigned.

## **ASSISTANT DIRECTOR, TECHNOLOGY INNOVATION SERVICES - NETWORK SUPPORT (CONTINUED)**

### **KNOWLEDGE AND ABILITIES:**

#### Knowledge of:

- Principles of network design and operation in complex enterprise environment.
- Internet WAN/LAN/WLAN troubleshooting techniques.
- Computers, devices and their related software and hardware.
- Information procedures and training method.
- Voice, data, and security system.
- Diagnostic equipment and tools.
- Network system design, implementation, and management.
- Routed/switched TCP/IP environment.
- Program Management Practices techniques.
- Principles and practices of administration, supervision, and training.
- School District organization, operations, policies, and objectives.
- Applicable Sections of State Education Code.
- Social, cultural, and linguistic diversity of district, city, and community.

#### Ability to:

- Manage and troubleshoot a complex enterprise network comprised of high end switches and routers.
- Organize and schedule projects to meet deadlines.
- Manage problem areas and implement corrective actions.
- Effectively train, supervise, manage, and evaluate staff.
- Work cooperatively with educational and administrative users and network systems staff.
- Understand the concerns of users related to network applications and communicate effectively.
- Establish and maintain effective working relationships with administrators, user department personnel, and vendors.
- Plan, organize, and supervise the operation of district network and computer support, including the use of technology in an instructional setting, at site and district levels.
- Develop new procedures and work with the District's administration team to develop improvements for the optimum use of the District network and computer systems.
- Ability to express difficult concepts orally and written.
- Establish and maintain effective working relationships with others.
- Meet schedules and time lines.
- Plan and supervise work.
- Train and supervise personnel.
- Maintain records and prepare reports.
- Communicate effectively both orally and in writing.
- Perform the essential functions of the job.

**ASSISTANT DIRECTOR, TECHNOLOGY INNOVATION SERVICES - NETWORK SUPPORT  
(CONTINUED)**

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to a Bachelor's degree in computer science, information systems, engineering or other related field of study and five years' of increasingly responsible management experience in infrastructure and systems, operations technical support and project management in a supervisory position.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

- Network Operation Center environment.
- Noise from equipment operation.

**PHYSICAL ABILITIES:**

- Hearing and speaking accurately to exchange information.
- Seeing to view a computer monitor and read a variety of materials.
- Sitting for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard.
- Lifting or moving objects, normally not exceeding sixty (60) pounds.

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



## **SANTA ANA UNIFIED SCHOOL DISTRICT**

### **ASSISTANT SUPERINTENDENT - TEACHING AND LEARNING**

#### **JOB SUMMARY:**

Under general direction of the Deputy Superintendent, plan, organize, implement, supervise and evaluate the teaching and learning programs for all SAUSD schools to ensure maximum student learning outcomes; implement programs to support defined school and District goals and objectives; provide a comprehensive professional learning program for teachers and administrators; maintain and ensure a continuous personnel evaluation system and act on the findings; and, submit various reports to the Deputy Superintendent and/or Superintendent.

#### **REPRESENTATIVE DUTIES:**

- Provide administrative leadership in the development, implementation, and evaluation of all SAUSD instructional and professional development programs. **E**
- Evaluate systematically and continuously the work and performance of designated school principals and directors to assist them with their professional growth and development. **E**
- Attend and represent the Educational Services Division at Board of Education meetings and other special meetings, as assigned. **E**
- Advise the Board of Education, Superintendent, and Cabinet members on policies relating to the District's curriculum and instructional program. **E**
- Serve as a member of the Superintendent's Cabinet responsible for analyzing and implementing State law, Board of Education policies, and administrative regulations. **E**
- Supervise and evaluate the Executive Directors of Elementary and Secondary Curriculum and Instruction and monitor the activities of their dependent staff. **E**
- Oversee the preparation and administration of budgets and programs for the District's Curriculum and Instruction, Professional Development, and Early Childhood Education departments. **E**
- Supervise and evaluate assigned principals and directors as they plan and implement effective programs; support site and department processes for the supervision and evaluation of assigned employees. **E**
- Direct and assist principals and directors in the development of specific plans to meet identified school and District goals leading to college and career readiness. **E**

**ASSISTANT SUPERINTENDENT —TEACHING AND LEARNING (CONTINUED)****REPRESENTATIVE DUTIES:** (continued)

- Assist site and District administrators in acquiring skills in educational leadership. **E**
- Prepare programs, policies, and procedures that will enhance learning, improve effectiveness, and increase efficiency in SAUSD schools. **E**
- Provide supervisory oversight of the BTSA program and professional development activities that support classroom instruction. **E**
- Arrange for articulation of the instructional programs across elementary and secondary schools and incorporating special education programs. **E**
- Oversee and implement an effective learning program for preparing students for successful transition to college and/or careers of their choosing. **E**
- Provide leadership in the selection of learning materials and digital resources that support SAUSD school programs. **E**
- Develop, implement, and monitor the effectiveness of SAUSD enrichment programs, including after school and summer school programs. **E**
- Oversee student activities, athletics, and counseling programs. **E**
- Engage in strategic planning for the District and the Educational Services Division. **E**
- In cooperation with the Personnel Services Division, determine personnel needs, fill approved positions, and assign staff and administrators to sites. **E**
- Establish and maintain effective communication channels with students, teachers, parents, and the community stakeholders on behalf of SAUSD schools. **E**
- Represent the Teaching and Learning Division staff and serve as their chief advocate. **E**
- Articulate the SAUSD vision and goals with internal and external stakeholder groups, including higher education partners. **E**
- Perform other duties as assigned.

## **ASSISTANT SUPERINTENDENT - TEACHING AND LEARNING (CONTINUED)**

### **KNOWLEDGE AND ABILITIES:**

#### Knowledge of:

- Current educational administration principles and practices, including site-based management, supervision, evaluation and training.
- Elementary and Secondary educational research, learning theories, curriculum, and instructional best-practices.
- School plant operations and supportive services required for operational effectiveness.
- Assessment of school effectiveness.
- Building strong connections with the City and business community.

#### Ability to:

- Modify management strategies based on evaluation data.
- Coordinate the assessment of the instructional needs of PreK-12 students.
- Exercise judgment and discretion in interpreting and applying policies and procedures.
- Effectively communicate and deal with community groups and the public.
- Speak and write effectively.

### **EDUCATION AND EXPERIENCE:**

- Masters degree (required)
- Doctorate (preferred)
- Five (5) years of classroom teaching experience
- Three (3) years site-and/or District-level administrative experience

### **LICENSES, CERTIFICATES, AND OTHER REQUIREMENTS:**

- A valid CA Administrative Services Credential
- Appropriate CA teaching credential
- Valid driver's license
- Willingness to work additional hours periodically; willing to travel as needed

**ASSISTANT SUPERINTENDENT –TEACHING AND LEARNING (CONTINUED)**

**WORKING CONDITIONS:**

Typical office/school environment

**SUFFICIENT:**

Vision to read volumes of printed materials

Hearing to conduct in person and telephone conversations

Physical mobility to move about the District and drive a car

Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups

Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions

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

Board Approved: 2/10/15 (11/91)



## **SANTA ANA UNIFIED SCHOOL DISTRICT**

### **ASSISTANT SUPERINTENDENT - SCHOOL PERFORMANCE AND CULTURE**

#### **JOB SUMMARY:**

Under general direction of the Deputy Superintendent, plan, organize and implement, supervise , and evaluate accountability and school culture programs for all SAUSD schools to ensure maximum student learning outcomes; supervise and evaluate the related school and District programs; monitor budgets and utilization of facilities; implement programs to support defined school and District goals and objectives; maintain and ensure effective implementation of a continuous improvement process that informs school reform efforts; and, submit various reports to the Deputy Superintendent and/or Superintendent.

#### **REPRESENTATIVE DUTIES:**

- Provide administrative leadership in the development, implementation, and evaluation of school programs that support student achievement and a positive school culture. **E**
- Evaluate systematically and continuously the work and performance designated school principals and directors to in their professional growth and development. **E**
- Attend and represent the Educational Services Division at Board of Education meetings and other special meetings, as assigned. **E**
- Advise the Board of Education, Superintendent, and cabinet members on policies relating to enhancing and improving school performance and culture. **E**
- Serve as a member of the Superintendent's Cabinet responsible for analyzing and implementing State law, Board of Education policies, and administrative regulations. **E**
- Supervise and evaluate the Executive Directors of Research and Evaluation and School Reform and monitor the activities of their dependent staff. **E**
- Oversee the preparation and administration of budgets and programs for the District's Research and Evaluation, Educational Options, English Learner, and School Reform departments. **E**
- Supervise and evaluate assigned principals and directors as they plan and implement effective programs; support site and department processes for the supervision and evaluation of assigned employees. **E**
- Direct and assist principals and directors in the development of specific plans to meet identified school and District goals. **E**



## **ASSISTANT SUPERINTENDENT - SCHOOL PERFORMANCE AND CULTURE**

### **REPRESENTATIVE DUTIES:** (continued)

- **Oversee District efforts to engage with parents in support of District goals and objectives. E**
- **Assist site and District administrators and parent leaders in acquiring skills in shared leadership and collaborative decision-making. E**
- **Prepare programs, policies, and procedures that will serve to accelerate student learning, improve program effectiveness, and enhance student and parent experience in SAUSD schools. E**
- **Develop, implement, and monitor the effectiveness of the District's Educational Options programs and schools. E**
- **Provide leadership in the area of parent engagement and school culture by collaborating with District and site staff, as well as various community organizations. E**
- **Engage in strategic planning for the District and the Educational Services Division. E**
- **In cooperation with the Personnel Services Division, determine personnel needs, fill approved positions, and assign staff and administrators to sites. E**
- **Establish and maintain effective communication channels with students, teachers, parents, and the community stakeholders on behalf of all SAUSD schools. E**
- **Represent the School Performance and Culture Division staff and serve as their chief spokesperson. E**
- **Articulate the SAUSD vision and goals with internal and external stakeholder groups. E**
- **Perform other duties as assigned.**

## **ASSISTANT SUPERINTENDENT - SCHOOL PERFORMANCE AND CULTURE**

### **KNOWLEDGE AND ABILITIES:**

#### Knowledge of:

- Current educational administration principles and practices, including site-based management, supervision, evaluation and training.
- Educational research, school reform-related and assessment best practices.
- School plant operations and services for ensuring a safe and supportive school culture.
- Assessment of school effectiveness and continuous improvement models.
- Building strong connections with the City and business community.

#### Ability to:

- Modify strategies and programs based on performance and satisfaction survey data.
- Coordinate the assessment programs for PreK-12 students and schools.
- Exercise judgment and discretion in interpreting and applying policies and procedures.
- Effectively communicate and deal with community groups and the public.
- Speak and write effectively.

### **EDUCATION AND EXPERIENCE:**

- Master's degree (required)
- Doctorate (preferred)
- Five (5) years of classroom teaching experience
- Three (3) years site-and/or District-level administrative experience

### **LICENSES, CERTIFICATES, AND OTHER REQUIREMENTS:**

- A valid C.A. Administrative Services Credential
- Appropriate C.A. teaching credential
- Valid driver's license
- Willingness to work additional hours periodically; willing to travel as needed

## **ASSISTANT SUPERINTENDENT - SCHOOL PERFORMANCE AND CULTURE**

### **WORKING CONDITIONS:**

Typical office/school environment.

#### **SUFFICIENT:**

- Vision to read volumes of printed materials.
- Hearing to conduct in person and telephone conversations.
- Physical mobility to move about the District and drive a car.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups.
- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.

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

Board Approved: 2/10/15 (11/91)

**CERTIFICATED PERSONNEL CALENDAR**

**Personnel Calendar  
 Board Meeting - February 10, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>RETIREMENTS</b>					
Aubuchon, Diana	Teacher	McFadden	June 19, 2015		Retirement - 26 years
Brown, James	Teacher	Santa Ana	June 19, 2015		Retirement - 31 years
Bywater, Colette	Nurse	Early Childhood Education	June 19, 2015		Retirement - 12 years
Cheung, Lilian	Teacher	Hoover	June 19, 2015		Retirement - 31 years
Condia, Annemarie	Teacher	Walker	June 19, 2015		Retirement - 26 years
De La Torre, Hector	Teacher	Lathrop	June 19, 2015		Retirement - 16 years
Dente, Donna	Counselor	Sierra	June 19, 2015		Retirement - 26 years
Erickson, Diana	Teacher	Lincoln	June 19, 2015		Retirement - 33 years
Fischer, Charlene	Teacher	ROP	June 19, 2015		Retirement - 17 years
Fuentes, Manuel	Principal	Esqueda	June 30, 2015		Retirement - 18 years
Groskreutz, Victoria	Assistant Principal	Mendez	June 30, 2015		Retirement - 15 years
Hazlett, James	Teacher	Century	February 4, 2015		Retirement - 20 years

**CERTIFICATED PERSONNEL CALENDAR**

Personnel Calendar  
 Board Meeting - February 10, 2015

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>RETIREMENTS (Continued)</b>					
Jump, Tanya	Teacher	Godinez	June 19, 2015		Retirement - 13 years
Kato, Terri	Teacher	Monroe	June 19, 2015		Retirement - 33 years
Kennedy, Maria B.	Teacher	Century	June 19, 2015		Retirement - 25 years
Kertman, Donna	Principal	Muir	June 30, 2015		Retirement - 28 years
Lammers, Frederick	Teacher	Valley	June 19, 2015		Retirement - 38 years
Laxton, Robert	Principal	Saddleback	June 30, 2015		Retirement - 26 years
Leventhal, Elliot	Teacher	Remington	June 19, 2015		Retirement - 17 years
Markel, Michele	Teacher	Martin	April 10, 2015		Retirement - 19 years
Mouness, Barbara	Speech and Language Pathologist	Speech Department	June 19, 2015		Retirement - 33 years
Muzic, Renee	Teacher	Valley	June 19, 2015		Retirement - 25 years
Otta, Gary	Teacher	Villa	June 19, 2015		Retirement - 8 years
Reynolds, Shirley	Teacher	Santa Ana	June 19, 2015		Retirement - 33 years

**Mark A. McKinney, Associate Superintendent, Human Resources**

**CERTIFICATED PERSONNEL CALENDAR**

Personnel Calendar  
 Board Meeting - February 10, 2015

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>RETIREMENTS (Continued)</b>					
Riggs, Deence	Teacher	Jefferson	June 19, 2015		Retirement - 17 years
Runyan, Charlotte	Teacher	Saddleback	June 19, 2015		Retirement - 27 years
Salgado, Ernest	Teacher	Santa Ana	June 19, 2015		Retirement - 39 years
Salgado, Teresa A.	Teacher	Santa Ana	June 19, 2015		Retirement - 38 years
Skillion, Martha	Teacher	Hoover	June 19, 2015		Retirement - 35 years
Smith, Patricia	Teacher	Kennedy	June 19, 2015		Retirement - 15 years
Smith, Terrie	Teacher	Monroe	June 19, 2015		Retirement - 35 years
Spear, Susan	Teacher	Santiago	June 19, 2015		Retirement - 19 years
Stankey, David	Teacher	Seegerstrom	June 19, 2015		Retirement - 12 years
Wallace, Donna	Teacher	Monroe	June 19, 2015		Retirement - 25 years
<b>NEW HIRE/RE-HIRE 2014-15</b>					
Garcia, John R.	Teacher	Special Education	January 26, 2015		New Hire - Probationary I

Mark A. McKinney, Associate Superintendent, Human Resources

**Personnel Calendar**  
**Board Meeting - February 10, 2015**  
**CERTIFICATED PERSONNEL CALENDAR**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>NEW HIRE/RE-HIRE 2014-15 (Continued)</b>					
Tran, Khanh	Teacher	Villa	February 2, 2015		New Hire - Temporary 44920
<b>EXTRA DUTY 2014-15</b>					
Conard, Laurence	Teacher	Santa Ana	September 2, 2014	June 18, 2015	Extra Period
Rosenberg, Joel	Teacher	Santa Ana	September 2, 2014	June 18, 2015	Extra Period
<b>EXTRA DUTY 2013-14</b>					
Conard, Laurence	Teacher	Santa Ana	2013-14		Extra Period
Rosenberg, Joel	Teacher	Santa Ana	2013-14		Extra Period
<b>EXTRA DUTY 2012-13</b>					
Conard, Laurence	Teacher	Santa Ana	2012-13		Extra Period
Rosenberg, Joel	Teacher	Santa Ana	2012-13		Extra Period
<b>EXTRA DUTY 2011-12</b>					
Conard, Laurence	Teacher	Santa Ana	2011-12		Extra Period
Rosenberg, Joel	Teacher	Santa Ana	2011-12		Extra Period

**Mark A. McKinney, Associate Superintendent, Human Resources**

**Personnel Calendar  
 Board Meeting - February 10, 2015  
 CERTIFICATED PERSONNEL CALENDAR**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>COMMENTS</b>
<b>DEPARTMENT CHAIRS 2014-15</b>					
Castro, Carlos A.		McFadden	2014-15		Special Education
<b>CO-CURRICULAR 2014-15</b>					
Tena, Daniel		Godinez	2014-15		Senior Class Advisor
<b>GRADE LEVEL LEADERS 2014-15</b>					
Woolridge, Ana		Roosevelt	2014-15		
<b>ELEMENTARY STUDENT GOVERNMENT/COUNSEL ADVISOR 2014-15</b>					
Acosta, Arnulfo		Jefferson	2014-15		



AGENDA ITEM REQUESTS  
CERTIFICATED  
2014-15

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
2014-15 After-School Grades 6-8 Intramural Sports Boys' Basketball and Girls' Soccer - Certificated	Secondary Division/ Special Projects	ASES - After School Program	\$30,000	February 23, 2015
2014-15 Annual Employee Health Fair (Ratification)	Risk Management	Risk Management Reimbursement	\$150	January 31, 2015
After School Tutoring	Kennedy	Title I	\$5,000	February 11, 2015
CAHSEE Preparation Academy	Saddleback	Title I	\$12,600	February 15, 2015
Computer Lab Time Intervention - Certificated	Diamond	Title I	\$2,000	February 11, 2015
Intervention - Certificated	Diamond	Title I	\$6,500	February 11, 2015
Professional Development	Diamond	Title I	\$375	February 11, 2015
SST Coordinator	Garfield	Title I	\$1,100	February 11, 2015
Teacher Staff Development	Sepulveda	Title I	\$1,000	February 11, 2015
WASC Extra Duty (Ratification)	Santa Ana	WASC	\$2,500	December 19, 2014

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar  
 Board Meeting - February 10, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>RETIREMENTS</b>						
Carnegie, Paul	Sr. Groundskeeper	Saddleback	June 30, 2015			26 years
Cogan, Timothy	Custodian	Santa Ana	June 30, 2015			15 years, 11 months
Held, Teresa	Sch. Off. Asst. Sec.	McFadden	June 30, 2015			30 years, 3 months
Merrilees, Stephen	Plant Custodian Elem.	Santiago	June 19, 2015			40 years, 9 months
Naslund, Vickie	Admin. Secretary	Purchasing Dept.	April 10, 2015			19 years, 4 months
Wislocki, Robert	Plant Custodian Int.	McFadden	June 30, 2015			39 years, 5 months
<b>RESIGNATIONS</b>						
Abundo, Christine	Occupational Therapist	Sp. Ed.	January 21, 2015			Personal - 5 years, 4 months
Anguiano, Ian	After School IP	Mendez	January 22, 2015			Personal - 13 days
Anguiano, Rocio	Payroll Technician	Payroll Dept.	March 31, 2015			Personal - 2 years, 13 days
Gomez, Maria	Licensed Vocational Nurse	PSS	March 13, 2015			Correction of date
Gonzalez, Ricardo	Fd. Svc. Wrk.	Lathrop	January 7, 2015			Personal - 8 months

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 10, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>RESIGNATIONS (Continuation)</b>						
Loera, Faride	Sch. Off. Asst. Sec.	Segerstrom	March 20, 2015			Personal - 6 years
Lopez, Alexander	Fd. Svc. Prod. Spvr.	Nutrition Services	January 2, 2015			Personal - 1 year, 1 month
Luna, Kathy	Instr. Asst. Sev. Dis.	Mitchell	February 3, 2015			Personal - 4 years, 2 months
Peinado, Maria	Sr. Fd. Svc. Wkr.	Santa Ana	January 30, 2015			Personal - 25 years, 4 months
Sandoval, Melinda	Teacher Aide	Valley	January 30, 2015			Personal - 8 months
Senter, Allyson	SSP Sp. Ed.	Adams	January 30, 2015			Personal - 4 months
Zacarias, Pascual	Instr. Asst. Computers	Franklin	January 29, 2015			Personal - 5 years, 2 months
<b>ABSENCE (3 to 20 duty days) - Without Pay</b>						
Contreras, Gloria	Autism Paraprofessional	Muir	January 16, 2015	February 17, 2015		Personal
<b>LEAVE (21 duty days or more) - Without Pay</b>						
Salgado, Jazmine	Autism Paraprofessional	Mitchell	February 23, 2015	May 8, 2015		Personal

**Mark A. McKinney, Associate Superintendent, Human Resources**

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 10, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>PROBATIONARY APPOINTMENTS</b>						
Aceves, Claudia	Preschool Teacher	ECE	January 20, 2015		IIIA/13	
Aleman, Abigail	After School IP	Wilson	January 27, 2015		16/1	
Carmona, Victoria	Teacher Aide	Child Dev.	February 11, 2015		10/1	
Choi, Eunice	Preschool Teacher	ECE	January 20, 2015		IIIC/1	
Echeverria-Salinas, Sandy	After School IP	Various School Sites	January 20, 2015		16/1	
Estrada, Maritza	SSP Sp. Ed.	Mendez	January 5, 2015		19/1	
Garcia, Jose	SSP Sp. Ed.	Century	October 6, 2014		19/1	
Giles, Shirley	After School IP	Diamond	January 26, 2015		16/1	
Lopez, Selina	After School IP	Various School Sites	January 21, 2015		16/1	
Mekhaiel, Lisa	After School IP	Various School Sites	January 26, 2015		16/1	
Mercado, Jannette	Site Clerk	Diamond	February 25, 2015		24/1	
Pena, Hector	Site Clerk	Sepulveda	January 28, 2015		24/1	
Ramirez, Maria	Preschool Teacher	ECE	January 20, 2015		IIIC/1	
Ruiz Gonzalez, Maria	After School IP	Various School Sites	January 20, 2015		16/1	
Sanchez, Daniel	SSP Sp. Ed.	McFadden	January 26, 2015		19/1	
Soto, Angelica	Child Dev. Teacher	Child Dev.	February 11, 2015		Column 1/1	
Ulloa, Erika	Preschool Teacher	ECE	February 2, 2015		111C/1	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 10, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>PROBATIONARY APPOINTMENT (Voluntary Demotion)</b>						
Sanchez, Sulema	Teacher Aide	ECE	February 9, 2015		10/2	From SSP Sp. Ed. to Teacher Aide
<b>PROMOTIONAL APPOINTMENTS</b>						
Cabanas, Karina	Autism Paraprofessional	Washington	January 23, 2015		24/2	
Jacobo, Ediberto	Job Training Asst. Sp. Ed.	Transition Program	January 20, 2015		22/6	
Lozano, Jesus	Instr. Asst. Computers	Hoover	February 9, 2015		26/1	
Melisio, Josefina	Child Dev. Teacher	Child Dev.	February 11, 2015		Column 1/1	
Osornio, Lucy	Sch. Off. Mgr. Elem.	Carver	January 28, 2015		28/5	
<b>REASSIGNMENTS (Change of work site)</b>						
Boonmag, Nicholas	District Safety Officer	Mendez	February 11, 2015		31/6	From Saddleback to Mendez
Chavez Montero, Jesus	After School IP	King	February 9, 2015		20/3	From McFadden to King

**Mark A. McKinney, Associate Superintendent, Human Resources**

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 10, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>TEMPORARY ASSIGNMENTS - Out of Class Compensation</b>						
Anaya, Judy	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	January 13, 2015	February 28, 2015	15/6	
Carmen, Celestino	Rv. Ld. Custodian	Bldg. Svcs.	January 9, 2015	January 26, 2015	28/5 + Diff.	
Hanna, Jacqueline	Executive Secretary	Sp. Ed.	January 12, 2015	January 16, 2015	32/6	
Lara, Paola	Sch. Off. Mgr. Elem.	Carver	January 5, 2015	January 28, 2015	28/5	
Martinez, Lobelia	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	January 22, 2015	February 28, 2015	15/2	
Ramirez, Maria	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	January 5, 2015	February 28, 2015	15/6	
Quintero Rodelo, Roberto	Maint. Wkr. II	Bldg. Svcs.	February 1, 2015	February 28, 2015	30/6	
Saldana, Carmen	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	December 1, 2014	December 31, 2014	15/5	
Viramontes, Esteban	Maint. Wkr. II	Bldg. Svcs.	February 1, 2015	February 28, 2015	30/5	
<b>ACTIVITY SUPERVISORS</b>						
Muñoz, Sonia	Activity Supervisor	Garfield	January 30, 2015		10/1	
Sanders, Jermaine	Activity Supervisor	Century	January 16, 2015		10/1	
Sandoval, Rosa	Activity Supervisor	Washington	January 23, 2015		10/1	
Serna, Aurora	Activity Supervisor	Muir	January 27, 2015		10/1	
<b>HOURLY APPOINTMENTS</b>						
Halsig, Eric	Instr. Provider	Mendez	January 20, 2015		16/1	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar  
 Board Meeting - February 10, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>HOURLY APPOINTMENTS (Continuation)</b>						
Tomlinson, Kira	Instr. Provider	Santiago	January 26, 2015		16/1	
<b>SUBSTITUTES</b>						
Anguiano, Ian	After School IP		January 23, 2015		16/1	
Leal, Berenize	After School IP		January 8, 2015		16/1	
Valdovinos, Stephany	After School IP		January 15, 2015		16/1	
Wagner, Anna	After School IP		January 14, 2015		16/1	
<b>ATHLETIC SPECIALIST</b>						
Aguirre, Marcelo	Asst. Soccer Coach	Century	November 24, 2014		\$18.98	
Alaman, Alvin Jr.	Asst. Basketball					
	Coach (Girls)	Godinez	November 24, 2014		\$18.98	
Ayala, Luis	Asst. Soccer Coach					
	(Boys)	Godinez	November 24, 2014		\$18.98	
Barrera, Damian	Asst. Basketball					
	Coach (Girls)	Century	November 24, 2014		\$18.98	
Bernabe, Leticia	Asst. Wrestling					
	Coach (Boys)	Century	September 1, 2014		\$18.98	
Ceja, Fernando	Asst. Basketball					
	Coach (Girls)	Century	November 24, 2014		\$18.98	
Corona, Alberto	Asst. Wrestling					
	Coach	Godinez	November 24, 2014		\$18.98	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 10, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>ATHLETIC SPECIALIST (Continuation)</b>						
Corpus Acevedo, Jaime	Asst. Soccer Coach (Girls)	Century	November 24, 2014		\$18.98	
De La Mater, Cody	Asst. Wrestling Coach	Century	September 30, 2014		\$18.98	
Devia, Marvin	Asst. Soccer Coach Boys	Century	November 24, 2014		\$20.38	
Franco, Edward	Asst. Wrestling Coach	Century	December 8, 2014		\$18.98	
Franco, Jesse	Asst. Soccer Coach	Century	November 24, 2014		\$18.98	
Galaviz, Maria	Asst. Soccer Coach (Girls)	Century	November 24, 2014		\$20.38	
Garcia, Johnny	Asst. Soccer Coach (Boys)	Century	November 24, 2014		\$18.98	
Garcia, Jose	Asst. Soccer Coach (Girls)	Century	November 24, 2014		\$20.38	
Hernandez, Andres	Asst. Basketball Coach (Boys)	Century	November 24, 2014		\$18.94	
Khin, Sean	Asst. Basketball Coach	Century	November 24, 2014		\$18.98	
Logue, William	Asst. Basketball Coach (Girls)	Godinez	November 24, 2014		\$18.98	
Maldonado, Hector	Head Coach Wrestling (Boys)	Godinez	November 24, 2014		\$23.73	
Mendez, David	Head Coach Basketball (Girls)	Godinez	November 24, 2014		\$25.47	



**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 10, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>ATHLETIC SPECIALIST (Continuation)</b>						
Munguia Manzo, Joel	Asst. Soccer Coach (Boys)	Century	November 24, 2014		\$18.98	
Pintor, Teresa	Asst. Soccer Coach (Girls)	Godinez	November 24, 2014		\$18.98	
Portillo, Angel	Asst. Basketball Coach	Century	November 24, 2014		\$18.98	
Ramirez, Roberto	Asst. Basketball Coach (Boys)	Century	November 24, 2014		\$18.98	
Ramirez, Roberto	Asst. Basketball Coach (Girls)	Century	November 24, 2014		\$18.98	
Sok, Johnny	Asst. Basketball Coach (Girls)	Godinez	November 24, 2014		\$18.98	
Torres, Elizabeth	Head Basketball Coach (Girls)	Century	November 24, 2014		\$23.73	

**AGENDA ITEMS REQUESTS  
CLASSIFIED  
2014-15 School Year**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
2014-15 After School Grades 6-8 Intramural Sports	Secondary	ASES - After School		
Boys' Basketball and Girls' Soccer - Classified	Division/Special Projects	Programs	\$5,000	February 23, 2015
2014-15 Annual Employee Health Fair (Ratification)	Risk Management	Fund 019138	\$200	January 31, 2015
2014-15 Annual Employee Health Fair (Ratification)	Risk Management	Fund 019138	\$150	January 31, 2015
2014-15 Annual Employee Health Fair (Ratification)	Risk Management	Fund 019138	\$200	January 31, 2015
2014-15 Annual Employee Health Fair (Ratification)	Risk Management	Fund 019138	\$250	January 31, 2015
After/Before School Tutoring	Hoover	Title I	\$3,000	February 11, 2015
AVID Tutors (Ratification)	Godinez	OCDE Destination		
AVID Tutors - Instructional Providers	Santiago	Graduation	\$4,858	January 28, 2015
		LCFF-Avid	\$2,869	February 11, 2015
Custodial Staffing for GIRLS ACADEMY	Educational Services	Custodian Extra		
		Duty Account	\$1,000	February 11, 2015
DSO Staffing for GIRLS ACADEMY	Educational Services	DSO Extra Duty		
Library Media Technician Extra Duty	McFadden	Account	\$1,000	February 11, 2015
OCTPP Activity Supervisor	Century	General Funds	\$5,000	February 12, 2015
SAUSD Concerts and Competitions - Custodial (Ratification)	Secondary	OC TPP Grant	\$11,700	February 11, 2015
Spring Musical	Division/Special Projects	General	\$5,000	November 12, 2014
	Santa Ana	Site Funds	\$4,000	February 25, 2015

1 RESOLUTION NO. 2014/15-3045

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5 RESOLUTION NO. GRANTING PHYSICAL EDUCATION/GRADUATION CREDITS FOR HIGH  
6 SCHOOL STUDENTS TAKING MARCHING BAND, NAVY JUNIOR RESERVE OFFICERS' TRAINING CORPS  
7 (NJROTC), CHEER AND ATHLETICS.

8 WHEREAS, California Department of Education Code Section §51222 requires  
9 all pupils who are not otherwise exempt to attend courses in physical education  
10 for a total period of time of not less than 400 minutes each 10 school days; and

11 WHEREAS, California State Superintendent of Public Instruction Jack  
12 O'Connell states in a May 11, 2009 communication to county and district  
13 superintendents and charter school administrators that it is ultimately the  
14 obligation of the local educational agency (LEA) to determine how each particular  
15 course, as conducted in its district, supports the eight areas of the physical  
16 education course of study criteria declared in the California Education Code  
17 §33352(b)(7); and

18 WHEREAS, the California Department of Education FAQs revised on September  
19 14, 2014 states that it is ultimately the obligation of the local educational  
20 agency (LEA) to determine how each particular course, as conducted in its  
21 district, supports the eight areas of the physical education course of study for  
22 grades nine through twelve and that whether marching band or NJROTC may be awarded  
23 physical education credit is the decision of the local governing board; and

24 WHEREAS, the Physical Education Framework for California Public Schools  
25 states that if a district desires to award physical education credit for courses  
26 such as marching band, cheerleading, and NJROTC, it is the responsibility of the  
27 district to determine how each particular course, as conducted in its district,  
28 supports a course of study for grades nine through twelve that includes the eight  
29 physical education content areas and substantially meets the objective and

1 criteria of EC §33352(b)(7). The law does not specify that every class must  
2 include instruction in all eight areas, but rather it speaks to a course of study  
3 over grades 9 through 12 that includes all eight areas; and

4 WHEREAS, California Education Code EC Section 33352(b) requires each LEA to  
5 meet additional responsibilities should the LEA decide to award physical education  
6 credit for a particular course. These responsibilities include the provision of  
7 minimum instructional minutes, various reporting requirements, and the assignment  
8 of an appropriately credentialed teacher; and

9 WHEREAS, in August of 2012, Santa Ana Unified School District's Physical  
10 Education program was audited during the Federal Program Monitoring process, and  
11 during the course of the audit, there were four findings, including the fact that  
12 SAUSD's Physical Education courses did not meet the required eight physical  
13 education content areas; and

14 WHEREAS, the Board Policy and Administrative Regulations were revised to  
15 ensure that physical education content areas were met and Physical Education Course  
16 of Study 1 and 2 were created to meet the requirements; and

17 WHEREAS, the Board of Education of the Santa Ana Unified School District has  
18 determined that marching band, NJROTC, athletics and cheer courses support the  
19 eight areas of the physical education course of study objective in the California  
20 Education Code §33352(b)(7); and

21 WHEREAS, California Education Code §51225.3(b) states that school  
22 district governing boards, with the active involvement of parent,  
23 administrators, teachers, and pupils, shall adopt alternative means for  
24 pupils to complete the prescribed course of study, which may include practical  
25 demonstration of skills and competencies, supervised work experience or  
26 other outside school experience, career technical education classes  
27 offered in high schools, courses offered by regional occupational  
28 centers or programs, interdisciplinary study, independent study, and credit  
29 earned at a postsecondary institution; and

1 WHEREAS, the Santa Ana Unified School District has obtained information and  
2 feedback, through the active involvement of parents, high school administrators,  
3 teachers and pupils, regarding the question of whether marching band, NJROTC,  
4 athletics and cheer are an appropriate alternative means for pupils to complete  
5 physical education requirements; and

6 WHEREAS, the Board of Education of the Santa Ana Unified School District  
7 believes that it is in the best interests of the district and the students that  
8 it serves to grant physical education credit to high school students taking and  
9 passing marching band, NJROTC, athletics and cheerleading.

10 NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Santa  
11 Ana Unified School District hereby confirms, pursuant to its authority and  
12 obligations under the California Education Code, and communicated in the CDE  
13 publications aforementioned, that the Santa Ana Unified School District will  
14 grant physical education/graduation credit for high school students taking and  
15 passing marching band, NJROTC, cheerleading and athletics.

16 BE IT FURTHER RESOLVED that this Resolution is not intended to exempt  
17 students from physical education requirements, as provided in California  
18 Education Code §51241 and §51242, but constitutes an alternative means of meeting  
19 the physical education requirements.

20 Upon motion of Member Amezcua and duly seconded, the foregoing  
21 Resolution was adopted by the following vote:

22 AYES: 5

23 NOES: 0

24 ABSENT: 0

25 STATE OF CALIFORNIA )  
26 ) SS.  
27 COUNTY OF ORANGE )

28 I, Rick Miller, Secretary of the Board of Education of the Santa Ana Unified  
29 School District of Orange County, California, hereby certify that the above and

1 foregoing Resolution was duly adopted by the said Board at a regular board meeting  
2 thereof held on the 10<sup>th</sup> day of February, 2015, and passed by a vote of 5-0  
3 of said Board.

4 IN WITNESS WHEREOF, I have hereunto set my hand this 10th day of  
5 February, 2015.

6 

7 Rick Miller, Ph.D.

8 Secretary to the Board of Education

9 Santa Ana Unified School District

10  
11  
12

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                    **Acceptance of Gifts in Accordance with Board Policy 3290 – Gifts, Grants, and Bequests**

**ITEM:**                    **Consent**

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board acceptance of gifts, grants, and bequests on behalf of school sites and the District. For purposes of determining the estimated value of a gift, the District does not perform an appraisal or other such valuation, rather simply reports the value of the gift as provided by the donor.

**RATIONALE:**

The Board may accept any bequest or gift of money or property on behalf of the District. While greatly appreciating suitable donations, the Board discourages any gifts which may directly or indirectly impair its commitment to provide equal educational opportunities for all District students. The Board shall carefully evaluate any conditions or restrictions imposed by the donor in light of District philosophy and operations. If the Board believes the District will be unable to fully satisfy the donor's conditions, the gift shall not be accepted. Gift books and instructional materials shall be accepted only if they meet District criteria. At the Superintendent or designee's discretion, a gift may be used at a particular school.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Accept gifts in accordance with Board Policy (BP) 3290 – Gifts, Grants, and Bequests.

SANTA ANA UNIFIED SCHOOL DISTRICT  
GIFTS RECOMMENDED FOR ACCEPTANCE - February 24, 2015

School:	Gift:	Amount:	Donor:	Used for:
Diamond Elementary		\$12,098	Diamond PTO Mrs. Maria Sanchez Santa Ana	Library books and furniture, field trips, and student incentives
Pio Pico Elementary		\$5,000	Pio Pico PTA Ms. Maria Brito Santa Ana	Instructional supplies
Sepulveda Elementary		\$1,000	Project Tomorrow Ms. Meg Lewis Irvine	Microscopes for science lessons
Thorpe Fundamental		\$1,787	General Mills Box Tops for Education P.O. Box 2185 Young America, MN	Library books
Thorpe Fundamental		\$5,000	Thorpe PTA Ms. Becky Clevenger Santa Ana	Community literacy
Walker Elementary		\$1,500	Orange County Community Foundation Mr. Austin Muckenthaler Newport Beach	Fourth grade field trips
Santa Ana High School		\$500	College Board 45 Columbus Avenue New York, NY	Support for the Advanced Placement Program and any needed material
Segerstrom High School		\$500	Farmers Insurance Mr. Dan Canzone Santa Ana	Athletic program expenses
Valley High School		\$2,000	Orange County Community Foundation Ms. Michelle Abril Newport Beach	Fedco Teacher Grant for field trip expenses
Valley High School		\$250	Kappa Nu Chapter Mrs. Deanna Chan Newport Beach	Valley Star Club students' purchased Christmas baskets
<b>February 24, 2015 donations</b>		\$29,635		
<b>2015 Total donations</b>	\$56,365	\$86,000		

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



**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

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

**ITEM:**                   **Consent**

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

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

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**BACKGROUND INFORMATION:**

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

**RATIONALE:**

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

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

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

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

SANTA ANA UNIFIED SCHOOL DISTRICT - EXTENDED FIELD TRIPS  
RECOMMENDED FOR APPROVAL - February 24, 2015

Date:	Schools/Location:	Funding and Cost:	Student(s):	Staff and Chaperone:
March 6-8, 2015 (Friday - Sunday)	Godinez Fundamental High School Orange County High School French Camp Presbyterian Conference Center Big Bear	\$150.00 per student (s) (cost paid by students)	6	1
March 13-14, 2015 (Friday - Saturday)	Santa Ana High School NJROTC Area 13's Competitive Drill Meet Eldorado High School Las Vegas, Nevada	\$30.00 per student (s) (cost paid by ASB)	28	3
March 13-15, 2015 (Friday - Sunday)	Godinez Fundamental High School District Key Club Convention Anaheim Hilton Anaheim	\$260.00 per student (s) (cost paid by ASB)	8	2
March 26-28, 2015 (Thursday - Saturday)	Valley High School CA All State Honor Choir First United Methodist Church Pasadena	\$630.00 per student (s) (cost paid by ASB Choir)	9	2
March 26-29, 2015 (Thursday - Friday)	Valley High School HOSA 2015 State Leadership Conference Sacramento Convention Center Sacramento	\$450.00 per student (s) (cost paid by High School, Inc.)	11	2

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

Date:	Schools/Location:	Funding and Cost:	Student(s):	Staff and Chaperone:
April 6-10, 2015 (Monday - Friday)	Valley High School Spring Break College Visits Cities Visiting: San Luis Obispo, Stanford, Berkeley, Davis, Merced, Santa Barbara, & Santa Cruz	\$382.00 per student (s) (cost paid by GEAR UP, Valley THINK Together, and Boys & Girls Club )	50	10

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

## **Agenda Item Backup Sheet**

<b><u>ITEM:</u></b>	Request of extended field trip for Godinez Fundamental High School students to attend French Language Immersion Camp at the Presbyterian Conference Center in Big Bear, California. The trip will be on March 6-8, 2015.
<b><u>OVERVIEW:</u></b>	Godinez Fundamental High School students will be attending the French Language Immersion Camp at the Presbyterian Conference Center.
<b><u>RATIONALE:</u></b>	The Foreign Language Association of Orange County is organizing a French camp. During the weekend camp students will be participating in a variety of activities that will allow them to speak French with other students from Orange County high schools.
<b><u>PARTICIPANTS:</u></b>	6 students and 1 chaperone (certificated).
<b><u>COSTS:</u></b>	\$150 per student - To include travel, lodging, and meals
<b><u>FUNDING:</u></b>	Student
<b><u>RECOMMENDATION:</u></b>	Approve the request of the extended field trip for Godinez Fundamental High School students to participate in the French Language Immersion Camp at the Presbyterian Conference Center in Big Bear, California on March 6-8, 2015.

## **Agenda Item Backup Sheet**

- ITEM:** Request of extended field trip for Santa Ana High School's NJROTC students to compete in the NJROTC Area 13's Competitive Drill Meet in Las Vegas, Nevada. The trip will be on March 13-14, 2015.
- OVERVIEW:** Santa Ana High School is requesting for their NJROTC students to compete in the NJROTC Area 13's Competitive Drill Meet in Las Vegas, Nevada
- RATIONALE:** Santa Ana High's NJROTC Competitive Drill Team will have the opportunity to represent Santa Ana High School and compete with cadets from NJROTC Area 13 (includes Northern California and Nevada) as well as our own Area 11 NJROTC Units (SoCal and Arizona).
- PARTICIPANTS:** 28 students and 3 chaperones (2 certificated and 1 classified).
- COSTS:** \$30 per student – To include lodging, meals, and travel
- FUNDING:** NJROTC and student
- RECOMMENDATION:** Approve the request of the extended field trip for Santa Ana High School's NJROTC students to compete in the NJROTC Area 13's Competitive Drill Meet in Las Vegas, Nevada. The trip will be on March 13-14, 2015

## **Agenda Item Backup Sheet**

- ITEM:** Request of extended field trip for Godinez Fundamental High School Key Club students to attend the District Key Club Convention in Anaheim, California. The trip will be on March 13-15, 2015.
- OVERVIEW:** Godinez Fundamental High School students will be attending the District Key Club Convention in Anaheim, CA.
- RATIONALE:** The students are going to the District Key Club Convention to get a better sense of what it means to be part of the Key Club family. They will learn how to improve their club, build character, develop leadership, and how to better service the community. Various workshops at the convention will focus on those matters. An award assembly and other social events are also included.
- PARTICIPANTS:** 8 students and 2 chaperones (certificated and classified).
- COSTS:** \$260 per student - To include travel, lodging, and meals
- FUNDING:** Kiwanis Club and student
- RECOMMENDATION:** Approve the request of the extended field trip for Godinez Fundamental High School Key Club students to attend the District Key Club Convention in Anaheim, California on March 13-15, 2015.

## **Agenda Item Backup Sheet**

- ITEM:** Request of extended field trip for Valley High School choir students to attend the California All State Honor Choir and perform at the First United Methodist Church in Pasadena, California. The trip will be on March 13-15, 2015.
- OVERVIEW:** Valley High School students will be attending the All State Honor Choir in Pasadena, CA.
- RATIONALE:** Singers have been selected from all over California to participate in the All State Honor Choir. They will prepare a repertoire in January and February and then come together to rehearse with a guest conductor for 3 days, which will culminate to the California All State Honor Choir Concert on Saturday, March 28.
- PARTICIPANTS:** 9 students and 2 chaperones (certificated and classified).
- COSTS:** \$630 per student - To include travel, lodging, and meals
- FUNDING:** ASB choir
- RECOMMENDATION:** Approve the request of the extended field trip for Valley High School students to attend the California All State Honor Choir and perform at the First United Methodist Church in Pasadena, California. The trip will be on March 13-15, 2015.

## **Agenda Item Backup Sheet**

- ITEM:** Request of extended field trip Valley High School HOSA (Health Occupation Student Association) students to compete at the HOSA 2015 National Leadership Conference at the Sacramento Convention Center in Sacramento, California on March 26-29, 2015.
- OVERVIEW:** Valley High School students will be competing at the HOSA 2015 National Leadership Conference in Sacramento, CA.
- RATIONALE:** Students of the Valley High School HOSA will compete in CPR and first aid, medical assisting, and public speaking at the event against other HOSA students from various schools throughout California. They will advance their competency skill, build leadership, and receive information regarding their future career in the health industry.
- PARTICIPANTS:** 11 students and 2 chaperones (all certificated).
- COSTS:** \$450 per student - To include travel, lodging, and meals
- FUNDING:** High School Inc., Foundation will cover all cost
- RECOMMENDATION:** Approve the request of the extended field trip for Valley High School HOSA students to compete in the HOSA 2015 National Leadership Conference at the Sacramento Convention Center in Sacramento, California. The trip will be on March 26-29, 2015.



## **Agenda Item Backup Sheet**

**ITEM:** Request of extended field trip for Valley High School students to participate in the Spring Break College Visits which will visit Cal Poly San Luis Obispo, Stanford University, and University of California Berkeley, Davis, Merced, Santa Barbara, and Santa Cruz on April 6-10, 2015.

**OVERVIEW:** Valley High School students will be visiting Cal Poly San Luis Obispo, Stanford University, and University of California Berkeley, Davis, Merced, Santa Barbara, and Santa Cruz.

**RATIONALE:** In an effort to improve the college-going culture and to increase the number of students attending four-year universities at Valley High School. Valley High School is trying to enhance students' excitement about attending college and having the students visit the various campuses is an extremely effective way to do that.

**PARTICIPANTS:** 50 students and 10 chaperones (all certificated).

**COSTS:** \$382 per student - To include travel, lodging, and meals

**FUNDING:** GEAR UP, THINK Together, and Boys and Girls Club

**RECOMMENDATION:** Approve the request of the extended field trip Valley High School students to participate in the Spring Break College Visits to see Cal Poly San Luis Obispo, Stanford University, and University of California Berkeley, Davis, Merced, Santa Barbara, and Santa Cruz on April 6-10, 2015.

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Consultant Agreement between Kaplan K12 Learning Services, LLC and Saddleback High School for February 25, 2015 through May 31, 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 Kaplan Learning Services, LLC and Saddleback High School for February 25, 2015 through May 31, 2015. This agreement seeks to provide SAT preparation classes for selected 11<sup>th</sup> grade students.

At its January 27, 2015 meeting, the Board approved an agreement between Kaplan and Saddleback High for a CAHSEE boot camp for 11<sup>th</sup> and 12<sup>th</sup> grade students.

**RATIONALE:**

Kaplan Learning Services, LLC owns and has developed proprietary programs to prepare K12 students for standardized tests and state standards requirements. Kaplan aids students with the tools needed to realize success by providing curriculum and holistic support in academic skill building and test preparation.

- Kaplan will provide direct instruction, instructional materials, access to digital assets, and related services in order to prepare students to take the May 2015 SAT administration.
- Kaplan will provide 9 classroom sessions, of 2 hours each, and three practice test sessions, of 4 hours each.
- Online student licenses will provide video-based lessons; six additional practice tests, digital SAT flashcards, and individual-student progress reports.
- The Kaplan program will have the capacity to serve approximately 75 11<sup>th</sup> grade students.

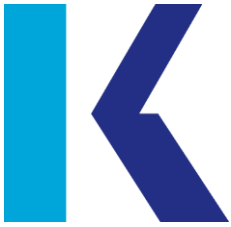
**FUNDING:**

GEAR UP Funds: \$18,000

**RECOMMENDATION:**

Approve the consultant agreement between Kaplan K12 Learning Services, LLC and Saddleback High School for February 25, 2015 through May 31, 2015.

DM:sz



## Professional Services Agreement

This Professional Services Agreement (the "Agreement") is dated as of February 10, 2015 (the "Effective Date") between **Kaplan K12 Learning Services, LLC** ("Kaplan") with offices at 395 Hudson Street, New York, New York 10014 ("Kaplan K12" or "Kaplan") and **Saddleback High School** with offices at 2802 S Flower Street, Santa Ana, California 92707 ("Organization").

**WHEREAS** Kaplan owns and has developed proprietary programs to prepare K12 students for standardized tests and state standards requirements that include direct instruction to students, instructional materials, and digital assets (each a "Program Component" and collectively the "Program"); and

**WHEREAS**, Organization desires to have Kaplan provide the Program and related educational services for the benefit of its students;

**NOW, THEREFORE**, in consideration of the foregoing and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

### **Section 1. The Services**

Kaplan will provide direct instruction, instructional materials, access to digital assets, and related services (the "Services") for students of the Organization, in accordance with the terms of this Agreement and the applicable schedule ("Schedule"). For any components of the Kaplan Program that are on site (collectively, "On Site Services"), Organization shall be responsible for providing safe, accessible and appropriate facilities ("Facilities") in which Kaplan may deliver the On Site Services at no cost to Kaplan. Organization shall be responsible for Facilities, including security, and shall permit Kaplan personnel reasonable access to the Facilities to the extent appropriate for the performance of the work under this Agreement, subject to all applicable on-site policies and procedures of the Organization.

### **Section 2. Term**

The "Term" of the Agreement begins on February 25, 2015 and ends on May 31, 2015, unless sooner terminated by the written mutual agreement of the parties.

### **Section 3. Fees**

3.1 Fees. Organization will pay Kaplan a total fee of: **\$18,000.00** US Dollars for the Services and products purchased in the quantities set forth in Schedule A.

3.2 Payment Schedule. Payment to Kaplan will be due upon completion of the Services and within 30 days from the invoice date. Organization agrees that invoices are provided solely for payment processing, and use of invoices does not waive any right of Kaplan or alter payment terms or schedule.

## **Section 4. Intellectual Property Matters**

- 4.1 **Ownership.** Organization acknowledges that the Program Components, the Program, Services and all intellectual property rights thereto, including any derivative works, (collectively, “Kaplan IP”) are and shall remain the sole and exclusive property of Kaplan and its licensors, whether previously created or created in connection with this Agreement. If requested by Kaplan, Organization shall execute whatever documents may be reasonably required to confirm the ownership rights of Kaplan IP. Organization acknowledges and agrees that, without Kaplan’s prior written consent, neither it nor its officers, employees or agents will make any copies of or otherwise reproduce Kaplan IP or provide unauthorized users with access to Kaplan’s digital assets. Organization shall use its best efforts to prevent students, administrators and teachers at the Organization, or those individuals granted access to Kaplan IP in connection with this Agreement, from copying, reproducing or otherwise infringing Kaplan IP, and from sharing login credentials (user name and password) to Kaplan’s websites or other digital assets. Organization shall promptly notify Kaplan if it becomes aware of any possible infringement of Kaplan’s ownership rights in and to the Kaplan IP and Organization shall cooperate with Kaplan in good faith in taking whatever legal or other action may be appropriate under the circumstances. Organization shall promptly return to Kaplan any unauthorized copies of Kaplan IP that come into its possession or control.
- 4.2 **Proprietary Notices.** Kaplan Services contain proprietary information and other items that are subject to legal protection. Organization acknowledges that this Agreement does not give Organization any rights to use Kaplan trademarks, service marks or other Kaplan IP, other than as specifically granted in this Agreement. Organization acknowledges and agrees that it will not remove any proprietary notices contained in any materials, assessments, or technology.

## **Section 5. Confidential Information**

- 5.1 **Confidentiality.** During the Term of this Agreement and also for three (3) years thereafter, both Parties shall keep in strict confidence and shall not use for any purposes other than for such purposes granted or permitted under this Agreement any Confidential Information of the other party that comes into its possession pursuant to, as a result of, or in the performance of this Agreement. Confidential Information shall include all documents and communications that the disclosing party identified as confidential and all documents and communications that the receiving knew or should have known were regarded by the disclosing party at the time of disclosure. The Terms of this Agreement are also Confidential Information. The above confidentiality obligation shall not apply to any information that: (i) is generally known to the public without the default of the information-receiving party; (ii) is independently developed by the information-receiving party; (iii) the information-receiving party receives from a third party who has no confidential obligation for such information; (iv) is already known to the receiving party prior to receipt of such information; or (v) is disclosed pursuant to the valid and verifiable legal process of a government agency or a court of law.
- 5.2 **Student Information.** Organization shall be responsible for obtaining consent from or providing the appropriate disclosures to students/parents of students prior to sharing any student information with Kaplan in accordance with all relevant state or federal regulations and policies including the Family Educational Rights and Privacy Act (“FERPA”)(20 U.S.C. §1232g; 34 CFR Part 99).

## **Section 6. Relationship of the Parties**

Neither Kaplan nor its employees or agents are employees of Organization. Kaplan and Organization are entering into this Agreement as independent contractors. Neither Kaplan nor Organization intends this Agreement to be for the benefit of any third party. Nothing contained in this Agreement shall be deemed to create a partnership, joint venture, agency, employment, fiduciary or other relationship between Kaplan and Organization.

## **Section 7. Notices**

Any communications or notices regarding this agreement and its terms must be sent by next-day delivery service (with proof of delivery) or mailed by certified or registered mail return receipt requested, to the address stated below or by facsimile transmission or electronic mail (provided there is confirmation thereof). Kaplan and Organization may change these designations by informing the other party in writing.

To Kaplan:

Kaplan K12 Learning Services, LLC  
395 Hudson Street, 4<sup>th</sup> Floor  
New York, NY 10014  
Attn: SeppyBasili, Vice President & General Manager, Kaplan K12 Learning Services, LLC  
Facsimile: 877-712-5487

With cc to:

Kaplan Test Prep  
395 Hudson Street, 3<sup>rd</sup> Floor  
New York, NY 10014  
Attn: Matthew Griffin, General Counsel  
Facsimile: 212-208-0912

To Organization:

Saddleback High School  
2802 S Flower St  
Santa Ana, CA 92707  
Attn: Dr. Laxton  
Facsimile/Email: Please see *Section 12 – Authority* below

## **Section 8. Restrictions on Assignments; Successors and Assigns**

Neither this Agreement nor any of the rights or interests contained in this Agreement may be assigned by either party without the prior written consent of the other party, which consent shall not be unreasonably withheld or delayed. However, either party may assign this Agreement (i) in connection with the sale, transfer or merger of that party in which that party is not the surviving entity, (ii) in connection with a sale or transfer of all or substantially all of the assets of that party or (iii) to an affiliated entity if such transferee entity is controlled by, or under common control with, the transferor; provided, in all cases, that the transferee entity agrees to be bound by the terms and conditions of this agreement.

## **Section 9. Choice of Law; Integration; Waiver**

This Agreement will be interpreted under New York law without regard to conflict of law principles. This Agreement, together with the Attachments hereto, constitutes the complete Agreement between Kaplan and Organization regarding the subject matter hereof, and supersedes all prior or contemporaneous verbal or written understandings or agreements not specifically incorporated into this Agreement. No modification of this Agreement is valid unless it is in writing and signed by an authorized representative from each party. No waiver of any breach or default is a waiver of any other breach or default. Oral amendments or waivers are not valid.

## **Section 10. Representations; Indemnification; Limitation of Liability**

**10.1** Kaplan warrants and represents that: (a) it has the necessary rights to enter into this Agreement; (b) its entry into this Agreement will not cause any breach of its obligations to third parties; (c) to the best of its knowledge, no Kaplan IP infringes any personal, intellectual property or other rights of any third party. Kaplan agrees to indemnify and hold harmless Organization and its trustees officers, employees and agents from and against all claims, damages, costs and expenses (including reasonable attorneys' fees and litigation expenses) (collectively, "Claims") brought by third parties arising out of Kaplan's breach of this Agreement, Kaplan's breach of any warranties herein, or Kaplan's infringement of the intellectual property rights of any third party.

Organization warrants and represents that: (a) it has the necessary rights to enter into this Agreement; (b) its entry into this Agreement will not cause any breach of its obligations to third parties; and (c) in performing its obligations hereunder, it will comply with all laws, rules and regulations of all governmental bodies having jurisdiction thereof. Organization agrees to indemnify and hold harmless Kaplan and its subsidiaries, affiliates, directors, shareholders, officers, employees and agents from and against all Claims brought by third parties arising out of or as a result of Organization's breach of this Agreement, Organization's breach of any warranties herein, Organization's disclosure of student information or records to Kaplan, and or injuries, damages or any other harms related to Facilities.

**10.2 LIMITATION OF LIABILITY:** EXCEPT FOR LIABILITY ARISING AS A RESULT OF GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF KAPLAN, IN NO EVENT SHALL KAPLAN BE LIABLE TO ORGANIZATION FOR ANY SPECIAL, CONSEQUENTIAL, INCIDENTAL, INDIRECT, OR PUNITIVE DAMAGES, HOWEVER CAUSED AND ON ANY THEORY OF LIABILITY, ARISING OUT OF THIS AGREEMENT, WHETHER OR NOT KAPLAN IS ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE OF ANY LIMITED REMEDY. IN NO EVENT SHALL KAPLAN'S LIABILITY EXCEED THE TOTAL AMOUNT PAID TO KAPLAN BY ORGANIZATION HEREUNDER.

**10.3 DISCLAIMER OF WARRANTIES:** EXCEPT AS SPECIFIED IN THIS AGREEMENT, KAPLAN MAKES NO WARRANTY IN CONNECTION WITH THE SUBJECT MATTER OF THIS AGREEMENT OR OPERATION OF ITS WEBSITES AND HEREBY DISCLAIMS ANY AND ALL WARRANTIES, INCLUDING WITHOUT LIMITATION, IMPLIED WARRANTIES OF MERCHANTABILITY, NON-INFRINGEMENT AND FITNESS FOR A PARTICULAR PURPOSE.

## **Section 11. Miscellaneous**

- a. This Agreement may be executed in one or more counterparts, which together shall constitute one Agreement. A photocopied, scanned or faxed signature shall be treated as the same as an original signature to this Agreement.
- b. The captions and headings in this Agreement have been inserted solely for convenience of reference and shall not affect the interpretation of this Agreement.
- c. This Agreement sets forth the entire agreement and understanding between the parties as to the subject matter of this Agreement and merges all prior discussions between them.
- d. In the event of a conflict in the provisions of this Agreement and any of the documents referenced below, the following shall prevail in the order set forth below:
  1. Terms and Conditions of this Agreement;
  2. Schedule A;
  3. Purchase Order, if applicable;
  4. Exhibits
- e. Kaplan shall not be liable for any damages caused by its failure or delay in performing its duties hereunder if such failure was due to causes beyond Kaplan's control, including, but not limited to, acts of God, acts of public enemy, acts of U.S. or foreign government, fires floods, earthquakes, epidemics, strikes, embargoes, or severely inclement weather condition.



**Section 12. Authority**

Each party represents and warrants to the other party that the person signing this Agreement is authorized to execute this Agreement on behalf of that party and has full authority to bind that party accordingly.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement effective as of the date first above written.

**Organization must initial next to one of the below:**

\_\_\_\_\_ A purchase order is attached to this Agreement and is incorporated by reference. Please include **Contract #KSF-1412104298.4** on your purchase order.

\_\_\_\_\_ Organization will issue a Purchase Order by the following date: \_\_\_\_\_ and it is incorporated by reference. Please include **Contract #KSF-1412104298.4** on your purchase order. (Please note the purchase order is needed at least four weeks prior to the start of classes).

\_\_\_\_\_ Organization does not need to issue a Purchase Order for the services in this Agreement; Organization is authorized to make payments based solely on the terms of this Agreement.

**Saddleback High School**

By: \_\_\_\_\_

Date: \_\_\_\_\_

Name: Dr. Laxton

Title: Principal

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

**Kaplan K12 Learning Services, LLC**

By: \_\_\_\_\_

Date: \_\_\_\_\_

Name: SeppyBasili

Title: Vice President & General Manager, Kaplan K12 Learning Services, LLC

## Scope of Work

The scope of work for this Proposal includes the offering(s) listed below. For a successful partnership, the purchase order and/or contract is needed at least **4 weeks** (Kaplan-Taught classes), **2 weeks** (workshops), **2 weeks** (books), and/or **1 week** (online) **prior to the start**, as relevant to the purchase. Additionally, partners should view [Partnership Responsibilities](#) for a successful Kaplan implementation.

### Kaplan-Taught Classes

#### *SAT Classroom*

- **Services**
  - Kaplan instructors to deliver classes to students (teaching assistants also support *Classroom Anywhere* implementations, as applicable)
  - Site coordination to manage program logistics and implementation
- **Materials**
  - Print-based materials (*Course Book*)
  - Up to 3 full-length practice tests
  - Associated answer grids
- **Licenses**
  - Online student licenses for up to three (3) months for video-based lessons; six (6) additional practice tests for the SAT; digital flashcards for the SAT; and individualized student reports that show progress and performance
  - Online educator licenses during the partnership and for up to three (3) months after classes end to access reports that document student progress and performance in individual and aggregate formats

Implementation Model			
# Site(s)	1	Grade Level(s)	9-12
# Class(es)	3	# Students	75
Class Size	Up to 25 per class	Subject Area(s)	SAT
Delivery Model	On Site	Day(s) per Week	2 (Saturday, Friday; and Monday or Wednesday)
Total Program Hours	Up to 30 per class, plus additional online assets and instruction	Total # of Days	11 per class
Total Instructional Sessions	Up to 8 sessions Up to 2.25 hours per session Up to 18 total hours	Total Testing Sessions	Up to 3 sessions Up to 4 hours per session Up to 12 total hours
Program Start	Mondays: February 28, 2015 Wednesdays: February 28, 2015	Program End*	Mondays: April 27, 2015 Wednesdays: April 29, 2015

\*Educators will have access to online reports for 90 days after the classes end for *Classroom SAT* programs.

<b>Spring 2015 Course – Monday/Friday/Saturday</b>			
<b>Session</b>	<b>Date</b>	<b>Duration</b>	<b>Time</b>
Practice Test 1	February 28	4.25 hours	8:45 AM – 1:00 PM
Session 2	March 2	2.25 hours	3:15 PM – 5:30 PM
Session 3	March 9	2.25 hours	3:15 PM – 5:30 PM
Practice Test 2	March 14	4.25 hours	8:45 AM – 1:00 PM
Session 5	March 16	2.25 hours	3:15 PM – 5:30 PM
Session 6	March 23	2.25 hours	3:15 PM – 5:30 PM
Session 7	March 30	2.25 hours	3:15 PM – 5:30 PM
Practice Test 3	April 3	4.25 hours	8:45 AM – 1:00 PM
Session 9	April 13	2.25 hours	3:15 PM – 5:30 PM
Session 10	April 20	2.25 hours	3:15 PM – 5:30 PM
Session 11	April 27	2.25 hours	3:15 PM – 5:30 PM
<b>Official SAT</b>	<b>May 2, 2015</b>		

<b>Spring 2015 Course – Wednesday/Friday/Saturday</b>			
<b>Session</b>	<b>Date</b>	<b>Duration</b>	<b>Time</b>
Practice Test 1	February 28	4.25 hours	8:45 AM – 1:00 PM
Session 2	March 4	2.25 hours	2:00 PM – 4:15 PM
Session 3	March 11	2.25 hours	2:00 PM – 4:15 PM
Practice Test 2	March 14	4.25 hours	8:45 AM – 1:00 PM
Session 5	March 18	2.25 hours	1:00 PM -3:15 PM
Session 6	March 25	2.25 hours	3:15 PM – 5:30 PM
Session 7	April 1	2.25 hours	3:15 PM – 5:30 PM
Practice Test 3	April 3	4.25 hours	8:45 AM – 1:15 PM
Session 9	April 15	2.25 hours	2:00 PM – 4:15 PM
Session 10	April 22	2.25 hours	2:00 PM – 4:15 PM
Session 11	April 29	2.25 hours	2:00 PM – 4:15 PM
<b>Official SAT</b>	<b>May 2, 2015</b>		

## Fees

The Organization shall pay Kaplan the Fees as follows:

Product Name	Quantity	Unit Price	Item Total*
SAT Classroom Class (~30 hours of instruction and practice tests for up to 25 students with materials; tests; supplemental online assets, digital flashcards, and College Admissions Zone; student reports, and educator reports)	3	\$6,000.00	\$18,000.00
*Shipping rates of 10% (ground), 14% (second day), and 18% (overnight) may be charged on materials; if ground shipping is included, then 6% (second day) or 10% (overnight) may be charged on materials. If you have not sent Kaplan a tax exemption certificate in the last 12 months, please send to k12_operations@kaplan.com. <b>Please include Contract #KSF-1412104298.4 on your purchase order.</b>	Subtotal**:		\$18,000.00
	Shipping*:	10%	\$0.00
	Tax**:	8%	\$0.00
	<b>Total**:</b>		<b>\$18,000.00</b>
	<b>Total if Tax Exemption Certificate is on file:</b>		<b>\$18,000.00</b>

\*Pricing may only be available with the bundles and quantities listed, with the scope of work listed, or via a promotional offer that cannot be combined with other offers. If bundles, quantities, scope of work, or promotion changes, the price is subject to change. Kaplan reserves the right to change prices anytime. To review the policy on order errors or returns, please visit [kaplank12.com/returns](http://kaplank12.com/returns).

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** Approval of Memorandum of Understanding with WestEd and S.D. Bechtel, Jr. Foundation for Evaluation and Technical Assistance of Math in Common

**ITEM:** Consent

**SUBMITTED BY:** Michelle Rodriguez, Ed.D., Assistant Superintendent, Teaching and Learning

**PREPARED BY:** Michelle Rodriguez, Ed.D., Assistant Superintendent, Teaching and Learning

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the memorandum of understanding with WestEd and S.D. Bechtel, Jr. Foundation for evaluation and technical assistance of Math in Common.

**RATIONALE:**

The District is a recipient of a Math in Common grant. The S.D. Bechtel, Jr. Foundation has partnered with WestEd to examine districts' K-8 implementation of the Common Core State Standards in math and support this implementation through evaluation and technical assistance activities. WestEd will review instructional shifts, changes in students' proficiency in math, and provide feedback to the District.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the memorandum of understanding with WestEd and S.D. Bechtel, Jr. Foundation for evaluation and technical assistance of Math in Common.

**EVALUATION AND TECHNICAL ASSISTANCE OF MATH IN COMMON  
MEMORANDUM OF UNDERSTANDING**

FOR

Santa Ana Unified School District and WestEd; and the S.D.  
Bechtel, Jr. Foundation

**I. Parties participating in this MOU**

This Memorandum of Understanding (MOU) covers Santa Ana Unified School District, located in Santa Ana, CA and WestEd; and the S.D. Bechtel, Jr. Foundation.

**II. Purpose**

This MOU addresses evaluation and technical assistance activities provided by WestEd under the Math in Common grant. Math in Common is a five-year initiative that concludes in the summer of 2018.

Santa Ana Unified School District (the “District”) is a recipient of a Math in Common grant. The S.D. Bechtel, Jr. Foundation (the “Foundation”) has partnered with WestEd, headquartered in San Francisco, CA, to examine districts’ K-8 implementation of the Common Core State Standards in math (CCSS-M) and support this implementation through evaluation and technical assistance (TA) activities. Specifically, WestEd will review instructional shifts, changes in students’ proficiency in math, and change management processes across schools and districts, and provide feedback and light-touch consultation to the District.

Evaluation and TA activities may include but not be limited to: district-wide teacher and administrator surveys, classroom observations, PLC observations, staff interviews and/or focus groups, secondary data analysis originating from district data sources, implementation planning support, attending working meetings, district and site-specific visits, and consulting one-on-one and in small groups with district-level leadership.

WestEd will provide feedback directly to the District about its own CCSS-M implementation plans in relation to MiC efforts. WestEd will also author evaluation reports that will focus on topical themes relevant across the MiC districts as a whole.

This is a non-financial agreement.

**III. Data obtained or in support of Math in Common**

Unless otherwise noted, WestEd will have access to data obtained under this agreement for three years past the conclusion of the project. Data will be sourced from primary and secondary sources, as noted in section II of this MOU. WestEd will share aggregate data collected under this agreement with Santa Ana Unified School District and the Foundation.

Specifically:

A. WestEd agrees to gain and adhere to all needed District approvals prior to gathering or receiving data.

- B. The District gives WestEd permission to receive student and teacher-level data.
  - a. Unless otherwise noted, student-level data will be released in adherence with FERPA exemption permissions (20 U.S.C. §1232g(b)(1)(F) and § 99.31(a)(6)) and requirements. The Family Education Rights Privacy Act permits the release of personally identifiable student data without prior written parental consent if the release meets certain criteria. These criteria include organizations conducting studies on behalf of schools and school districts.
    - i. 20 U.S.C. §1232g(b)(1)(F) and § 99.31(a)(6) allows for the disclosure of personally identifiable information (PII) from education records without consent to organizations conducting studies for, or on behalf of, schools, school districts, or postsecondary institutions. Studies can be for the purpose of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction.
- C. WestEd agrees that all PII obtained from the District will only be used to meet the purposes of the Math in Common project.
- D. WestEd will conduct related Math in Common work in a manner that does not permit the personal identification of parents and students by anyone other than those with legitimate interests. No students or parents will be identified in any reports. Access to identifiable data records will be granted only to individuals with a need to know, and WestEd will take steps to maintain the confidentiality of the PII from education records at all stages of the study, including within the final report, by using appropriate, industry-standard disclosure avoidance techniques such as de-identifying data records at the earliest moment possible, storing data on password-protected computers, only reporting cell sizes of 5 or greater, and assigning pseudonyms where appropriate. Data management practices will be continually monitored and audited by the WestEd project directors.
- E. WestEd will destroy all PII from data records when the information is no longer needed. Due to the longitudinal nature of the Math in Common grant, this time period should not exceed past 2018. Wherever possible, PII will be destroyed prior to that.
- F. All individual-level data transfers will include relative de-identified data for students and/or teachers, including a Statewide Student Identifier (SSID), a local student ID, a local teacher ID, and CDS school code as well as course/activity information (e.g., course code, course term/year, grade received), local and state testing information, and demographic information (e.g., gender, ethnicity, grade, and special designations).
- G. The District will not include sensitive, identifiable information such as SSNs in any dataset transferred to WestEd.
- H. Data transmitted to WestEd is to be shared at will. Sharing data within this agreement will only be fulfilled in secure environments that meet all local, state, and federal laws.
- I. The District's participation in MiC technical assistance and evaluation activities is dependent upon its willingness to support such activities and the time involved in

extracting data. The District's direct data sharing costs will not exceed that which is necessary for data extraction and transfer to WestEd.

- J. Specific data requests pertaining to activities covered under this MOU will be made under separate cover to the District's designated data manager.
- K. Confidentiality of these data:
  - a. WestEd agrees to preserve the confidentiality of all data involved in TA and evaluation activities. WestEd agrees not to disclose individual-level data to any person or organization not directly involved in these activities. Direct data access is restricted to project staff with legitimate project-related needs.
  - b. No individual shall be identifiable in any reports, publications, or other documents created by WestEd with the use of data provided by the District.
  - c. WestEd and its contractors shall maintain the confidentiality of all records in accordance with all applicable Federal, State, or local laws, ordinances, regulations, and directives relating to confidentiality. These include, but are not limited to, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99), the California Information Practices Act (California Civil Code § 1798 et. seq.), and the Privacy Act of 1974, as amended, (5 U.S.C. § 552).

#### **IV. WestEd responsibilities**

WestEd shall:

- A. Designate the project directors for this project. WestEd's project directors are:

Dr. Neal Finkelstein	WestEd
<a href="mailto:nfinkel@wested.org">nfinkel@wested.org</a>	730 Harrison Street
415.615.3171	San Francisco, CA 94107

Dr. Rebecca Perry	WestEd
<a href="mailto:rperry@wested.org">rperry@wested.org</a>	730 Harrison Street
415.615.3289	San Francisco, CA 94107

- B. Designate a lead data contact person for this project.

Dr. Rebecca Perry	WestEd
<a href="mailto:rperry@wested.org">rperry@wested.org</a>	730 Harrison Street
415.615.3289	San Francisco, CA 94107

- C. Collaborate with the District, as needed, to facilitate the coordination of Math in Common TA and evaluation activities, including mutually agreed-upon data collection activities and practices and procedures as noted in sections II and III of this MOU.



D. Provide login information for the transfer of data via encrypted transmission.

**V. District responsibilities**

The District shall:

- A. Designate a **contact person** to facilitate communications between the district and WestEd for coordinating the activities necessary to carry out this MOU. The contact person for this project is:

Name and title: Michelle Rodriguez, Ed.D., Assistant Superintendent, Teaching and Learning  
Mailing address: 1601 E. Chestnut Ave., Santa Ana, CA 92701  
Telephone: 714-558-5679  
Email: michelle.rodriguez@sausd.us

- B. Designate a **data liaison** to facilitate communications between the district and WestEd for coordinating the activities necessary to carry out this Data Agreement. The data liaison for this research project is:

Name and title: Tran Keys, Ph.D., Director , Research and Evaluation  
Mailing address: 1601 E. Chestnut Ave., Santa Ana, CA 92701  
Telephone: 714-558-5850  
Email: tran.keys@sausd.us

- C. Collaborate with WestEd, as needed, to facilitate the coordination of Math in Common TA and evaluation activities, including mutually agreed-upon data collection activities and practices and procedures as noted in sections II and III of this MOU.
- D. Provide to WestEd the agreed-upon data to ensure Math in Common TA and evaluation activities are on schedule.
- a. The District will upload data files to WestEd using encrypted transmission.
  - b. No SSNs will be included in any dataset.

**VI. Foundation responsibilities**

The Foundation, as the funder of the Math in Common initiative, shall:

- A. Collaborate with WestEd and the District, as needed, to facilitate the coordination of Math in Common TA and evaluation activities.
- B. Not have access to any individual-level data shared between the District and WestEd.

**VII. Execution of the MOU**

In witness hereof, the parties hereby execute this Memorandum of Understanding.

X \_\_\_\_\_  
Name: Michelle Rodriguez, Ed.D.  
Title: Assistant Superintendent, Teaching and Learning  
[District]

\_\_\_\_\_  
Date

X \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
*S.D. Bechtel, Jr. Foundation*

\_\_\_\_\_  
Date

X \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
*WestEd*

\_\_\_\_\_  
Date

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of January 28, 2015 through February 10, 2015**

**ITEM:**                   **Consent**

**SUBMITTED BY:**   **Michelle Rodriguez, Ed.D., Assistant Superintendent, Teaching and Learning**

**PREPARED BY:**   **Michelle Rodriguez, Ed.D., Assistant Superintendent, Teaching and Learning**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval/ratification of the listing of agreements/contracts with Santa Ana Unified School District and various consultants submitted for the period of January 28, 2015 through February 10, 2015.

**RATIONALE:**

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

The attached list identifies various consultants that will provide services at no cost to the District.

**FUNDING:**

No cost to the District

**RECOMMENDATION:**

Approve/ratify the listing of agreements/contracts with the Santa Ana Unified School District and various consultants submitted for the period of January 28, 2015 through February 10, 2015.

**2014-15 LISTING OF CONSULTANTS/CONTRACTED SERVICES**  
**Submitting Division: Educational Services**  
**February 24, 2015**

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED
1.	Get Safe	<b>Diamond and Monte Vista Elementary Schools:</b> Will provide training to twenty fifth grade students at each school regarding personal safety, bullying prevention, inclusion and self-confidence through a living skills system curriculum. They have a record of success with multiple agencies.	February 25, 2015 through August 30, 2015		No Cost to the District	N/A
2.	Parent to Parent Program	<b>Sepulveda Elementary School:</b> Will provide a ten session parenting series at no cost designed to help network with other parents in the community, strengthen relationships with children, finding positive approaches to parenting, building on existing parenting skills, and communicating effectively with children. Parent to Parent program served 881 parents at Davis, Diamond, Edison, Jefferson, Hoover, Monte Vista and Sepulveda elementary schools for the last two years.	February 27, 2015 Through May 15, 2015		No Cost to the District	N/A
3.	Orange County Department of Education	<b>Wilson Elementary School:</b> Will teach students to investigate their digestive, circulatory, and respiratory system using hands-on activities. Through a deeper understanding of organ function, students gain a greater appreciation of personal fitness, science, health education, and physical education skills are enhanced in fun and engaging ways. OCDE served 980 students at Davis, Esqueda, Garfield, Jackson, Madison, Monte Vista, Thorpe, and Washington elementary schools in 2014-15 school year.	March 3, 2015		No Cost to the District	N/A



**GETSAFE**  
Prepare - Respond - Empower

## Partial Client List

Facility	Number of People Served
Allstate	75
Arthritis Foundation of Washington D.C.	65
AT&T	50
Beth Jacob Internation Temple	30
Blg Bear Youth Camp	120
Blake's Place	20
Boys and Girls Club	65
Child's Abuse Network	75
Cornelia Connelly School	250
Creekside High School	120
Cypress Children's College	80
D.A.R.E Program	400
Edison High School	45
Fairmont Private School	75
Family Resource Center	35
Girl Scouts of America	100
Girls Club of Compton	75
Girls Club of Watts	75
Glenknoll School	90
Huntington Beach High School	500
Irvine High School	400
Irvine Mother/Daughter Day	40
Irvine Unified School District - Project SUCCESS	1000
Los Angeles Distrct Attorney's Office	200
Northwood High School	35
Oranewood Children's Foundation	40
Pinecrest Schools	120
Rosary High School	200
Rose Drive Friends Christian	90
Saint Margaret's Episcopal	90
SANE Program	175
Portola Middle School	200
Sierra Vista Middle School	175
Southlake Middle School	130
Special Populatons Actlon Team	120
Sunshlne Schools - Tiny Tots	40
Whally Junior High	90
YWCA of Greater Los Angeles	200



# GET SAFE

Prepare - Respond - Empower

Within the past 30 years, GET SAFE has trained more than 100,000 people in personal safety and recovery, designing specialized curricula for populations particularly vulnerable to victimization, such as children and youth, survivors of crime, domestic abuse and assault, the elderly, and persons with physical, developmental, and mental disabilities. Approaching the sensitive subject of personal safety in a relatable and informative manner, GET SAFE's programs offer a unique blend of counseling, education, interaction, physical training, and humor that has been called a "best-practice model" by the California Department of Education. GET SAFE is also the agency of choice for empowerment and safety education classes for Community Service Programs, Inc., who provides victim services for Orange County communities.

GET SAFE provides personal safety training and advocacy services not only for victims, but also possible/alleged perpetrators of crime. GET SAFE's on-going working relationships with district attorneys, law enforcement agencies, judges, nurses, BCBAs, therapists, and doctors provides an enhanced awareness of the effects and impact on the daily lives of diverse at-risk populations. GET SAFE has also been included in court-ordered diversionary programs within Orange County and Los Angeles County courts. As such, GET SAFE's Training Specialists are well-versed in delivering services to clients incarcerated or otherwise held within institutional settings (e.g., developmental centers, county jail facilities, correctional facilities, etc.).

GET SAFE's Training Specialists are professional safety educators dedicated to providing engaging, informative, and effective safety and awareness education to a variety of audiences. They guide clients through the learning process, using proven tools and techniques developed over thousands of trainings. All training specialists hold State Certifications as Crisis Intervention Counselors and Bachelor Degrees in social sciences and humanities, with 50% holding Masters Degrees. Each Training Specialist is required to pass a formal background check, including fingerprinting, and possess current First-Aid/CPR certification. In addition, all training specialists complete GET SAFE's mandatory in-house and field training programs, as well as undergo continuing education in related fields and ongoing training in physical self-defense techniques, to ensure all instruction is presented through a person-centered, respectful, and empirical approach towards the individual needs of clients.

Prepare - Respond - Empower

(714) 834-0050 | [www.GETSAFEUSA.com](http://www.GETSAFEUSA.com) | [info@getsafeusa.com](mailto:info@getsafeusa.com)

3053 Edinger Avenue Tustin, CA 92780

**Community partnerships can**



reduce youth gang involvement

**by providing:**



mentoring  
life-skills training  
case management  
parental involvement  
supervised recreation

*Office of Juvenile Justice and Delinquency Prevention*



**160,000+**

students miss school every day for fear of being bullied



up to  
**35%** of chronic adolescent bullies spend time in prison as adults



Programs and interventions based on assets and strengths can foster resilience, leading to improved outcomes for youths

## Overview

GET SAFE believes everyone has the right to a safe, violence-free life in which they are free to grow to their full potential. GET SAFE's Personal Safety, Bullying Prevention and Inclusion Program is a martial-arts based education program that aims to instill self-confidence, focus and determination in students through its Living Skills Systems™ curriculum so they may develop into strong and safe young adults. Experienced safety educators provide participants with the knowledge and tools necessary to take control of their personal safety, while also empowering them to be positive, active members of the community.

To this end, GET SAFE is proposing the following prevention program to the OC GRIP program, so as to further its mission to promote community engagement and education to at-risk youth: an eight-week Personal Safety and Bullying Prevention Program for up to six elementary schools (20 students per school) in Santa Ana Unified School District (SAUSD.)

The primary objectives of the program are to:

1. Service up to six schools (20 students per school) for an eight-week period through the GRIP program
2. Provide training and instruction that will increase participants' awareness of safety and violence prevention strategies, as well as community leadership and good character skills
3. Foster an environment that allows for group and individual instruction that can increase participants' perceptions of empowerment, self-worth and community

GET SAFE is the agency of choice for violence prevention, crisis intervention and recovery training for numerous Orange County agencies that serve at-risk populations (children; survivors of crime, human trafficking, sexual assault, domestic violence; persons with developmental disabilities; etc.) including Community Service Programs (CSP), Crime Survivors, Regional Center of Orange County, and the UC Irvine Campus Assault Resources & Education (CARE) department—to name a few.

## Methodology

GET SAFE's Personal Safety, Bullying Prevention and Inclusion Program is a comprehensive violence prevention program for students (4<sup>th</sup>-8<sup>th</sup> grade), which empowers participants with self-confidence, focus, and a sense of community. By training students on not only the physical level, but also the mental and emotional levels, GET SAFE creates an empowering shift in personal awareness and safety that will last a lifetime.





**GET SAFE**  
Progress. Response. Empower.

This eight-week program consists of weekly, hour-long sessions, based on GET SAFE's Living Skills Systems™ curriculum, which address a variety of personal safety, leadership and character-building topics, such as:

- Personal safety awareness at school, home and in the community
- Emergency self-defense skills; prevention/avoidance; reporting procedure
- Healthy living (nutrition and fitness)
- BACKOFF! Buddy Bullying Prevention Program
- Inclusion/Sensitivity Training
- Respect and leadership skills
- Volunteerism in the community
- Board breaking technique

Each student will receive a program T-Shirt, training guide, and complete weekly homework sheets reviewing the week's safety lesson. Through training participation, good attendance and skill development, we will award participants with a GET SAFE patch and two certificates: one at the four-week mark, and one that will be awarded at a graduation ceremony toward the end of the program. At this ceremony, we will encourage students to participate in a board break demonstration to show they can break through any barrier in front of them. GET SAFE welcomes and encourages families and school faculty members to observe any and all sessions to help further instill the messages and training topics at home and in the classroom.

## Outcome Evaluations

In order to measure the success of the program and to evaluate the level of curriculum retention, GET SAFE's outcome evaluations include the following assessment tools:

- A pre-test will assess students' safety and character knowledge prior to the eight-week program, which will then be paired with a concluding post-test to assess gained knowledge.
- Final survey assessment to be completed by appropriate GRIP staff to measure level of students' retention, record any changes in behavior, and review/discuss any inquiries/issues that may have developed during or after the program.

## Conclusion

We look forward to working with OC GRIP and supporting your vision to promote community engagement and education to at-risk youth. It is our belief that GET SAFE's comprehensive and engaging Personal Safety, Bullying Prevention and Inclusion Program will increase participants' awareness of safety and violence prevention strategies, as well as their sense of self-worth and school/community involvement, which will ultimately increase their school attendance and discourage participation in gang activity. We are confident that we can meet the challenges ahead, and stand ready to partner with you in delivering an effective program that will promote the safety and mental, physical and emotional health of those you serve.

If you have any questions on this proposal, please feel free to contact me. Thank you for your consideration.

Stuart Haskin  
Founder & Executive Director, GET SAFE™  
[stuart@getsafeusa.com](mailto:stuart@getsafeusa.com)  
(714) 834-0050 x 105





The Child Abuse Prevention Center would like to introduce a valuable resource to share with the Orange County Community. The Child Abuse Prevention Center is a 501(c)3 tax exempt entity, the fourth largest not-for-profit dedicated to the prevention of child abuse in the country and one of 100 centers nationwide sponsored in part by the National Exchange Club Foundation for the Prevention of Child Abuse.

The Parent to Parent program offers parenting classes at NO COST to parents and caregivers in Orange County who has or takes care of children ages 0-12 years old. The 10 week class was developed using the COPE curriculum which has been proven to be highly effective. The model provides a unique class structure in which parents can participate in small-group discussions to cover topics such as strengthening relationships, reducing conflict, and encouraging co-operative transitions with incentives while receiving support from our experienced educators. The series are offered in English and in Spanish. Classes are once a week for 2 hours and are offered Monday - Friday. Morning and evening sessions are available. Free childcare will be provided at various locations.

These classes are not taught in the traditional classroom setting; classes are very collaborative and engage the parents; making them the experts by developing their problem-solving skills and coming up with their own solutions. This class is meant to create community bonds amongst parents and families. The classes are a great way to socialize, network and share parenting tips.

If you would like any further information about our program please feel free to contact me at 714-955-6501 or at [SMatai@brightfutures4kids.org](mailto:SMatai@brightfutures4kids.org).

Sincerely,

A handwritten signature in black ink that reads "Sadhna Matai".

Sadhna Matai, MS Psy  
Program Director, Parent Education  
Parent to Parent



Parent to Parent utilizes the COPE Curriculum, an evidence-based curriculum for children exhibiting unmanageable behaviors. The strategies introduced to parents have been proven to help with strengthening relationships and communication with their children.

#### Session 1: Introduction and Information Session

- Details and Registration

#### Session 2: Strengthening Relationships

- Attending and Rewarding strategies to strengthen positive interactions and to reduce coercive exchanges.

#### Session 3: Reducing Conflict

- Ignoring minor irritants, disengaging from potentially explosive episodes, and countering parental thoughts that may intensify anger

#### Session 4: Encouraging Cooperative Transitions

- Strategies that encourage planning, anticipation of consequences and motivation via immediate rewarding activities.

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#### Session 5: Special Incentives I

- Development of a simple incentive system while selecting several target behaviors to reward, and implement the system during the week.

#### Session 6: Collaborative Planning I

- Strategies to promote planning, problem solving, and self regulation.

#### Session 7: Special Incentives II

- Explores the addition of a point loss procedure to decrease negative behavior.

#### Session 8: Consequences for Serious Problems

- Strategies to present commands in a firm and neutral manner, warning the child immediately if the problem occurs, and implementing time out from positive reinforcement.

#### Session 9: Problem Solving

- P(pick one problem), A(alternative solutions), S(select the best strategy), T(try it out), E(Evaluate it)

#### Session 10: Collaborative Planning II and Closing Session

- Additional strategies on how to plan ahead for community activities and with babysitters and other parents. Review of the previous strategies.



SAUSD Schools 2013-2014		Location Type	Day(s)	Time(s)	Street Address	City	State	Zip Code	District	Start Date	End Date	Language	Average Participants	Total Participants
Edward B. Cole Sr. Academy	Elementary School	Tuesday	8:00 AM	333 E. Walnut Street	Santa Ana	CA	92701	1	9/10/2013	12/12/2013	Spanish	10	175	
Thomas A. Edison Elementary	Elementary School	Wednesday	8:00 AM	2063 Orange Avenue	Santa Ana	CA	92707	1	9/23/2013	12/4/2013	English	15	145	
Herbert Hoover Elementary	Elementary School	Thursday	8:15 AM	408 E. Santa Clara Avenue	Santa Ana	CA	92706	1	9/26/2013	12/5/2013	Spanish	14	136	
Jose A. Sepulveda Elementary	Elementary School	Monday	8:00 AM	1801 South Poplar Street	Santa Ana	CA	92704	1	9/30/2013	12/16/2013	Spanish	14	141	
Monte Vista Elementary	Elementary School	Wednesday	5:00 PM	2116 W. Monta Vista Avenue	Santa Ana	CA	92704	1	10/7/2013	12/11/2013	Spanish	15	151	
Edward B. Cole Sr. Academy	Elementary School	Tuesday	6:00 PM	333 E. Walnut Street	Santa Ana	CA	92704	1	1/21/2014	3/25/2014	Spanish	16	161	
Wallace R. Davis Elementary	Elementary School	Wednesday	8:00 AM	1405 French St.	Santa Ana	CA	92701	1	1/23/2014	3/26/2014	Spanish	12	118	
Diamond Elementary	Elementary School	Wednesday	8:00 AM	1450 S. Center Street	Santa Ana	CA	92704	1	1/22/2014	3/26/2014	Spanish	20	203	
Jefferson Elementary	Elementary School	Thursday	8:00 AM	1522 W. Adams Street	Santa Ana	CA	92704	1	4/3/2014	6/12/2014	Bilingual	12	123	
												15	1,353	



# PARENTtoPARENT™

A PARENT EDUCATION PROGRAM

The Parent to Parent Program invites you to participate in a  
**A 10-Session Parenting Series at NO COST**

Available in 10 consecutive sessions,  
the Parent to Parent Program is designed to help you:

- Network with other parents in your community
- Strengthen your relationship with your child
- Find positive approaches to parenting
- Build on existing parenting skills
- Communicate effectively with your child

### Class information:

- Open to parents and caregivers with children 0-12 years of age
- All services are provided in English and Spanish
- Offered in various locations throughout Orange County
- Free child care at select locations



For more information or to sign up  
for classes please call toll free:  
**1-855-955-5900**  
email: [p2p@brightfutures4kids.org](mailto:p2p@brightfutures4kids.org)  
web: [p2p.brightfutures4kids.org](http://p2p.brightfutures4kids.org)

Sepulveda Elementary  
1801 S Poplar St  
Santa Ana CA, 92704  
Starting Friday, 2/27/15 at 8AM-10AM  
Classes Are In Spanish/ Childcare Provided

## SIGN UP NOW!

▼ Please fill out this form and return bottom portion ▼

Name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

City: \_\_\_\_\_

Will you need childcare?  Yes  No





# PARENTtoPARENT™

A PARENT EDUCATION PROGRAM

El programa Parent to Parent le invita participar en una  
**¡Serie de 10 Clases para Padres Sin Costo!**

### Disponible en 10 sesiones consecutivas:

- ❖ El programa Parent to Parent lo ayudará a:
- ❖ Relacionarse con otros padres en su comunidad
- ❖ Fortalecer la relación con sus hijos
- ❖ Enfocarse en métodos positivos para la crianza de los niños
- ❖ Reforzar sus habilidades como padre
- ❖ A comunicarse efectivamente con su niño

### Información sobre las clases:

- ❖ Estas clases están disponibles para los padres y personas que cuidan niños de 0 a 12 años de edad. Todos los servicios son disponibles en inglés y español
- ❖ Se ofrecen en varias locaciones en el Condado de Orange
- ❖ Cuidado gratuito de niños en ciertas locaciones



Para mas información y para registrarse para estas clases, favor de comunicarse al número sin costo:  
**1-855-955-5900 o por correo electrónico a:**  
**P2P@brightfutures4kids.org**  
**www.p2p.brightfutures4kids.org**

Sepulveda Elementary  
1801 S Poplar St  
Santa Ana CA, 92704  
Empezando el Viernes, 2/27/15-5/15/15  
a las 8AM-10am - Cuidado de niños gratis!

## ¡REGISTRE HOY!

▼ Por favor, completar este formulario y regresar la porción de abajo ▼

Nombre: \_\_\_\_\_

Número de Teléfono: \_\_\_\_\_

Correo Electrónico: \_\_\_\_\_

Ciudad: \_\_\_\_\_

Necesitará que cuiden a sus niños?  Sí  No



ADDENDUM  
School Program

Date: January 20, 2015  
To: Jonathan Geiszler, Director of Purchasing  
Santa Ana Unified School District  
From: Orange County Department of Education  
Contracts Unit  
Subject: Agreement for Additional School Participating In  
*Inside the Outdoors*<sup>®</sup> School Programs

**ORANGE COUNTY  
DEPARTMENT  
OF EDUCATION**  
200 KALMUS DRIVE  
P.O. BOX 9050  
COSTA MESA, CA  
92628-9050

(714) 966-4000  
FAX (714) 432-1916  
www.ocde.us

AL REJARES, Ph.D.  
County Superintendent  
of Schools

The following school has registered to participate with *Inside the Outdoors*. In order to fulfill our legal requirements, we submit this Addendum to the Agreement referenced above. All contract provisions will apply to the additional school(s) and date(s).

Please confirm your school(s) date(s) and time(s) of their/your Program(s) along with final enrollment numbers to avoid additional charges. Sign and return this Addendum at least 14 business days before your school(s) program(s) to complete our Agreement.

**Please verify participation and student numbers.  
Return this Addendum to:**

Orange County Department of Education  
Contracts Unit  
P.O. Box 9050  
Costa Mesa, CA 92628-9050  
Please use this fax number: 714-668-7953  
Or email: [itocontracts@ocde.us](mailto:itocontracts@ocde.us)

\*Inside the Outdoors Foundation Grant covers all or part of the \$6.00 per student fee with a 60 student minimum and the \$35.00 or \$60.00 mileage fee. Enrollment requirement is 90% of the contract number of students and is partially or fully paid by a grant. However, the school will be charged \$5.75 per student for all absences that fall below 90%.

Enrollment changes must be made twenty (20) business days prior to scheduled event.

To reschedule, a notice of twenty (20) business days is required and an additional \$75.00 fee may be charged. **Cancellations require a written notice to Inside the Outdoors of a minimum of twenty (20) business days prior to participation.** If an equivalent replacement cannot be found for the open date, your school will be billed for ninety percent (90%) of your contracted enrollment.

**ORANGE COUNTY  
BOARD OF EDUCATION**

JOHN W. BEOELL, Ph.D.

DAVID L. BOYD

ROBERT M. HAMMOND

LINDA LINDHOLM

KEN L. WILLIAMS, D.O.



School	Site / Program	Scheduled Date	Previous Date	Grade	Number of Students	Fee per Student
Wilson School	TRAVELING SCIENTIST 3 - BODY OF KNOWLEDGE	3/3/2015		5	125	no charge*
Wilson School	Mileage	3/3/2015				no charge*

**ORANGE COUNTY  
DEPARTMENT  
OF EDUCATION**  
200 KALMUS DRIVE  
P.O. BOX 9050  
COSTA MESA, CA  
92628-9050  
(714) 966-4000  
FAX (714) 432-1916  
www.ocde.us

**AL MUJARES, Ph.D.**  
County Superintendent  
of Schools

Note: New

\*Please refer to Section 10.0 in your Agreement for further details on enrollment charges.

Call (714) 708-3885 if you have questions. Thank you for partnering with us to nurture healthier, happier and smarter students through their connection with nature.

I approve the addition of the above school to our Agreement with the Orange County Department of Education for participation with *Inside the Outdoors*. For reschedule and cancellation questions, please refer to the cancellation section of your Agreement.

Santa Ana Unified School District

School District

Authorized Signature

Norms Perez

Print Name

School Principal

Title

Date January 20, 2015

**ORANGE COUNTY  
BOARD OF EDUCATION**

JOHN W. BEDELL, PH.D.

DAVID L. BOYD

ROBERT M. HAMMOND

LINDA LINDHOLM

KEN L. WILLIAMS, D.O.

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

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

**ITEM:**                   **Consent**

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

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

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**BACKGROUND INFORMATION:**

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

**RATIONALE:**

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

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

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



# Recommendations for Expulsions

Board Meeting: February 24, 2015

	<u>Student Name</u>	<u>School/Grade</u>	<u>Charges</u>	<u>Recomm. Options</u>	<u>Placement</u>	<u>Date Eligible to Reapply</u>
1	328489	Mendez/8	C	2	Community Day Int.	06/18/15

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

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>(A) Caused, attempted, or threatened to cause physical injury</li> <li>(B) Possessed, sold, furnished a weapon, dangerous object, explosives</li> <li>(C) Possessed, used, sold, furnished, or under the influence of any controlled substance (e.g. marijuana, cocaine, alcohol, intoxicants).</li> <li>(D) Offered, arranged, or negotiated to sell any controlled substance and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance</li> <li>(E) Committed or attempted to commit robbery or extortion</li> <li>(F) Caused or attempted to cause damage to school or private property</li> <li>(G) Stole or attempted to steal school or private property</li> <li>(H) Possessed or used tobacco or tobacco products</li> <li>(I) Committed an obscene act or engaged in habitual profanity or vulgarity</li> <li>(J) Possessed, offered, or arranged to sell paraphernalia</li> <li>(K) Disrupted school activities or willfully defied valid authority</li> <li>(L) Knowingly received stolen school or private property</li> <li>(M) Possessed an imitation firearm</li> </ul> | <ul style="list-style-type: none"> <li>(N) Committed or attempted to commit a sexual assault as defined by PC 261 or sexual battery PC 243.4</li> <li>(O) Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that student by being a witness or retaliating against that student by being a witness</li> <li>(P) Offering to sell or selling SOMA</li> <li>(Q) Hazing</li> <li>(R) Engaged in the act of bullying, included but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of section 32261, directed specifically toward a pupil or school personnel</li> <li>(T) Aids or abets in physical injury</li> <li>(.2) Engaged in sexual harassment (Grades 4-12 only), vulgarity</li> <li>(.3) Engaged in hate crime (Grades 4-12 only)</li> <li>(.4) Harassment, threat, intimidation (Grades 4-12 only)</li> <li>(.7) Terrorist threats against school officials, school property or both</li> </ul> |
|--|---|

## EXPULSION RECOMMENDATIONS

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

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2014-15 School Year**

**ITEM:**                   **Consent**

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of Individualized Education Programs (IEP) services for students with disabilities. These students require services that address academic, social-emotional, and other unique needs as identified in their IEPs. The IEP teams recommended placement at a nonpublic school and/or a nonpublic agency for services as necessary, pursuant to an IEP or settlement agreement.

**RATIONALE:**

The District is required to provide appropriate education, at no cost to parents, for all students with disabilities who reside within the District in accordance with their IEPs. If a program is not available, necessary contract services are required through a private provider.

**FUNDING:**

Special Education: Not to exceed \$37,014

**RECOMMENDATION:**

Approve the master contracts and/or individual service agreements with nonpublic schools and agencies for students with disabilities for the 2014-15 school year.

**Master Contracts and/or Individual Service Agreements with Nonpublic Schools and Agencies for Students with Disabilities for 2014-15 School Year**

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**Board Meeting: February 24, 2015**

Student ID#	Amount	Master Contract and Individual Service Agreement for Nonpublic School/Agency
322306	\$18,507	Rossier Park School (Secondary)
303336	\$18,507	Rossier Park School (Secondary)

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of January 28, 2015 through February 10, 2015**

**ITEM:**                   **Consent**

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

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

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**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 January 28, 2015 through February 10, 2015.

**RATIONALE:**

The Purchase Order Summary consists of all orders created during the period of January 28, 2015 through February 10, 2015. 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 January 28, 2015 through February 10, 2015.



# Santa Ana Unified School District

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

Richard L. Miller, Ph.D., Superintendent

Date: February 6, 2015  
To: Richard L. Miller, Ph.D., Superintendent  
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO  
Subject: Purchase Order Summary: From JAN-28-2015 through 10-FEB-2015

Fund 01 General Fund	\$5,030,619.25
Fund 12 Child Development	\$40,520.14
Fund 13 Cafeteria Fund	\$79,130.51
Fund 14 Deferred Maintenance Fund	\$142,239.33
Fund 25 Capital Facilities Fund	\$118,021.00
Fund 26 Measure G Bond	\$18,297.24
Fund 29 Measure G	\$178,882.77
Fund 35 County School Facilities Fund	\$21,121.00
Fund 40 Special Reserve Fund	\$178,808.00
Fund 49 Capital Project Fund for Blended Component Units (CFD)	\$96,840.09
Grand Total:	\$5,499,716.86

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, Member 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 28-JAN-2015 Through 10-FEB-2015

Page: 1 of 2

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
311684	DOLINKA GROUP, LLC			
Capital Facilities Fund	Consultant Noninstructional	FACILITIES/ GOVERNMENTAL RELATIONS		\$75,000.00
311767	WAXIE SANITARY SUPPLY			
Unrestricted Discretionary Accounts	Custodial Supplies	BUILDING SERVICES		\$52,619.49
311768	WAXIE SANITARY SUPPLY			
Unrestricted Discretionary Accounts	Custodial Supplies	BUILDING SERVICES		\$91,491.36
312324	MURDOCH WALRATH AND HOMES			
Capital Facilities Fund	Legal Audit and Election Contracts	FACILITIES/ GOVERNMENTAL RELATIONS		\$33,333.00
Special Reserve Fund	Legal Audit and Election Contracts	FACILITIES/ GOVERNMENTAL RELATIONS		\$33,334.00
Community Facilities District	Legal Audit and Election Contracts	FACILITIES/ GOVERNMENTAL RELATIONS		\$33,054.00
313869	AT&T DATACOMM, INC. dba AT&T DATACOMM			
Common Core State Standards	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION		\$170,375.53
313870	AT&T DATACOMM, INC. dba AT&T DATACOMM			
Common Core State Standards	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION		\$262,907.34
313871	AT&T DATACOMM, INC. dba AT&T DATACOMM			
Common Core State Standards	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION		\$114,224.96
313880	AT&T DATACOMM, INC. dba AT&T DATACOMM			
E-Rate	Building Improvements	DISTRICTWIDE		\$336,579.62
E-Rate	Replacement Other Equipment	DISTRICTWIDE		\$2,253,521.20
315451	AT&T DATACOMM, INC. dba AT&T DATACOMM			
Common Core State Standards	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION		\$59,182.95
315545	BOYS AND GIRLS CLUB OF SANTA ANA			
Before and After School Learning	Sub-Agreements for Services	EDUCATIONAL SERVICES DIVISION		\$616,799.00

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

From 28-JAN-2015 Through 10-FEB-2015

Page: 2 of 2

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
Before and After School Learning	Consultants Instructional	EDUCATIONAL SERVICES DIVISION	\$25,000.00
315743	FRANCES BYFIELD dba FCB EDUCATIONAL SERVICES		2014/12/09
Unrestricted Discretionary Accounts	Consultant Noninstructional	HUMAN RESOURCES DIVISION	\$40,000.00
315745	CASE & SONS CONSTRUCTION, INC.		
Community Facilities District	Building Improvements	DISTRICTWIDE	\$33,270.65
315761	AMPLIFY EDUCATION, INC.		
Unrestricted Discretionary Accounts	Materials & Supplies/Software	JEFFERSON ELEMENTARY SCHOOL	\$47,772.00
315837	AREY JONES EDUCATIONAL SOLUTIONS		
Common Core State Standards	Materials & Supplies/Software	EDUCATIONAL SERVICES DIVISION	\$31,900.00
315839	AREY JONES EDUCATIONAL SOLUTIONS		
IASA: Title I Basic Grants Low-Income	Non-Capitalized Equipment	SEGERSTROM HIGH SCHOOL	\$26,236.00
315852	AT&T DATACOMM, INC. dba AT&T DATACOMM		
Common Core State Standards	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION	\$76,928.61
315867	HMC ARCHITECTS		
Measure G Series E	Building Architect	SANTA ANA HIGH SCHOOL	\$40,925.80
315868	HMC ARCHITECTS		
Measure G Series E	Building Architect	SANTA ANA HIGH SCHOOL	\$133,793.13
315871	PRIEST CONSTRUCTION SERVICES, INC.		
Emergency Repair Program-Williams	Building Inspection	VALLEY HIGH SCHOOL	\$140,000.00

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Ratification of Expenditure Summary and Warrant Listing for Period of January 28, 2015 through February 10, 2015**

**ITEM:**                   **Consent**

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

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

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**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 January 28, 2015 through February 10, 2015. 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 January 28, 2015 through February 10, 2015.





# Santa Ana Unified School District

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

**Richard L. Miller, Ph.D., Superintendent**

Date: February 10, 2015  
To: Richard L. Miller, Ph.D., Superintendent  
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations/CBO  
Subject: Expenditures Summary: From 28-JAN-2015 through 10-FEB-2015

Fund 01 General Fund	\$6,033,849.33
Fund 12 Child Development	\$16,405.75
Fund 13 Cafeteria Fund	\$637,516.46
Fund 14 Deferred Maintenance Fund	\$117,275.49
Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund	\$3,136.90
Fund 25 Capital Facilities Fund	\$37,819.94
Fund 26 Measure G Bond	\$23,583.40
Fund 29 Measure G	\$51,681.38
Fund 35 County School Facilities Fund	\$752,537.27
Fund 40 Special Reserve Fund	\$674,865.32
Fund 49 Capital Project Fund for Blended Component	\$61,514.80
Fund 68 Workers' Compensation	\$142,595.13
Fund 69 Health & Welfare	\$5,259,693.89
Fund 81 Property & Liability	\$96,846.50
Total Expenditures:	\$13,909,321.56

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  
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# SAUSD Board of Education Warrant Listing

January 28, 2015

Page 1 of 10

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 01 General Fund</b>			
84202308	<b>SOUTHERN CALIFORNIA EDISON</b> Unrestricted Discretionary Accounts	DISTRICTWIDE	<b>\$42,837.88</b>
84202348	<b>XEROX CORPORATION</b> Unrestricted Discretionary Accounts	DISTRICTWIDE	<b>\$94,150.38</b>
84202350	<b>AT&amp;T DATACOMM, INC. dba AT&amp;T DATACOMM</b> E-Rate	DISTRICTWIDE	<b>\$71,673.12</b>
84202353	<b>BRETFORD MANUFACTURING, INC.</b> IASA: Title I Basic Grants Low-Income and Neglected, Part A LCFF-Supplemental/Concentration	MONTE VISTA ELEMENTARY SCHOOL ELEMENTARY DIVISION	<b>\$71,785.00</b>
84202369	<b>LEARNPAD, INC.</b> Unrestricted Discretionary Accounts	MONROE ELEMENTARY SCHOOL	<b>\$35,314.40</b>
84202406	<b>AREY JONES EDUCATIONAL SOLUTIONS</b> Fund 01 General Fund IASA: Title I Basic Grants Low-Income and Neglected, Part A  Unrestricted Discretionary Accounts	ACCOUNTING DEPARTMENT JACKSON ELEMENTARY SCHOOL LINCOLN ELEMENTARY SCHOOL MONTE VISTA ELEMENTARY SCHOOL THORPE FUNDAMENTAL ELEMENTARY SCHOOL WASHINGTON ELEMENTARY SCHOOL CHAVEZ CONTINUATION HIGH SCHOOL GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL WASHINGTON ELEMENTARY SCHOOL	<b>\$126,393.97</b>
84202414	<b>CENGAGE LEARNING dba NATIONAL GEOGRAPHIC</b> Title III Limited English Proficiency LEP Student Program	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	<b>\$167,992.00</b>
84202445	<b>ORANGE COUNTY DEPARTMENT OF EDUCATION</b> Special Education	SPECIAL EDUCATION	<b>\$225,773.82</b>

# SAUSD Board of Education Warrant Listing

January 28, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84202452	U S BANK - CAL CARD		\$136,785.36
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	
	AVID-OCDE Destination Graduation-High Schools	MIDDLE COLLEGE HIGH SCHOOL	
	Beginning Teacher-BTSA	STAFF DEVELOPMENT	
	Carl D Perkins Section 131 Career and Technical Education act of 1998	VOCATIONAL EDUCATION	
	Carol M White PEP Grant	SPECIAL PROJECTS/WELLNESS	
	Donations (Miscellaneous)	COMMUNICATIONS OFFICE	
		EARLY CHILDHOOD EDUCATION	
		LOWELL ELEMENTARY SCHOOL	
		MADISON ELEMENTARY SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		REMINGTON ELEMENTARY SCHOOL	
		SANTIAGO ELEMENTARY SCHOOL	
		SEGERSTROM HIGH SCHOOL	
		THORPE FUNDAMENTAL ELEMENTARY SCHOOL	
		VALLEY HIGH SCHOOL	
		WILSON ELEMENTARY SCHOOL	
	Donations-ASB Transportation	SADDLEBACK HIGH SCHOOL	
	Education Academy [0434] CHS	CENTURY HIGH SCHOOL	
	Fund 01 General Fund	HUMAN RESOURCES DIVISION	
	Head Start	CHILD DEVELOPMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CARR INTERMEDIATE SCHOOL	
		CARVER ELEMENTARY SCHOOL	
		DAVIS ELEMENTARY SCHOOL	
		EARLY CHILDHOOD EDUCATION	
		ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
		GARFIELD ELEMENTARY SCHOOL	

# SAUSD Board of Education Warrant Listing

January 28, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		JEFFERSON ELEMENTARY SCHOOL	
		KING ELEMENTARY SCHOOL	
		LORIN GRISET ACADEMY	
		LOWELL ELEMENTARY SCHOOL	
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MADISON ELEMENTARY SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		MIDDLE COLLEGE HIGH SCHOOL	
		MONTE VISTA ELEMENTARY SCHOOL	
		REMLINGTON ELEMENTARY SCHOOL	
		SANTIAGO ELEMENTARY SCHOOL	
		SPURGEON INTERMEDIATE SCHOOL	
		STUDENT ACHIEVEMENT	
		WILSON ELEMENTARY SCHOOL	
	LCFF-Supplemental/Concentration	ELEMENTARY DIVISION	
	Medi-Cal Billing Option	PUPIL SUPPORT SERVICES	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	QZAB Solar Energy	CENTURY HIGH SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		TAFT ELEMENTARY SCHOOL	
		VALLEY HIGH SCHOOL	
	Recognition Programs	EDUCATIONAL SERVICES DIVISION	
	S.D. Bechtel, Jr. Foundation	STAFF DEVELOPMENT	
	Special Ed: Alternative Dispute Resolution	SPECIAL EDUCATION	

# SAUSD Board of Education Warrant Listing

January 28, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
	Special Ed: Early Ed Individuals with Exceptional Needs Infant Program	MITCHELL CHILD DEVELOPMENT CENTER	
	Special Ed: Mental Health Services	GODINEZ FUNDAMENTAL HIGH SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
	Special Education	SPECIAL EDUCATION	
		SPEECH & LANGUAGE	
	Two-Way Digital ITFS Licensee Revenue	TECHNOLOGY	
	Unrestricted - CAHSEE Intensive (7055)	CHAVEZ CONTINUATION HIGH SCHOOL	
	Unrestricted - CalSafe (6091/6092)	EARLY CHILDHOOD EDUCATION	
	Unrestricted - Regional Occupational Centers/Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	
	Unrestricted Discretionary Accounts	ADAMS ELEMENTARY SCHOOL	
		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	
		EDUCATIONAL SERVICES DIVISION	
		ELEMENTARY DIVISION	
		ESQUEDA ELEMENTARY SCHOOL	
		FACILITIES/GOVERNMENTAL RELATIONS	
		FREMONT ELEMENTARY SCHOOL	
		GARFIELD ELEMENTARY SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	

# SAUSD Board of Education Warrant Listing

January 28, 2015

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Check #

Vendor

Location

Amount

HUMAN RESOURCES DIVISION  
LINCOLN ELEMENTARY SCHOOL  
LORIN GRISET ACADEMY  
LOWELL ELEMENTARY SCHOOL  
MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL  
MARTIN ELEMENTARY SCHOOL  
MCFADDEN INTERMEDIATE SCHOOL  
MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL  
MIDDLE COLLEGE HIGH SCHOOL  
PAYROLL DEPARTMENT  
PIO-PICO ELEMENTARY SCHOOL  
PUBLICATIONS  
PUPIL SUPPORT SERVICES  
PURCHASING DEPARTMENT  
RESEARCH AND EVALUATION  
ROOSEVELT ELEMENTARY SCHOOL  
SANTA ANA HIGH SCHOOL  
SCHOOL POLICE SERVICES  
SECONDARY DIVISION  
SEGERSTROM HIGH SCHOOL  
SEPULVEDA ELEMENTARY SCHOOL  
SIERRA PREPARATORY ACADEMY  
SUPERINTENDENT'S OFFICE  
TECHNOLOGY INNOVATION SERVICES  
VALLEY HIGH SCHOOL  
VILLA FUNDAMENTAL INTERMEDIATE SCHOOL  
WALKER ELEMENTARY SCHOOL

# SAUSD Board of Education Warrant Listing

January 28, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
		WAREHOUSE AND DELIVERY	
		WASHINGTON ELEMENTARY SCHOOL	
		WILLARD INTERMEDIATE SCHOOL	
		WILSON ELEMENTARY SCHOOL	
	Visual & Performing Arts Professional Learning Community Grant	VISUAL & PERFORMING ARTS	
	WASC (was Fund Resource 010031)	SANTA ANA HIGH SCHOOL	
		SEGERSTROM HIGH SCHOOL	
<b>84202307</b>	<b>ORANGE COUNTY HIGH SCHOOL OF THE ARTS</b>		<b>\$86,925.00</b>
	Special Education	SPECIAL EDUCATION	
<b>84202334</b>	<b>ORANGE COUNTY DEPARTMENT OF EDUCATION</b>		<b>\$301,643.02</b>
	Carol M White PEP Grant	SPECIAL PROJECTS/WELLNESS	
	Special Ed: Mental Health Services	PUPIL SUPPORT SERVICES	
<b>84202342</b>	<b>THINK TOGETHER</b>		<b>\$158,650.00</b>
	21st Century ASSETS (roll-up 4124)	EDUCATIONAL SERVICES DIVISION	
<b>84202333</b>	<b>OneOC</b>		<b>\$25,800.00</b>
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	DIAMOND ELEMENTARY SCHOOL	
		FREMONT ELEMENTARY SCHOOL	
		GARFIELD ELEMENTARY SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		PIO PICO ELEMENTARY SCHOOL	
		SEPULVEDA ELEMENTARY SCHOOL	
		WALKER ELEMENTARY SCHOOL	
		WASHINGTON ELEMENTARY SCHOOL	
	Unrestricted Discretionary Accounts	KENNEDY ELEMENTARY SCHOOL	
		THORPE FUNDAMENTAL ELEMENTARY SCHOOL	

# SAUSD Board of Education Warrant Listing

January 28, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>84202461</b>	<b>A &amp; R WHOLESALE DISTRIBUTORS</b>		<b>\$75,770.43</b>
	Child Nutrition: School Programs	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL NUTRITION SERVICES SEGERSTROM HIGH SCHOOL	
<b>84202463</b>	<b>A &amp; R WHOLESALE DISTRIBUTORS</b>		<b>\$38,849.48</b>
	Child Nutrition: School Programs	NUTRITION SERVICES	
<b>84202465</b>	<b>A &amp; R WHOLESALE DISTRIBUTORS</b>		<b>\$92,452.73</b>
	Child Nutrition: School Programs	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL NUTRITION SERVICES SIERRA PREPARATORY ACADEMY VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
<b>84202467</b>	<b>A &amp; R WHOLESALE DISTRIBUTORS</b>		<b>\$46,680.96</b>
	Child Nutrition: School Programs	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL NUTRITION SERVICES SANTA ANA HIGH SCHOOL SIERRA PREPARATORY ACADEMY	
<b>84202469</b>	<b>ACTION SALES</b>		<b>\$28,342.45</b>
	Child Nutrition: School Programs	NUTRITION SERVICES	
<b>84202476</b>	<b>DRIFTWOOD DAIRY</b>		<b>\$46,546.23</b>
	Child Nutrition: School Programs	CARR INTERMEDIATE SCHOOL NUTRITION SERVICES	



# SAUSD Board of Education Warrant Listing

January 28, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84202479	<b>GOLD STAR FOODS</b> Child Nutrition: School Programs	LATHROP INTERMEDIATE SCHOOL  MCFADDEN INTERMEDIATE SCHOOL  MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL NUTRITION SERVICES  VALLEY HIGH SCHOOL	<b>\$35,173.48</b>
84202490	<b>NATIONAL FOOD GROUP, INC.</b> Child Nutrition: School Programs	NUTRITION SERVICES	<b>\$30,374.35</b>
<b>Fund 35 County School Facilities Fund</b>			
84202513	<b>ELITE EARTHWORKS &amp; ENGINEERING</b> Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	<b>\$46,211.84</b>
84202516	<b>R.C. CONSTRUCTION SERVICES, INC.</b> Fund 35 OPSC School Facilities Bond Projects	FRANKLIN ELEMENTARY SCHOOL	<b>\$581,779.23</b>
84202517	<b>SECURITY BANK OF CALIFORNIA</b> Fund 35 OPSC School Facilities Bond Projects	FRANKLIN ELEMENTARY SCHOOL	<b>\$30,619.96</b>

# SAUSD Board of Education Warrant Listing

January 28, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 40 Special Reserve Fund</b>			
84202521	PCM3, INC. Emergency Repair Program-Williams Case	DIAMOND ELEMENTARY SCHOOL EDISON ELEMENTARY SCHOOL GARFIELD ELEMENTARY SCHOOL HOOVER ELEMENTARY SCHOOL JACKSON ELEMENTARY SCHOOL LATHROP INTERMEDIATE SCHOOL LINCOLN ELEMENTARY SCHOOL MARTIN ELEMENTARY SCHOOL MONTE VISTA ELEMENTARY SCHOOL REMINGTON ELEMENTARY SCHOOL ROOSEVELT ELEMENTARY SCHOOL SADDLEBACK HIGH SCHOOL SANTA ANA HIGH SCHOOL SPURGEON INTERMEDIATE SCHOOL VALLEY HIGH SCHOOL WILLARD INTERMEDIATE SCHOOL	\$644,156.67
<b>Fund 68 Workers' Compensation</b>			
84202523	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$46,713.35

# SAUSD Board of Education Warrant Listing

January 28, 2015

Page 10 of 10

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 69 Health &amp; Welfare</b>			
84202527	<b>KAISER FOUNDATION HEALTH PLAN</b>		<b>\$1,356,676.79</b>
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84202526	<b>DELTA DENTAL INSURANCE COMPANY</b>		<b>\$40,562.61</b>
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84202529	<b>VISION SERVICE PLAN</b>		<b>\$37,240.47</b>
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84202525	<b>BLUE SHIELD OF CALIFORNIA</b>		<b>\$3,407,234.69</b>
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
<b>Fund 81 Property &amp; Liability</b>			
84202530	<b>COMMLINE, INC.</b>		<b>\$29,166.48</b>
	Fund 81 Property & Liability	RISK MANAGEMENT	
<b>Grand Total:</b>			<b>\$8,160,276.15</b>

# SAUSD Board of Education Warrant Listing

February 04, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 01 General Fund</b>			
<b>84202676</b>	<b>AREY JONES EDUCATIONAL SOLUTIONS</b>		<b>\$28,712.64</b>
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	GODINEZ FUNDAMENTAL HIGH SCHOOL	
		MONROE ELEMENTARY SCHOOL	
	Medi-Cal Billing Option	PSYCHOLOGICAL SERVICES/APE	
		SPECIAL EDUCATION	
		SPEECH & LANGUAGE	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	Unrestricted Discretionary Accounts	BUDGET	
<b>84202535</b>	<b>SOUTHERN CALIFORNIA EDISON</b>		<b>\$318,535.17</b>
	Head Start	CHILD DEVELOPMENT	
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
<b>84202536</b>	<b>ATKINSON, ANDELSON, LOYA, RUUD &amp; ROMO</b>		<b>\$94,659.51</b>
	Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	
		HUMAN RESOURCES DIVISION	
<b>84202537</b>	<b>BOYS AND GIRLS CLUB OF SANTA ANA</b>		<b>\$72,945.32</b>
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	EDUCATIONAL SERVICES DIVISION	
<b>84202539</b>	<b>CAL PERS SAFETY</b>		<b>\$65,078.85</b>
	Fund 01 General Fund	DISTRICT EMPLOYEE BENEFITS	
<b>84202546</b>	<b>FRANCES BYFIELD dba FCB EDUCATIONAL SERVICES</b>		<b>\$40,000.00</b>
	Unrestricted Discretionary Accounts	HUMAN RESOURCES DIVISION	

# SAUSD Board of Education Warrant Listing

February 04, 2015

Page 2 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84202562	<b>REVOLVING CASH FUND</b>		<b>\$103,390.12</b>
	Donations (Miscellaneous)	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	
		SPECIAL EDUCATION	
		SUPERINTENDENT'S OFFICE	
	Fund 01 General Fund	Cash Account	
	Fundraiser (Non ASB-PTA Deposits)	REMINGTON ELEMENTARY SCHOOL	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ROOSEVELT ELEMENTARY SCHOOL	
	Special Ed: Mental Health Services	SPECIAL EDUCATION	
	Special Education	SPECIAL EDUCATION	
	Title II-Part A Improving Teacher Quality	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
	Unrestricted - Regional Occupational Centers/Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	
	Unrestricted Discretionary Accounts	ACCOUNTING DEPARTMENT	
		BOARD OF EDUCATION	
		BUSINESS SERVICES DIVISION	
		CARR INTERMEDIATE SCHOOL	
		CENTURY HIGH SCHOOL	
		DISTRICT-WIDE	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		HOOVER ELEMENTARY SCHOOL	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SCHOOL POLICE SERVICES	
		SEGERSTROM HIGH SCHOOL	
		SUPERINTENDENT'S OFFICE	
		VALLEY HIGH SCHOOL	
		WASHINGTON ELEMENTARY SCHOOL	
	WASC (was Fund Res 010031)	MIDDLE COLLEGE HIGH SCHOOL	

# SAUSD Board of Education Warrant Listing

February 04, 2015

Page 3 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84202567	<b>UC REGENTS</b> IASA: Title I Basic Grants Low-Income and Neglected, Part A	STUDENT ACHIEVEMENT	\$28,875.00
84202577	<b>AT&amp;T DATACOMM, INC. dba AT&amp;T DATACOMM</b> Common Core State Standards (CCSS) E-Rate Fund 01 General Fund	EDUCATIONAL SERVICES DIVISION DISTRICTWIDE ACCOUNTING DEPARTMENT	\$343,994.30
84202601	<b>NHR NEWCO HOLDINGS, LLC. dba CURVATURE, LLC</b> Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	\$31,386.02
84202533	<b>CITY OF SANTA ANA</b> Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$34,291.19
84202642	<b>COUNTY OF ORANGE TREASURER-TAX COLLECTOR</b> Unrestricted Discretionary Accounts	DISTRICTWIDE SCHOOL POLICE SERVICES	\$59,571.77
84202720	<b>WARE DISPOSAL, INC.</b> Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$54,104.30
84202721	<b>WESTERN POWER SYSTEMS</b> Ongoing & Major Maintenance Account	BUILDING SERVICES	\$59,886.00
84202625	<b>AREY JONES EDUCATIONAL SOLUTIONS</b> Common Core State Standards (CCSS) Fund 01 General Fund	EDUCATIONAL SERVICES DIVISION ACCOUNTING DEPARTMENT	\$2,317,919.56
<b>Fund 13 Cafeteria Fund</b>			
84202736	<b>A &amp; R WHOLESALE DISTRIBUTORS</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$50,308.99
84202742	<b>DRIFTWOOD DAIRY</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$36,926.06
84202748	<b>NATIONAL FOOD GROUP, INC.</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$30,170.80

# SAUSD Board of Education Warrant Listing

February 04, 2015

Page 4 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 29 Measure G</b>			
84202773	BALFOUR BEATTY CONSTRUCTION Fund 29 Measure G Series E	WILSON ELEMENTARY SCHOOL	\$44,367.00
<b>Fund 35 County School Facilities Fund</b>			
84202775	BALFOUR BEATTY CONSTRUCTION Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$43,529.88
<b>Fund 49 Capital Project Fund for Blended Component Units (CFD)</b>			
84202786	CASE & SONS CONSTRUCTION, INC Community Facilities District (2005 Central Park Project)	DISTRICTWIDE	\$59,514.80
<b>Fund 68 Workers' Compensation</b>			
84202791	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$76,148.49
<b>Fund 69 Health &amp; Welfare</b>			
84202793	ALAMEDA COUNTY SCHOOLS INSURANCE GROUP (ACSIG) Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	\$390,666.35
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
<b>Fund 81 Property &amp; Liability</b>			
84202796	CORVEL CORPORATION Fund 81 Property & Liability	RISK MANAGEMENT	\$67,061.69
<b>Grand Total:</b>			<b>\$4,452,043.81</b>

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** Approval of Disposal of Used Vehicles

**ITEM:** Consent

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

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

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of disposal of used vehicles. The District has surplus vehicles that have been deemed unserviceable due to overall mechanical condition, excessive mileage or age.

**RATIONALE:**

All vehicles have been inspected and discovered to be non-operative beyond use of repair. The vehicles are being disposed through public auction. Monies from the sale and disposal of District vehicles will be deposited to the General Fund. Authorization by the Board is required for disposal.

Three vehicles have been identified as surplus vehicles as follows:

Vehicle No.	Year	Make	VIN No./Serial No.	Miles	License No.	District ID	Location
258	1989	Chevy Van	1GCCM15ZXLB136059	N/A	263153	29684	District
436	1989	Trailer	EX9JTSUT3HJEX9076	N/A	326716	26983	District
437	1989	Trailer	EX9JTSUT3HJEX9075	N/A	326719	2681	District

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the disposal of used vehicles, pursuant to Board Policy 3270.



**AGENDA ITEM BACK-UP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Authorization to Utilize California Multiple Award Schedule Contract with NexusIS, Inc., for Purchase of Networking Equipment Supplies Districtwide**

**ITEM:**                   **Consent**

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

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

**BACKGROUND INFORMATION:**

On June 3, 2013, the State of California entered into a contract which granted local government agencies the ability to purchase network equipment and supplies by utilizing the NexusIS, Inc. California Multiple Award Schedule (CMAS) Contract No. 3-09-70-0163AE. The terms of the contract provided that it would continue in effect until termination or not to exceed a period of four years. The CMAS contract No. 3-09-70-0163AE is currently in effect until September 30, 2017. This contract will be used for the purchase of wired and wireless network switches and access points as well as materials needed for installation of these items to support Districtwide wired and wireless network upgrades for SBAC testing needs and Intermediate 1-to-1 student technology initiatives. Previously budget funds will be used in the completion of these projects.

**RATIONALE:**

The purpose of this agenda item is to seek Board authorization to utilize the CMAS Contract with NexusIS, Inc., for Purchase of Networking Equipment Supplies Districtwide.

The District can, without going to bid, utilize such contracts pursuant to California Public Contract Code Sections 20118 and 10298. The contract prices offered by NexusIS, Inc., have been assessed to be fair, reasonable and competitive. Staff has determined that it is in the best interest of the District to utilize the contract awarded to NexusIS, Inc., as allowed under CMAS Contract No. 3-09-70-0163AE

**FUNDING:**

General Fund/Common Core Block Grant

**RECOMMENDATION:**

Authorize staff to utilize the California Multiple Award Schedule Contract No. 3-09-70-0163AE with NexusIS, Inc., for the purchase of network equipment and supplies.

SP:mm

**AGENDA ITEM BACK-UP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Authorization to Utilize California Multiple Award Schedule Contract with Xerox, Inc., for the Lease of High Speed Duplication Equipment for Publications**

**ITEM:**                   **Consent**

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

**PREPARED BY:**   **Jonathan Geiszler, Director, Purchasing and Stores**  
**John Schreck, Manager of Logistics**

**BACKGROUND INFORMATION:**

On November 20, 2012, the State of California entered into a contract which granted local government agencies the ability to purchase network equipment and supplies by utilizing the Xerox, Inc., California Multiple Award Schedule (CMAS) Contract No. 3-01-36-0030A. The terms of the contract provided that it would continue in effect until termination or not to exceed a period of four years. The CMAS Contract No. 3-01-36-0030A is currently in effect until December 31, 2016. This contract will be used for the lease of new high speed copiers for the Publications Department. As the demand for this type of printing has increased in the District over the last few years with Common Core Materials, the older machines currently installed in Publications have not been able to keep up with the workload. The new machines will effectively double production output with no additional work hours needed. The net effect will be faster turnaround times on orders, less work being run at sites, and overall lower operating cost to the District.

**RATIONALE:**

The purpose of this agenda item is to seek Board authorization to utilize CMAS Contract with Xerox, Inc., for the lease of high speed duplication equipment for the Publications Department.

The District can, without going to bid, utilize such contracts pursuant to California Public Contract Code Sections 20118 and 10298. The contract prices offered by Xerox, Inc., have been assessed to be fair, reasonable and competitive. Staff has determined that it is in the best interest of the District to utilize the contract awarded to Xerox, Inc., as allowed under CMAS Contract No. 3-01-36-0030A.

**FUNDING:**

General Fund

**RECOMMENDATION:**

Authorize staff to utilize the California Multiple Award Schedule Contract No. 3-01-36-0030A with Xerox, Inc., for the lease of high speed duplication equipment for Publications.

SP:mm

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** Adoption of Resolution 14/15-3046 - Proclaiming March 2 – 6, 2015 as National School Breakfast Week

**ITEM:** Consent

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board adoption of Resolution No. 14/15-3046 to declare March 2-6, 2015, as National School Breakfast Week.

**RATIONALE:**

The School Nutrition Association and school districts across the nation join in celebrating National School Breakfast Week each March. This annual event promotes the importance of eating breakfast daily to nourish students for improved academic performance, and recognizes the dedicated food service professionals who save parents time and money by serving breakfast to their children every morning.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Adopt Resolution No. 14/15-3046 proclaiming March 2-6, 2015, National School Breakfast Week.

1 RESOLUTION NO. 14/15-3046  
2 BOARD OF EDUCATION  
3 SANTA ANA UNIFIED SCHOOL DISTRICT  
4 ORANGE COUNTY, CALIFORNIA  
5

6 **Proclamation Declaring National School Breakfast Week - March 2-6, 2015**  
7

8 WHEREAS, the School Breakfast Program has served our nation  
9 admirably since it was permanently established in 1989; and  
10

11 WHEREAS the School Breakfast Program is dedicated to the health and  
12 well-being of our nation's children; and  
13

14 WHEREAS the School Breakfast Program joins and has been joined  
15 through the years by many other excellent child nutrition programs; and  
16

17 WHEREAS there is evidence of continued need for nutrition education  
18 and awareness of the value of school nutrition programs; and  
19

20 WHEREAS Nutrition Services is dedicated to supporting education by  
21 serving healthy meals to the students of Santa Ana; and  
22

23 NOW THEREFORE, BE IT RESOLVED: That the Santa Ana Unified School  
24 District's Board of Education declares March 2-6, 2015, as "NATIONAL SCHOOL  
25 BREAKFAST WEEK" and devote this week to the recognition of the dedicated and  
26 hardworking people who make the School Breakfast Program a reality in their  
27 community schools, and I encourage all residents of the City of Santa Ana to  
28 become aware of the solid foundation for learning provided by a nutritious  
29 School Breakfast.  
30

31 Upon motion of Member \_\_\_\_\_ and duly seconded,  
32 the foregoing Resolution was adopted by the following vote:  
33

34 AYES:

35 NOES:

36 ABSENT:  
37  
38

1 STATE OF CALIFORNIA )  
2 ) SS:  
3 COUNTY OF ORANGE )  
4

5 I, John Palacio, President of the Board of Education of the Santa Ana  
6 Unified School District of Orange County, California, hereby certify that the  
7 above and foregoing Resolution was duly adopted by the said Board at a  
8 regular meeting thereof held on the 24th day of February, 2015, and passed by  
9 a vote of \_\_\_\_\_ of said Board.

10  
11 IN WITNESS WHEREOF, I have hereunto set my hand this \_\_\_\_\_ day of  
12 \_\_\_\_\_, 2015.

13  
14  
15 \_\_\_\_\_  
16 John Palacio,  
17 President of the Board of Education  
18 Santa Ana Unified School District

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21 \_\_\_\_\_  
22 Cecilia Iglesias,  
23 Vice President of the Board of Education  
24 Santa Ana Unified School District

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**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**           **Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves**

**ITEM:**           **Consent**

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

**RATIONALE:**

Board approval of the Personnel Calendar is required for all Certificated and Classified personnel reports, non-confidential leaves of absences, and effective dates of resignations and retirements.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

  
MAM:nr



**Personnel Calendar  
Board Meeting - February 24, 2015**

**CERTIFICATED PERSONNEL CALENDAR**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>COMMENTS</b>
<b>RETIREMENTS</b>					
Barden, Judith	Coordinator BTSA Induction Program	K-12 Curriculum Instruction/Staff Development	June 30, 2015		Retirement - 20 years
Bluel, Karen	Teacher	Valley	June 19, 2015		Retirement - 29 years
Bruns, Rodney	Teacher	Carr	June 19, 2015		Retirement - 41 years
Dreng, Karen	Teacher	Willard	June 19, 2015		Retirement - 28 years
Eberhardt, Jolaine	Nurse	Pupil Support Services	June 19, 2015		Retirement - 14 years
Fortunato, Deborah	Teacher	Muir	June 19, 2015		Retirement - 36 years
Hamacek, Jerry	Program Specialist	Special Education	June 30, 2015		Retirement - 32 years
Kusiak, Vivian	Teacher	Monte Vista	June 19, 2015		Retirement - 38 years
Lopez-O'Rourke, Rosa	Psychologist	Psychological Services	June 30, 2015		Retirement - 38 years
Natale, Adrienne	Teacher	McFadden	June 19, 2015		Retirement - 27 years
Reed, Diane	Counselor	Godinez	June 19, 2015		Retirement - 36 years
Riley, Claudia	Teacher	Diamond	June 19, 2015		Retirement - 28 years

**Personnel Calendar  
Board Meeting - February 24, 2015**

**CERTIFICATED PERSONNEL CALENDAR**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>COMMENTS</b>
<b>RETIREMENTS (Continued)</b>					
Shera-Lander, Joan	Psychologist	Psychological Services	June 19, 2015		Retirement - 27 years
Swift, Meredith	Teacher	Greenville	June 19, 2015		Retirement - 30 years
Tkach, Diane	Teacher	Greenville	June 19, 2015		Retirement - 18 years
<b>RESIGNATIONS</b>					
Bickham, Karen	Teacher	Sierra	June 19, 2015		Personal - 1 year
Calore, Sarah	Teacher	Washington	June 19, 2015		Family responsibilities - 1 year
Craycroft, Cheryl	Teacher	Santiago	June 19, 2015		Returning to school, family responsibilities - 1 year
Diaz Millan, Ana	Teacher	Lincoln	June 19, 2015		Other - 2 years
Gardea, Jesenia	Teacher	Heninger	June 19, 2015		Personal - 2 years
Koopman, Lynsey	Teacher	Edison	June 19, 2015		Personal - 3 years
Oliver, Lisa	Teacher	Segerstrom	June 19, 2015		Family responsibilities - 2 years
Ruvalcaba, Jorge	Teacher	Spurgon	June 19, 2015		Personal - 2 years
Ventuleth, Whitney	Teacher	Sierra	June 19, 2015		Personal - 2 years

**Mark A. McKinney, Associate Superintendent, Human Resources**

**Personnel Calendar**  
**Board Meeting - February 24, 2015**  
**CERTIFICATED PERSONNEL CALENDAR**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>COMMENTS</b>
<b>RESIGNATIONS (Continued)</b>					
Yu, Jane	Teacher	Mitchell	February 9, 2015		Returning to school, personal - 4 years
<b>NEW HIRES/RE-HIRES</b>					
Tripp, Daryl	Teacher	McFadden	February 12, 2015		New Hire - Temporary 44920
<b>LEAVE (21 duty days or more) - Without Pay and Without Benefits</b>					
Ibanez, Amanda	Teacher	Godinez	February 6, 2015	June 19, 2015	Child Care
Parrish, Brenda	Teacher	Alternative Education	August 27, 2015	June 17, 2016	Child Care
<b>39-MONTH REEMPLOYMENT</b>					
Goldberg-Patton, Andrea	Teacher	Thorpe	February 11, 2015	May 11, 2018	
Post, Robin	Teacher	Madison	February 5, 2015	May 5, 2018	
<b>EXTRA DUTY 2014-15</b>					
Bluel, Karen	Teacher	Valley	February 2, 2015	June 19, 2015	Extra Period
Crewe, Dominic	Teacher	Valley	February 2, 2015	June 19, 2015	Extra Period
Shimasaki, Darren	Teacher	Valley	February 2, 2015	June 19, 2015	Extra Period

**Personnel Calendar  
Board Meeting - February 24, 2015**

**CERTIFICATED PERSONNEL CALENDAR**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>EXTRA DUTY 2014-15 (Continued)</b>					
Su, Jennifer	Teacher	Valley	February 2, 2015	June 19, 2015	Extra Period
<b>EXTRA DUTY 2014-15 (CORRECTION)</b>					
McCabe, Rosemarie	Teacher	Sierra	September 2, 2014	June 19, 2015	Extra Period
<b>FALL SPORTS 2014-15</b>					
Lammers, Frederick	Head Coach	Valley	2014-15		Water Polo (Boys)
<b>WINTER SPORTS 2014-15</b>					
Pesak, Rod	Assistant Coach	Saddleback	2014-15		Wrestling (Boys)

**AGENDA ITEM REQUESTS  
CERTIFICATED  
2014-15**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
Advanced Placement (AP) Tutoring (Correction previously approved July 22, 2014)	Santa Ana	Title I	From \$13,600 to \$23,600	September 2, 2014
After School Intervention	Spurgeon	Core-Title I	\$40,500	February 25, 2015
After School Tutoring	Harvey	Title I	\$16,320	February 25, 2015
After School Tutoring - Certificated	Diamond	Title I	\$5,000	February 25, 2015
After School Vietnamese Heritage Language Program	English Learner Programs and Student Achievement	Title I	\$8,100	February 25, 2015
Chapman University: Supervisor Instructor/Clinical Instructor (Ratification)	Special Education	Special Education	\$313	September 1, 2014
District Writing Assessment Scorers Grades 6-12 Retired Teachers	English Learner Programs and Student Achievement	Title I	\$3,600	February 25, 2015
Early Childhood Education	Early Childhood Education	State	\$5,000	February 25, 2015
Early Childhood Education Program Intervention Planning	Early Childhood Education	Proposition 10 Core-Title I	\$31,345 \$5,300	February 26, 2015 February 25, 2015
RTC Kindergarten Spring Spanish Testing - Short Term Certificated Substitutes	Testing Center, English Learner Programs	LCAP	\$16,000	March 1, 2015
Saturday Science, Social Studies and Art Academy Program Planning (Ratification)	Mendez Learning Innovation with Technology	Title I	\$5,000	January 28, 2015
Technology Planning	Two-Way Digital		\$7,000	February 25, 2015

**Board Meeting  
February 24, 2015**

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>RETIREMENTS</b>						
Alvarado, Tulia	Sr. Fd. Svc. Wkr. Transportation Scheduler	Sierra Transportation Dept.	December 1, 2014			15 years 26 years, 10 months
Garrow, Debra			April 24, 2015			35 years, 10 months
Jimenez, Patricia	Sch. Off. Mgr. Elem.	Hoover	June 30, 2015			18 years, 7 months
Noda, Pilar	Secretary	PSS	June 30, 2015			24 years, 7 months
Pimentel, Patricia	Activity Supervisor	Heroes	October 7, 2015			
<b>RESIGNATIONS</b>						
						2 years, 4 months/To Sub.
Muñoz, Liliana	SSP Sp. Ed.	Jefferson	January 30, 2015			Teach for SAUSD
Quiroz, Dianne	Instr. Asst. Sev. Dis.	Muir	February 4, 2015			Personal - 1 year, 4 months
Rabadan, Joksan	After School IP	Jefferson	January 30, 2015			Personal - 1 month
Simon, Anabel	After School IP	Harvey	February 6, 2015			Personal - 1 month

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>ABSENCES (3 to 20 duty days) - Without Pay</b>						
Galvan, Andrea	Speech Language Pathology Assistant	Remington	February 19, 2015	May 14, 2015		Personal
Montoya, Corina	Teacher Aide	ECE	February 24, 2015	March 23, 2015		Personal
<b>LEAVE (21 duty days or more) - Without Pay</b>						
Serrano, Maria	Head Start Teacher	Child Dev.	January 28, 2015	May 8, 2015		Correction of Date
<b>PROBATIONARY APPOINTMENTS</b>						
Acevedo, Stephanie	After School IP	Various School Sites	February 3, 2015		16/1	
Acevedo-Perez, Julio	Site Coordinator	Davis	February 9, 2015		\$25	
Aviles, Frankie	Custodian	Bldg. Svcs.	January 28, 2015		23/1 + Diff.	
Bahena, Miguel	After School IP	Santiago	January 8, 2015		16/1	
Colli, Victor	SSP Sp. Ed.	Godinez	February 3, 2015		19/1	
Curiel, Alexander	After School IP	Various School Sites	February 9, 2015		16/1	
Diaz, Elizabeth	After School IP	Various School Sites	February 4, 2015		16/1	
Diaz Ponce, Bianca	After School IP	Various School Sites	February 2, 2015		16/1	
Guadarrama Valencia, Guadalupe	Custodian	Bldg. Svcs.	January 28, 2015		23/1	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>PROBATIONARY APPOINTMENTS (Continuation)</b>						
Guerrero, Elideth	Teacher Aide	Child Dev.	February 11, 2015		10/1	
Henderson, Cheryl	Occupational Therapist	Speech Dept.	February 20, 2015		56/1	
Hernandez, Lilian	Preschool Teacher	ECE	February 9, 2015		IIC/1	
Navarro, Breann	After School IP	Various School Sites	February 9, 2015		16/1	
Orizabal, Elizabeth	Preschool Teacher	ECE	February 17, 2015		IIIC/1	
Osornio Vazquez, Raymundo	Custodian	Bldg. Svcs.	January 28, 2015		23/1	
Rivera, Jessica	After School IP	Various School Sites	January 3, 2015		16/1	
Rodriguez-Sandoval, Guadalupe	Preschool Teacher	ECE	February 9, 2015		IIIB/1	
Singsay, Jennie	After School IP	Various School Sites	February 2, 2015		16/1	
Serna Laris, Nancy	After School IP	Various School Sites	February 9, 2015		16/1	
<b>PROMOTIONAL APPOINTMENT</b>						
Schneider, Kathleen	Department Specialist	PSS	February 25, 2015		28/1	



**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>RECLASSIFICATION</b>						
Chavez, Robert	Asst. Dir., Tech. Innovation Services - Network Support	Technology - Innovation Services	February 11, 2015		Level 38/3	From Manager of Network Computer Services to Assistant Director, Technology Innovation Services - Network Support
<b>REASSIGNMENTS (Change of work site)</b>						
Chavez Montero, Jesus	After School IP	King	January 28, 2015			From McFadden to King
Perez, Donna	Instr. Asst Sev. Dis.	McFadden	December 15, 2014			From Willard to McFadden
<b>TEMPORARY ASSIGNMENTS - Out of Class Compensation</b>						
Alvarado, Angelica	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	February 2, 2015	March 31, 2015	13/6	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>TEMPORARY ASSIGNMENTS - Out of Class Compensation (Continuation)</b>						
Bolaños Nieto, Alberto	Construction Admin. Tech.	Facilities Dept.	February 1, 2015	February 27, 2015	40/3	
Cervantes, Rosalba	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	January 5, 2015	January 7, 2015	13/6	
Cordon, Avely	Registrar Inter.	Spurgeon Nutrition	January 28, 2015	February 20, 2015	24/6	
Gonzalez, Maria	Sr. Fd. Svc. Wkr.	Svcs. Nutrition	February 2, 2015	March 31, 2015	13/6	
Guevara, Luz	Sr. Fd. Svc. Wkr.	Svcs. Nutrition	February 1, 2015	March 31, 2015	13/6	
Hernandez, Kathleen	Facilities Planning Tech.	Facilities Dept.	February 1, 2015	February 27, 2015	30/3	
Maciel, Elizabeth	Sch. Off. Asst. Sec.	Century	February 2, 2015	February 27, 2015	24/5	
Sanchez, Brenda	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	January 2, 2015	March 31, 2015	15/5	
Sanchez, Maria	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	January 26, 2015	February 27, 2015	15/6	
<b>ACTIVITY SUPERVISORS</b>						
Abang, Jasper	Activity Supervisor	Segerstrom	February 9, 2015		10/1	
Bishop, Courtland	Activity Supervisor	Esqueda	February 12, 2015		10/1	
Caceres, Maritza	Activity Supervisor	Jefferson	February 9, 2015		10/1	
Casillas, Blanca	Activity Supervisor	Santiago	February 9, 2015		10/1	
Jimenez, Stephanie	Activity Supervisor	Muir	February 9, 2015		10/1	
Lopez, Rocio	Activity Supervisor	Villa	February 9, 2015		10/1	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>ACTIVITY SUPERVISORS (Continuation)</b>						
Luna, Reyna	Activity Supervisor	Carver	February 9, 2015		10/1	
Munoz, Maria	Activity Supervisor	Heroes	February 25, 2015		10/1	
Navarro Pinonez, Gonzalo	Activity Supervisor	Washington	February 9, 2015		10/1	
<b>SUBSTITUTES</b>						
<b>Alarm</b>						
Grimshaw, Danielle	Monitor/Dispatcher		February 6, 2015		22/1	
Lenhoff, Deborah	Payroll Specialist		February 9, 2015		37/6	
Lopez, Priscilla	Clerical		February 9, 2015		20/1	
Nguyen-Tran, Hollie	Clerical		February 9, 2015		20/1	
Razon, Anthony	SLPA		February 2, 2015		19/1	
Rodriguez, Janet	Clerical		January 20, 2015		20/1	
Rodriguez, Jose	Maintenance Worker		January 20, 2015		23/1	
Saucedo, Enrique	Custodian		January 20, 2015		23/1	
Stamegna, Nicole	Clerical		February 9, 2015		20/1	
<b>SHORT TERM ASSIGNMENT</b>						
Marquez, Omar	Student Records Technician	PSS	February 25, 2015	June 30, 2015	31/6	Not to exceed 40 hours

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>ATHLETIC SPECIALIST</b>						
Aguilar, Maurice	Asst. Basketball Coach (Boys)	Santa Ana	November 24, 2014		\$18.98	
Amezcuca, Carlos	Asst. Soccer Coach (Boys)	Saddleback	November 24, 2014		\$20.38	
Andrade, Aida	Asst. Basketball Coach (Girls)	Valley	November 24, 2014		\$18.98	
Apodaca, Donald	Asst. Wrestling Coach (Boys)	Segerstrom	November 24, 2014		\$18.98	
Barnes, Calvin Jr.	Asst. Basketball Coach (Girls)	Santa Ana	November 24, 2014		\$18.98	
Benitez, Ulises	Asst. Basketball Coach (Boys)	Valley	November 24, 2014		\$18.98	
Bitun, Rialou	Asst. Wrestling Coach (Girls)	Santa Ana	November 24, 2014		\$20.38	
Calderon, Gabriel	Asst. Basketball Coach (Boys)	Saddleback	November 24, 2014		\$18.98	
Carrillo, Ricardo	Asst. Soccer Coach	Valley	November 24, 2014		\$18.98	
Casarez, Ariel	Asst. Wrestling Coach	Valley	November 24, 2014		\$18.98	
Chavez, Israel	Asst. Wrestling Coach	Segerstrom	November 24, 2014		\$18.98	
Cisneros, Edgar	Asst. Wrestling Coach (Boys)	Santa Ana	November 24, 2014		\$18.98	
Cornejo, Edwin	Asst. Soccer Coach (Girls)	Segerstrom	November 24, 2014		\$20.38	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>ATHLETIC SPECIALIST (Continuation)</b>						
Cruz, Joel	Head Coach Soccer (Girls)	Santa Ana	November 24, 2014		\$25.47	
Cruz, Maer	Asst. Waterpolo Coach (Girls)	Santa Ana	November 24, 2014		\$18.98	
Deaquino, Roberto	Asst. Soccer Coach (Boys)	Valley	November 24, 2014		\$18.98	
Flores, Ricardo	Asst. Soccer Coach (Boys)	Valley	November 24, 2014		\$18.98	
Fonseca, Reyna	Asst. Soccer Coach (Girls)	Santa Ana	November 24, 2014		\$18.98	
Fonseca, Yesenia	Asst. Soccer Coach (Girls)	Santa Ana	November 24, 2014		\$18.98	
Fulford, Tracy	Asst. Basketball Coach (Boys)	Segerstrom	November 24, 2014		\$20.38	
Fulford, Tracy	Asst. Basketball Coach (Girls)	Segerstrom	November 24, 2014		\$20.38	
Gallegos, Cesar	Asst. Wrestling Coach (Boys)	Valley	November 24, 2014		\$18.98	
Garcia, Art	Head Coach Wrestling (Boys)	Saddleback	November 24, 2014		\$23.73	
Gardener, Prentice	Asst. Basketball Coach (Girls)	Santa Ana	November 12, 2014		\$18.98	
Gibson, Derrion	Asst. Basketball Coach (Boys)	Saddleback	November 24, 2014		\$18.98	
Godinez, Rodolfo Jr.	Asst. Soccer Coach	Saddleback	November 24, 2014		\$18.98	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>ATHLETIC SPECIALIST (Continuation)</b>						
Gonzalez, Francisco	Asst. Waterpolo Coach (Girls)	Saddleback	November 24, 2014		\$18.98	
Gonzalez Sanchez, Roberto	Asst. Soccer Coach (Boys)	Santa Ana	November 24, 2014		\$18.98	
Gutierrez, Danny	Asst. Cross Country	Santa Ana	August 25, 2014		\$18.98	
Hall, Troy	Asst. Basketball Coach (Boys)	Santa Ana	November 24, 2014		\$18.98	
Heiland, Danielle	Head Coach Waterpolo (Boys)	Santa Ana	November 24, 2014		\$23.73	
Hernandez, Luis	Asst. Wrestling Coach (Girls)	Santa Ana	November 24, 2014		\$18.98	
Herrera, Manny	Asst. Basketball Coach	Saddleback	November 24, 2014		\$18.98	
Huynh, Tommy	Asst. Soccer Coach	Valley	November 24, 2014		\$18.98	
Izquierdo, Cynthia	Asst. Soccer Coach (Boys)	Segerstrom	November 24, 2014		\$18.98	
Jacobo, Sonia	Asst. Soccer Coach	Saddleback	November 24, 2014		\$18.98	
Justo, Rodolfo	Asst. Wrestling Coach	Godinez	November 24, 2014		\$18.98	
Justo, Sesar	Asst. Wrestling Coach	Godinez	November 24, 2014		\$18.98	
Lara, Daniel	Asst. Basketball Coach	Saddleback	November 24, 2014		\$18.98	
Levin, Daniel	Asst. Soccer Coach (Boys)	Segerstrom	November 24, 2014		\$18.98	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>ATHLETIC SPECIALIST (Continuation)</b>						
Lopez, David	Head Coach Soccer (Girls)	Saddleback	November 24, 2014		\$25.47	
Lopez, Martel	Asst. Basketball Coach	Santa Ana	November 18, 2014		\$18.98	
Luviano, Genesis	Asst. Waterpolo Coach (Boys)	Valley	October 13, 2014		\$18.98	
Luviano, Genesis	Asst. Waterpolo Coach (Girls)	Valley	November 24, 2014		\$18.98	
Maldonado, Christopher	Asst. Basketball Coach (Boys)	Valley	November 24, 2014		\$18.98	
Martin, Roberto	Asst. Basketball Coach	Valley	November 24, 2014		\$18.98	
Martinez, Freddy	Head Coach Basketball (Girls)	Saddleback	November 24, 2014		\$23.73	
Martinez, Yobany	Head Coach Soccer	Valley	November 24, 2014		\$25.47	
Morley, Christopher	Asst. Basketball Coach (Boys)	Saddleback	October 10, 2014		\$18.98	
Nava, Imelda	Head Coach Soccer (Girls)	Seegerstrom	November 24, 2014		\$23.73	
Navarro, Charles	Asst. Basketball Coach (Boys)	Saddleback	November 24, 2014		\$18.98	
Nunez, Alvaro	Asst. Basketball Coach (Girls)	Valley	November 24, 2014		\$20.38	
Perkins, Andrew	Asst. Football Coach	Valley	September 24, 2014		\$23.73	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - February 24, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>SALARY</b>	<b>COMMENTS</b>
<b>ATHLETIC SPECIALIST (Continuation)</b>						
Pineda, Jesus	Asst. Soccer Coach (Boys)	Valley	November 24, 2014		\$18.98	
Ramires, Enrique	Asst. Soccer Coach	Segerstrom	November 24, 2014		\$18.98	
Rea, Francisco	Asst. Soccer Coach (Boys)	Santa Ana	November 24, 2014		\$18.98	
Robles, Gillian	Asst. Waterpolo Coach	Segerstrom	December 8, 2014		\$18.98	
Rodriguez Escobedo, Ana	Asst. Basketball Coach (Girls)	Valley	November 24, 2014		\$18.98	
Silva, Miguel	Asst. Soccer Coach	Santa Ana	November 24, 2014		\$18.98	
Silvas, Alfonso	Asst. Soccer Coach (Boys)	Segerstrom	November 24, 2014		\$18.98	
Simonds, Joel	Head Coach Basketball (Boys)	Saddleback	November 24, 2014		\$23.73	
Tenorio, Rafael	Asst. Wrestling Coach	Santa Ana	November 18, 2014		\$18.98	
Truong, Hai	Asst. Basketball Coach (Girls)	Saddleback	November 24, 2014		\$18.98	
Zuniga, Eric	Asst. Soccer Coach (Boys)	Saddleback	November 24, 2014		\$18.98	
Zuniga-Magno, Oscar	Asst. Soccer Coach	Saddleback	November 24, 2014		\$20.38	



**AGENDA ITEMS REQUESTS  
CLASSIFIED  
2014-15 School Year**

<b>TITLE OF ACTIVITY</b>	<b>SITE</b>	<b>FUNDING</b>	<b>NOT TO EXCEED</b>	<b>EFFECTIVE</b>
Child Care/Parent Tech Academy	Learning Innovation with Technology	Two-Way Digital	\$530	February 25, 2015
Classified Extra Duty - Parent Education	Diamond	Title I	\$800	February 25, 2015
Clerical Support	Heninger	General Funds	\$3,000	February 25, 2015
Cultural Enrichment Field Trip	Segerstrom	Title I	\$3,900	February 25, 2015
Extra Duty - Best Practices for Behavior Trainings (Ratification)	Support Services	Special Education	\$200	March 26, 2014
Extra Duty - Classified	MAA/Pupil Support			
Parent Literacy Conference	Services	MAA/Medi-Cal	\$1,000	February 25, 2015
Parent Meetings for Gifted Students - Childcare	King	Title I	\$800	February 25, 2015
	GATE	Title I	\$1,000	February 25, 2015
Parent Meetings for Gifted Students - Translation	Educational Services -			
	GATE	GATE Unrestricted	\$1,000	February 25, 2015
RTC Kinder Spring Spanish Testing - Short Term Classified Subs	Registration and Testing Center, EL Programs Department	LCAP	\$5,900	March 1, 2015
Student Supervision In Computer Labs	Washington	Title I	\$4,000	February 25, 2015

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Revised Job Description: Assistant Director of Information Technology**

**ITEM:**                   **Consent**

**SUBMITTED BY:** **Mark McKinney, Associate Superintendent, Human Resources**

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the revised job description: Assistant Director of Information Technology to Assistant Director, Innovation Services-Information Technology Support. This position will report to the Director of Technology Innovation Services. The Assistant Director, Innovation Services-Information Technology Support will provide leadership in the planning, development, implementation, and administration of information technology and services to support instructional, student services, administrative, and operational programs and services district wide, including administrative and educational computing systems, technical support services, computer software and hardware acquisition, computer system design and installation.

**RATIONALE:**

The Assistant Director, Innovation Services-Information Technology Support will enhance District efforts to expand the information and communication technologies across all departments and school sites, with an emphasis on systems design and programming.

This position is part of the reorganization structure of Educational Services.

The revised job description is attached.

Funding for this position is within the current district budget as part of a realignment of current positions within the Educational Services.

**FUNDING:**

General Fund: Classified Management Month Salary – Level 42 – Range: \$8,974 - \$10,186

**RECOMMENDATION:**

Approve the revised job description of Assistant Director of Information Technology to Assistant Director, Innovation Services-Information Technology Support.

  
MAM:nr



## SANTA ANA UNIFIED SCHOOL DISTRICT

### ASSISTANT DIRECTOR OF ~~INFORMATION~~ TECHNOLOGY INNOVATION SERVICES – INFORMATION TECHNOLOGY SUPPORT

#### **JOB SUMMARY BASIC FUNCTION:**

Under the direction of the ~~Associate Superintendent, Business Services~~ Director of Technology Innovation Services and/or designee is responsible for providing leadership in the planning, development, implementation, and administration of information technology and services to support instructional, student services, administrative, and operational programs and services district wide, including administrative and educational computing systems, technical support services, computer software and hardware acquisition, computer system design and installation. Effectively direct, manage, coordinate, and supervise the Technology Innovation operations district-wide; formulate, interpret and administer policy and procedures. ~~supervise the administrative computing and data communications services for the District.~~

#### **REPRESENTATIVE DUTIES:**

- Provide information technology leadership to support instructional, student services, administrative, and operational programs and services district wide. E
- Foster collaboration across functional areas to identify, develop and promote superior information technology solutions to improve the excellence and continuity of District-wide programs and services to ensure student access and success. E
- Lead to provide exceptional customer service and end-user support for application systems by analyzing, diagnosing, trouble-shooting, escalating, and driving issues to resolution. E

~~Develop, implement and maintain a centralized information system.~~

- Assist in providing planning, organize, control, and direct District-wide operations and activities of the District Technology Innovation Services including the development, design, operation, analysis, modification, maintenance, and repair technology systems, software, databases, applications and security; assure optimal allocation of information technology systems, resources and personnel; assure related activities comply with established standards, requirements, laws, codes, rules, regulations, policies and procedures. E
- Coordinate with District administrators to define information goals, establish priorities, and establish a system of controls. ~~and periodically report to the District steering committee on progress and problems.~~

**ASSISTANT DIRECTOR OF INFORMATION TECHNOLOGY INNOVATION SERVICES  
– INFORMATION TECHNOLOGY SUPPORT (CONTINUED)**

**REPRESENTATIVE DUTIES:** (continued)

- **Coordinate and direct resources, personnel, communications, programs, fiscal functions and projects to meet District-wide technology needs and ensure smooth and efficient technology activities; direct the design, development and implementation of Department programs, projects, functions, services, goals, objectives, systems and activities, establish and maintain Department timelines and priorities. E**

~~Manage all administrative and technical activities and functions~~

- **Monitor and analyze District-wide information technology programs, systems, functions and activities related to the Oracle and School Max Application Support including: student records, student attendance, personnel, payroll, warehouse, accounting/general ledger and purchasing systems for financial and operational efficiency and effectiveness; respond to administrative input concerning Department needs; direct the development and implementation of policies, procedures and programs to enhance the financial and operational efficiency and effectiveness of the District. E**

~~Design and implement support systems and learning networks to increase capacity for the use of technology by K-12 teaching staff and District administration.~~

- **Assist in providing planning, organize, control and direct the design, set-up, development and modification of computer, telecommunication and network systems, District websites, multimedia technology, hardware, software, databases, applications, and security; ensure proper investigation, troubleshooting, diagnosis and repair of system, hardware, software, network, website, telecommunication system and multimedia equipment malfunctions. E**

~~Develop long-range plans for computer hardware and software acquisitions.~~

- **Monitor, analyze and identify District-wide information technology needs including system and equipment acquisition and replacement requirements; research, analyze and maintain current knowledge of new and emerging technologies to identify opportunities to enhance District-wide operations and meet technology needs; review and authorize proposals for service, system, equipment and software purchases. E**
- **Provide input into the projection of manpower, equipment and supply needs, and develop and administer an annual budget. development and preparation the annual preliminary budget of the District Technology Innovation Services; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations. E**

**ASSISTANT DIRECTOR OF INFORMATION TECHNOLOGY INNOVATION SERVICES  
– INFORMATION TECHNOLOGY SUPPORT (CONTINUED)**

**REPRESENTATIVE DUTIES:** (continued)

- Direct the definition, design, development, and testing of new and revised information systems.
- **Provide leadership and direction for complex application systems projects and programs from design and development to implementation and completion.**
- **Define requirements and plans for project lifecycle deployment.**
- **Implement effective change management strategies to ensure District-wide project benefits and goals are realized. Efficiently identify and solve project issues. E**
- **Implement third party package software and modify programs to meet user needs while maintaining control and integrity of the District database.**
- **Plan, organize, control and direct District-wide technology functions to facilitate and enhance the collection, management, manipulation, reporting and distribution of computerized data used for analysis; direct the programming, design, development, upgrading and implementation of new and existing software, databases and applications. E**

~~Maintain contact with hardware and software representatives to stay abreast of new data processing developments.~~

- **Assist in providing coordinating and directing District activities, communications and information between administrators, staff, vendors, service providers, contractors, information technology users, outside agencies and various local, state and federal agencies; direct activities, personnel and projects to ensure proper and timely resolution to information technology issues, problems, malfunctions and conflicts. E**
- **Assist in providing a comprehensive training program for District staff as new technology and applications systems are developed.**
- **Plan, organize, control and direct user training, help desk and support functions related to the operation and efficient use of information technology systems and applications. E**

~~Advise the District computer center steering committee of new systems development and future data processing needs and recommend changes to priorities.~~

**ASSISTANT DIRECTOR OF ~~INFORMATION~~ TECHNOLOGY INNOVATION SERVICES  
– INFORMATION TECHNOLOGY SUPPORT (CONTINUED)**

**REPRESENTATIVE DUTIES: (continued)**

- **Advise and provide technical information and assistance to the Deputy Superintendent of Educational Services and other administrators regarding Department projects, activities, needs and issues; participate in the formulation and development of pertinent policies, procedures and programs. E**
- **Provide supervision and administrative support to assigned staff. E**
- **Coordinate, ~~through subordinate level managers, minor troubleshooting and~~ installation services for both hardware and ~~network~~ software issues, including ~~microcomputers~~ student and administrative devices and associated equipment. E**
- **Ensure adequate resources and personnel to meet District-wide computer system and information technology needs; coordinate and direct related procurement and purchasing functions; develop and negotiate contracts and agreements; initiate personnel transactions, as appropriate; estimate time, staff and resource requirements for District-wide operations and projects; calculate and prepare cost estimates. E**

~~Serve as chairperson on District user groups and committees which have been established to provide information, establish individual application priorities, and serve as a forum of communication between the computer center and user departments.~~

- **Provide technical expertise to administrators, personnel, outside agencies and the public concerning department operations and activities; respond to inquiries, resolve issues and conflicts and provide detailed and technical information concerning related projects, services, systems, laws, codes, standards, requirements, goals, objectives, rules, regulations, policies and procedures. E**

~~Conduct a continuing program of contacts and education at all levels of the school District management to make all parties aware of the capabilities and limitations of data processing.~~

- **Attend and conduct a variety of meetings, as assigned; attend and participate in various technology committees, conferences, seminars, and in-services; prepare and deliver oral presentations concerning information technology systems, plans and equipment. E**

~~Supervise and evaluate employee performance, provide for technical direction and guidance; make employment, transfer, promotion and salary recommendations.~~

**ASSISTANT DIRECTOR OF INFORMATION TECHNOLOGY INNOVATION SERVICES  
– INFORMATION TECHNOLOGY SUPPORT (CONTINUED)**

**REPRESENTATIVE DUTIES:** (continued)

- **Supervise and evaluate the performance of assigned personnel; interview and select employees; make staffing recommendations and initiate disciplinary procedures, as needed. Direct and coordinate subordinate work assignments and review work to ensure compliance with established standards, requirements and procedures; ensure employee understanding of established requirements; participate in the development of staffing and operational analysis of assigned area. E**
- **Perform other related duties as assigned.**

**KNOWLEDGE AND ABILITIES:**

Knowledge of:

~~UNISYS AIO mainframe computer system and CASTS (Computerized Accounting Student Terminal System) applications software.~~

~~COBOL programming.~~

~~Principles and practices of effective administration.~~

- **Information technology systems and integration to support educational and administrative functions; including but not limited to enterprise software systems, computer hardware and software, data and communication systems, networks, and instructional technology delivery systems.**
- **Security standards and protocols.**
- **Current principles, practices, and standards of planning and project management.**
- **Budget preparation, control and cost/benefit analysis.**
- **Documentation standards and procedures.**
- **Data reporting and statistical analysis.**
- **Principles of leadership, management and supervision.**
- **City and community.**
- **Social, cultural and linguistic diversity of District, city and community.**

~~Oracle; SchoolMax~~

Ability to:

- **Assist to manage a District-wide information technology department including development, monitoring, installation, and maintenance of related systems, applications, and assigned personnel.**
- **Assist to develop proposals, budget forecasts, cost benefit analysis, and project planning.**
- **Analyze and prioritize complex information technology issues and develop effective course of action.**
- **Assist to ensure compliance with state, and federal laws and regulations and District policies and procedures.**
- **Communicate clearly, concisely and effectively both orally and in writing with diverse constituencies.**

**ASSISTANT DIRECTOR OF INFORMATION TECHNOLOGY INNOVATION SERVICES  
– INFORMATION TECHNOLOGY SUPPORT (CONTINUED)**

**KNOWLEDGE AND ABILITIES:** (continue)

**Ability to:**

- **Demonstrate competent understanding and expertise of information technology, project management, personnel productivity and operations.**
- **Effectively plan, develop, implement, and evaluate programs and services for area of assignment.**
- **Encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.**
- **Establish and maintain cooperative and effective working relationships with those contacted in the course of work.**
- **Evaluate emerging technologies and make recommendations relating to their use across District sites.**
- **Interface with user groups to determine and develop solutions to information technology needs.**
- **Perform systems analysis and programming.**
- **Manage a department servicing a diverse group of users.**
- **Motivate and lead employees.**
- **Manage the development and maintenance of software systems.**
- **Supervise and organize work flow, including the establishment and measurement of goals and objectives.**
- **Perform the essential functions of the job.**

**EDUCATION AND EXPERIENCE:**

~~Any combination equivalent to a~~ **A Bachelor's degree in computer science, information systems, business administration, accounting or other related field of study and minimum of five years' of increasingly responsible management experience in computer applications, infrastructure and systems, operations technical support, project management in a supervisory position experience managing a large, complex data processing enterprise level technology organization.**

**WORKING CONDITIONS:**

**ENVIRONMENT:**

- **Office environment.**
- **Noise from equipment operation.**

**PHYSICAL ABILITIES:**

- **Hearing and speaking accurately to exchange information.**
- **Seeing to view a computer monitor and read variety of materials.**
- **Sitting for extended periods of time.**
- **Dexterity of hands and fingers to operate a computer keyboard.**
- **Lifting or moving objects, normally not exceeding forty (40) pounds.**

**Reasonable accommodation may be made to enable a person with a disability to perform the essential duties of the job with or without reasonable accommodation.**

Board Approved: 9/05



**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** Adoption of Resolution No. 14/15-3044 – Authorization of a Board Members' Absence from Board Meetings

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board adoption of Resolution No. 14/15-3044 authorizing the absence of Board Member Rob Richardson for the meetings of January 13 and January 27, 2015, from which he was absent.

**RATIONALE:**

Education Code Section 35120(c) provides that "a member may be paid for any meeting when absent if the Board, by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she was absent deemed acceptable by the Board."

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Adopt Resolution No. 14/15-3044 – Authorizing the absence of Rob Richardson from Board Meetings of January 13 and January 27, 2015.

RM/cg

1 RESOLUTION NO. 14/15-3044

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5 Certification of a Board Member's Absences from Board Meetings

6 Rob Richardson

7 **WHEREAS**, Education Code Section 35120(c) states that "a Board Member may be  
8 paid for any meeting when absent if the Board by resolution duly adopted and  
9 included in its minutes finds that at the time of the meeting he or she was  
10 absent as deemed acceptable by the Board;" and

11 **WHEREAS**, The Board of Education does find that Board Member Rob Richardson  
12 was absent from Board meetings held on January 13 and January 27, 2015.

13 **NOW, THEREFORE, BE IT RESOLVED:** That the Board of Education authorizes  
14 payment for Board Member Rob Richardson for the meetings of January 13 and  
15 January 27, 2015, from which he was absent.

16 Upon motion of member \_\_\_\_\_ and duly seconded, the foregoing  
17 Resolution was adopted by the following vote:

18 AYES:

21 NOES:

23 ABSENT:

24 ABSTAIN:

25 STATE OF CALIFORNIA)

26 )SS:  
27 COUNTY OF ORANGE )

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29 / / /

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3 I, Richard L. Miller, Secretary to the Board of Education of the Santa Ana  
4 Unified School District of Orange County, California, hereby certify that the  
5 above and foregoing Resolution was duly adopted by the said Board at a Regular  
6 meeting properly noticed and held on the 24<sup>th</sup> day of February 2015 and passed by a  
7 vote of \_\_\_\_\_ of said Board.

8 IN WITNESS WHEREOF, I have hereunto set my hand this 24<sup>th</sup> day of February,  
9 2015.

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

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**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** California Office to Reform Education Overview

**ITEM:** Presentation

**SUBMITTED BY:** Michelle Rodriguez, Ed.D., Assistant Superintendent, Teaching and Learning

**PREPARED BY:** Michelle Rodriguez, Ed.D., Assistant Superintendent, Teaching and Learning

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to present to the Board an overview of the collaboration with eight other districts through California Office to Reform Education (CORE). The three key principles of the CORE waiver include college and career ready expectations for all students, State-developed differentiated recognition, accountability and support, and supporting effective instruction and leadership.

**RATIONALE:**

The CORE waiver relieves Local Educational Agencies (LEAs) from requirements of Elementary and Secondary Education Act (ESEA) to implement currently required improvement actions, allow LEA flexibility in how it uses its Title I and Title II funds, allow priority or focus schools to operate a school-wide program. In addition, the collaboration of districts will work together to innovate, implement, and scale new strategies and tools that help California students succeed so that school districts are improved to meet the challenges of the 21<sup>st</sup> Century.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Presented for information.

# California Office to Reform Education (CORE) Overview



Board of Education Meeting  
February 24, 2015

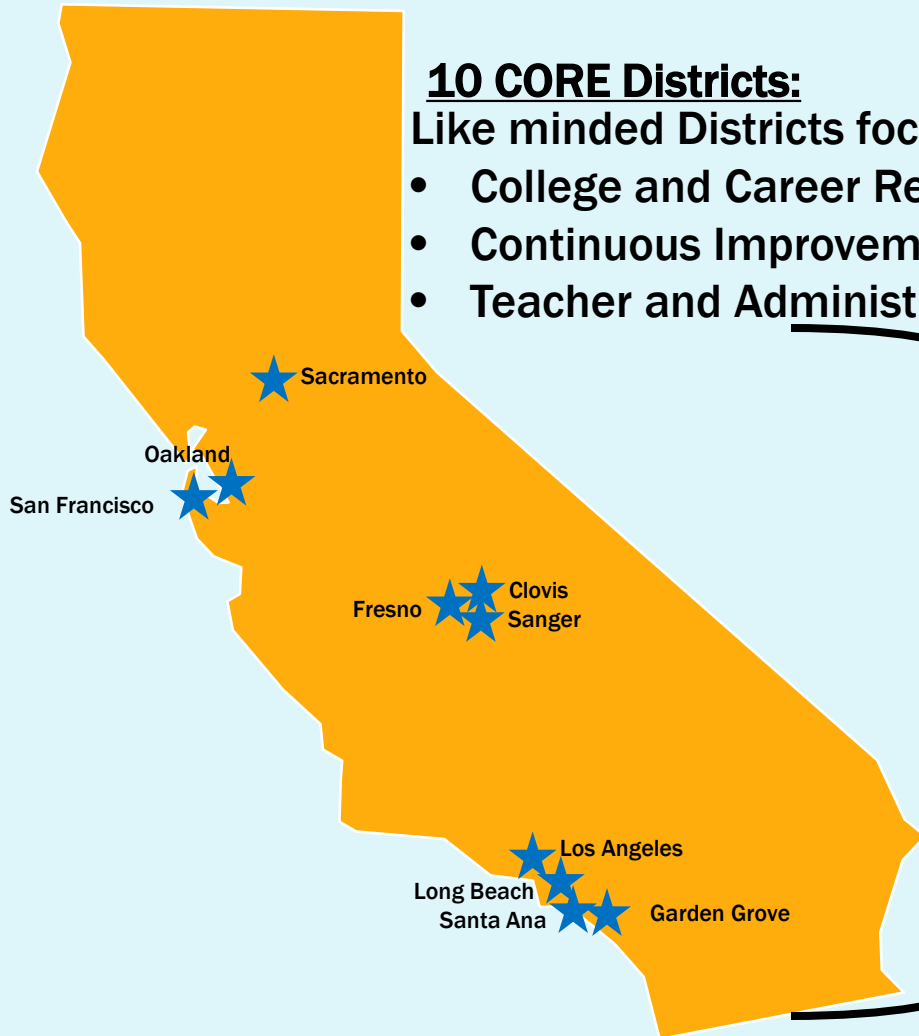
Michelle Rodriguez, Ed.D.  
Assistant Superintendent, Teaching and Learning

# CORE DISTRICTS ARE OUR KEY COLLABORATION PARTNERS

## 10 CORE Districts:

Like minded Districts focused on:

- College and Career Ready Standards
- Continuous Improvement of Schools
- Teacher and Administrator Support



## No Child Left Behind (NCLB) Waiver:

- Own Accountability System
- Focused on Whole Child
- Increased Collaboration
- Flexible Use of Funding

# Accountability System Aligned with Our Values and Goals

## Accountability System for College & Career Ready Graduates

**Academic  
Progress**

**Social-Emotional  
& Culture-Climate**



# FLEXIBLE USE OF FUNDING TO SUPPORT KEY PRIORITIES

**This past summer, we provided enrichment learning opportunities created by 162 K-12 teachers for 4,000 students at 30 schools. This year, we plan to double it.**





# FLEXIBLE USE OF FUNDING TO SUPPORT KEY PRIORITIES

## Additional Supports for Our Students



**Bridge Programs:**  
5<sup>th</sup> to 6<sup>th</sup> Grade  
8<sup>th</sup> to 9<sup>th</sup> Grade

**CSI Program: SAUSD  
Police Department Supporting  
At-risk 8<sup>th</sup> Graders**



**Increased Access  
to the Arts**

# COLLABORATION WITH OUR TEACHERS AND ADMINISTRATORS

## Discussions on Teacher Evaluations:

- Development of a Task Force
  - Human Resources
  - SAEA
- Working Alongside Our Teachers
- Creating Timelines that Work for SAUSD
- Pilot New System at Valley High School



## Realignment of Principal Evaluation to include LCAP Goals:

- Higher Student Achievement
- Increase in Parent Engagement
- Improved School Climate

# Approval of NCLB Waiver

**SAUSD maintains authority to vote and provide input on our accountability system**



**Continual accountability on both the academic and social emotional needs of students**



**Flexibility of funding to support key priorities such as summer enrichment**



**AGENDA ITEM BACKUP SHEET**

**February 24, 2015**

**Board Meeting**

**TITLE:** University of California/California State University Minimum Course A-G Requirements

**ITEM:** Presentation

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to provide the Board with information on the University of California (UC)/California State University (CSU) minimum course “a-g” requirements alignment with the Santa Ana Unified School District graduation requirements.

**RATIONALE:**

The “a-g” college entrance requirement is a sequence of high school courses that students must complete to be minimally eligible for admission to a UC or a CSU. They represent the basic level of academic preparation that high school students should achieve to undertake university work.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

For informational purposes.

DM:sz



# UC/CSU Minimum Course A-G Requirements



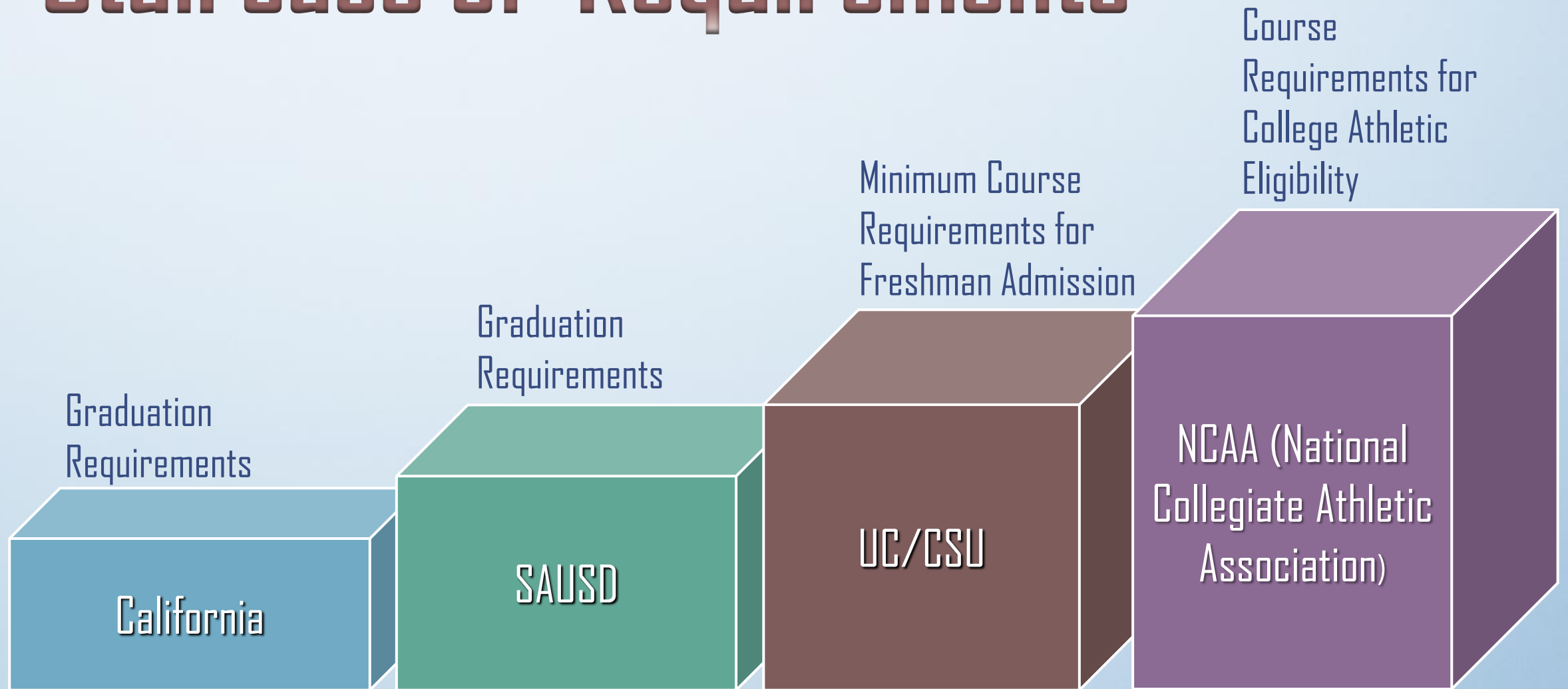
Alignment of SAUSD graduation requirements to the "a-g"  
minimum course requirements

Board of Education Presentation  
February 24, 2015

Dawn Miller, Assistant Superintendent, Secondary Education



# Staircase of Requirements



# "a" History/Social Science

**SAUSD**

3 Years

Includes World History-Culture and Geography, U.S. History, American Government, and Economics

**UC/CSU**

2 Years

Includes World History-Culture and Geography and U.S. History

**STATE**

3 Years

Includes World History-Culture and Geography, U.S. History, American Government, and Economics

# "b" English

**SAUSD**

4 Years

Includes one year Senior English or AP English

**UC/CSU**

4 Years

No more than one year can be an ELD-type course

**STATE**  
3 Years



# "c" Math

**SAUSD**

3 Years

Includes algebra and geometry

**UC/CSU**

3 Years

Includes algebra, geometry, and  
**ALGEBRA II**

**STATE**

2 Years

Includes algebra

# "d" Science

**SAUSD**

2 Years

Includes 1 biological and 1 physical  
science

**UC/CSU**

2 Years

Includes 1 biological and 1 physical  
**LABORATORY** science

**STATE**

2 Years

Includes 1 biological and 1 physical  
science

# "e" Language Other Than English (LOE)

**SAUSD**

2 Years

Must be 2 years of the same language

**UC/CSU**

2 Years

Must be 2 years of the same language

**STATE**

1 year **OR** 1 year of VAPA **OR** 1 year of CTE

# "f" Visual and Performing Arts (VAPA)

**SAUSD**

1 Year

One year-long course

**UC/CSU**

1 Year

One year-long course

**STATE**

1 year **OR** 1 year of Foreign Language  
**OR** 1 year of CTE

# "g" College Preparatory Elective

**SAUSD**

50 credits\*

\*5 credits per semester course

**UC/CSU**

1 Year

**STATE**

None required

# Other Course Requirements

**SAUSD**

2 Years P.E.

**UC/CSU**

Recommend Additional Year of  
Mathematics, Science and Language  
Other Than English (LOE)

**STATE**

2 Years P.E.

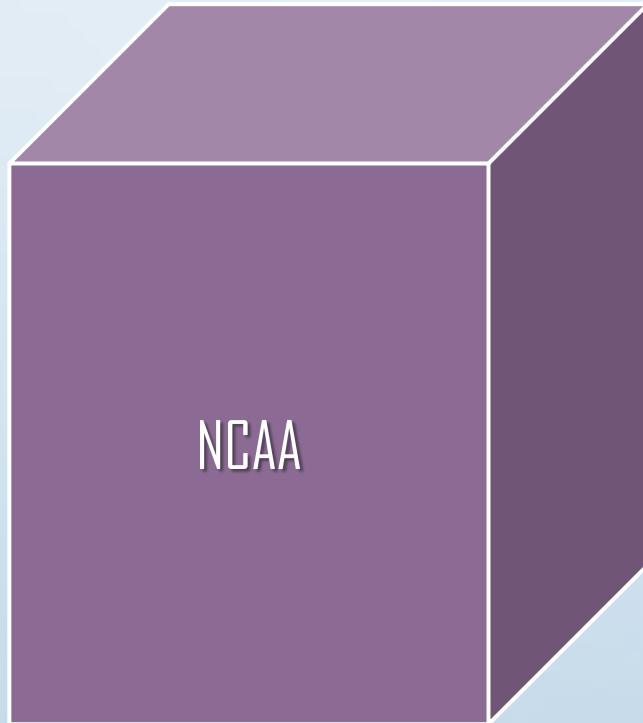
# Additional High School Courses for Approval:

Ethnic Studies (g)

AP Computer Science (g)



# NCAA Eligibility Requirements



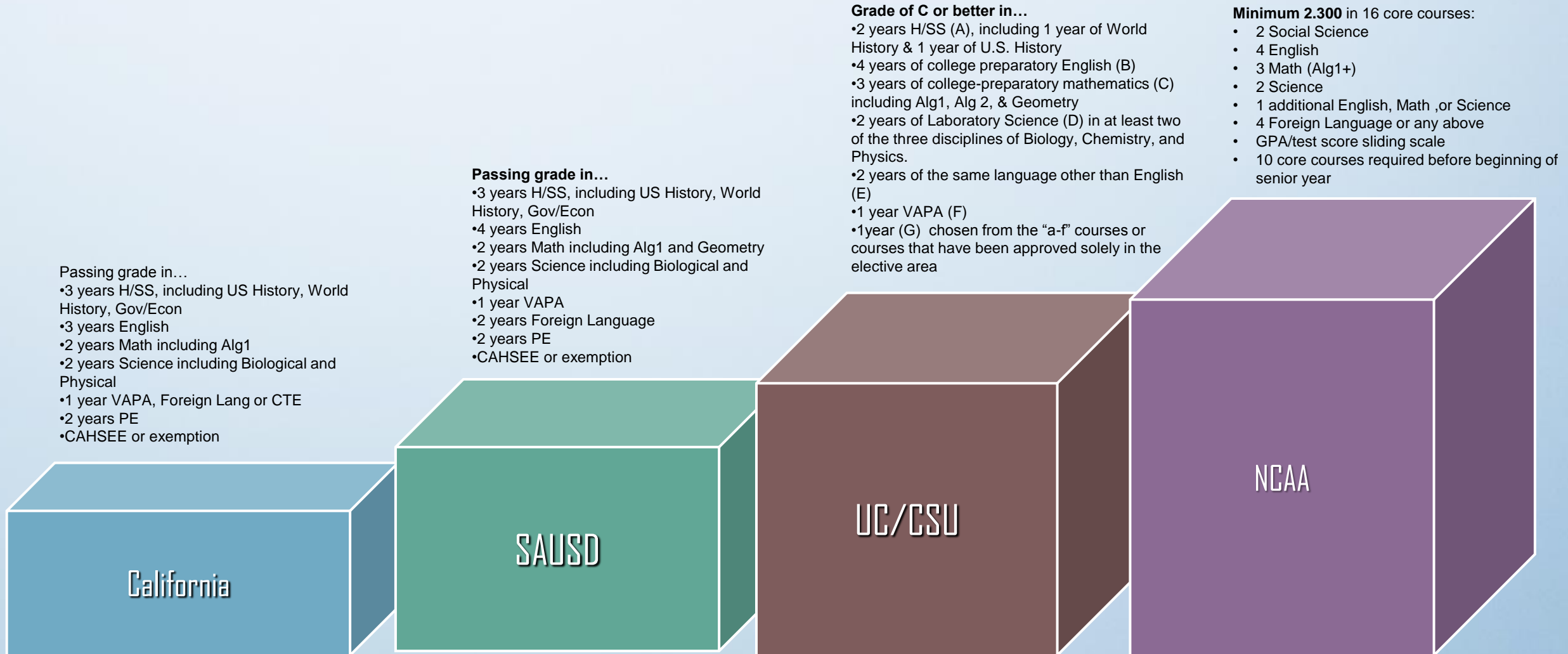
**Minimum GPA 2.300** in 16 core courses:

- 2 Social Science
- 4 English
- 3 Math (Alg1+)
- 2 Science
- 1 additional English, Math, or Science
- 4 Foreign Language or any above
- GPA/test score sliding scale
- 10 core courses required before beginning of senior year





# Staircase of Graduation Requirements



**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** Request for Waiver of No Child Left Behind Requirements through the US Department of Education and through Association with other California Office to Reform Education Districts

**ITEM:** Action

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

**PREPARED BY:** Michelle Rodriguez, Ed.D., Assistant Superintendent, Teaching and Learning

**BACKGROUND INFORMATION:**

The District submitted a request to renew the existing No child Left Behind (NCLB) waiver and corresponding requirements based on the authorization of the Board of Education on April 22, 2014 meeting for the 2014-15 school year, which was granted directly to each school district. The District is requesting approval to apply for an additional waiver for the 2015-18 school years.

If the waiver were not to be granted, or if the Board of Education choose not to continue their request for a waiver there would be many potential impacts. However, the most obvious for this particular year would include two areas:

1. All schools would be returned to their Program Improvement status as was previously measured.
2. All Supplemental Education Service (SES) dollars would return to the prior requirements that focused on vendor provision of up to 40 hours of tutoring g for Title I students. For the 2015-16 school year, the estimated financial impact would be \$2.5 million of immediate impact, the summer enrichment program planned by the District would lose its funding available through the reallocation of the SES monies that previously went to outside vendors.

**Financial:**

The table below is an analysis of the SES funding for the past two years along with a projection of the funding for the coming year.

	2013-14	2014-15	2015-16
<b>SES Allocation</b>	\$2,924,221	\$3,400,000	\$2,531,000
<b>Carryover</b> from the prior year	\$819,349	\$900,000	0
<b>Total Available</b>	\$3,743,570	\$4,300,000	\$2,531,000

In the 2013-14 school year, the District had discretion within the limitations of its waiver request to USDOE to utilize the funds to support students in other manners. Major uses of funding included: replacement of SIG funding to targeted schools, school allocation to assist student learning in the form of after school tutoring and intervention programs within the school day, and

enhancement of summer school options for students. The specific allocation for these funds included:

- \$1,950,000 was allocated to school interventions and supporting of programs at priority schools, other Title I schools and low-achieving student groups including additional support for Six Priority Schools (Century, Saddleback, Santa Ana, Sierra, Valley, Willard) and after school tutoring through our in-house SES provider, Hacia Adelante.
- \$105,350 to fund the required Priority School Pairing Process which included \$15,500 to Sacramento Unified School District's reward school, \$23,250 to Long Beach Unified School District's reward school, \$15,500 to Los Angeles Unified School District's reward school and, \$51,100 to CORE to support pairing process.
- \$1,400,000 will be used to provide summer enrichment opportunities for our students through teacher generated proposals.
- \$407,000 supported the implementation of new state standard and technology aligned assessments
- \$55,000 was used to support stakeholder outreach and parent/guardian engagement including parent workshop and district-wide family winter and summer projects

For the 2014-15 year, the District was again be able to allocate the funds to meet student learning needs in the manner that the District could best address the issue and aligned with the Local Control accountability Plan (LCAP). Current plans for utilization of those funds would include; supplement of budgets to former SIG schools, summer school enhancement, etc.

- \$2,400,000 will be used to provide summer enrichment opportunities for our students through teacher generated proposals
- \$959,400 was allocated to school interventions and supporting of programs at priority schools, other Title I schools and low-achieving student groups
- \$600,000 for after school tutoring through Hacia Adelante
- \$275,000 was allocated to school interventions and supporting of programs at priority and focus schools identified through CORE (Willard, Spurgeon, Lorin Griset)
- \$65,600 to fund required Priority School Pairing Process, which included \$15,500 to Fresno Unified School District reward school, and \$51,100 to CORE to support pairing process.

### **Program Improvement**

Under NCLB, all Title I funded schools and local educational agencies (LEAs) that do not make Adequate Yearly Progress (AYP) are identified for Program Improvement (PI) under the Elementary and Secondary Education Act (ESEA). In the current NCLB format, ALL of our schools in the District would be in Program Improvement. Determinations are made using two

years of data for schools and LEAs that receive Title I funds. Under NCLB, PI schools and LEAs are responsible for implementing certain federal and state requirements during each year that they are in PI. These vary, based on the PI year and whether the entity is a school or LEA.

## **History:**

The matter of the NCLB waiver and the association of Santa Ana Unified School District with the California Office of Reform Education (CORE) have been long discussed by the Board and the District administration. As a matter of review, the history of the discussions include:

February 15, 2013 Board Communication

- CORE Waiver Proposal

February 26, 2013 Board Meeting

- Authorization to Obtain CORE Elementary Secondary Education Act waiver Proposal

March 1, 2013 Board Communication

- Article regarding SAUSD submitting a first-of-its-kind waiver seeking relief from the harshest sanctions of NCLB law

March 8, 2013 Board Communication

- Mayor Villaraigosa to join CORE Mayors support for waiver application

March 15, 2013 Board Communication

- State Board of Ed members expressed strong support for a waiver from constraints of the federal NCLB law

March 29, 2013 board communication

- *EdSource* article, US department agrees to review nine district plans for NCLB waiver

June 14, 2013 Board Communication

- CORE worked with unions to agree to meeting but CTA and others declined to meet

August 9, 2013 Board Communication

- CORE Waiver request approved by USDE

August 16, 2013 Board Communication

- Essential Elements of CORE Waiver

August 20, 2013 **Board Meeting**

- CORE Overview

August 23, 2013 Board Communication

- Letter from Arne Duncan informing approval of the CORE waivers under ESEA

August 30, 2013 Board Communication

- Expenses linked to CORE Participation

September 13, 2013 Board Communication

- CORE Implementation Plan Update

November 1, 2013 Board Communication

- CORE Implementation Plan Update

February 7, 2014 Board Communication

- SES Services – Hacia Adelante

March 7, 2014 Board Communication

- SES Services – Hacia Adelante

March 14, 2014 Board Communication

- Summer enrichment Opportunities

April 22, 2014 **Board Meeting**

- Approval of NCLB Waiver renewal

## **RATIONALE:**

SAUSD's NCLB waiver gives our school district greater authority than we had under NCLB and reduces the number of schools identified for intervention. This allows us to identify those that need the most help and enables SAUSD to provide support by relying on educators in our system to improve the system. This year, the NCLB waiver will free up \$\_\_million of title 1 funds,

which previously had to be spent on tutoring through independent supplemental education providers but can now be spent on our teachers and schools.

**FUNDING:**

There is a small responsibility for the utilization of these funds consistent with the waiver application. This would amount to \$51,100 from \$2.5 million allocation.

Additionally, if waiver were not granted, this would mean that we would actually reduce our funding for SAUSD programs by \$2,500,000 dollars. This funding presumably would need to be made up by some other budgetary allocation.

**RECOMMENDATION:**

The Board of Education affirms their prior request of the U.S. Department of Education to renew the waiver of the NCLB requirements for the 2015-18 school years.

**AGENDA ITEM BACKUP SHEET****February 24, 2015****Board Meeting**

**TITLE:** Approval of Advanced Placement Computer Science A Course for High School Students

**ITEM:** Action

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

**PREPARED BY:** Edward Winchester, Executive Director, Secondary Curriculum and Instruction

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval for the Advanced Placement (AP) Computer Science A course for high school students.

**RATIONALE:**

The goals of the AP Computer Science A course are comparable to those in the introductory course that is offered to computer science majors in many colleges. The AP course is intended to serve both as an introductory course for computer science majors and for those majoring in other disciplines who want to be informed citizens in today's technological society.

Students should be able to:

- Design, implement, and analyze solutions to problems.
- Use and implement commonly used algorithms.
- Use standard-data structures.
- Develop and select appropriate algorithms and data structures to solve new problems.
- Write solutions fluently in an object-oriented paradigm.
- Write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset.
- Read and understand programs consisting of several classes and interacting objects.
- Read and understand a description of the design and development process leading to such a program.
- Understand the ethical and social implications of computer use.

This course will also prepare students for the AP Computer Science exam administered by the College Board each May. The course currently meets the "G" requirement for University of California admissions as well as the criteria for Honors/Advanced Placement designation. Students will be encouraged to take the AP exam in this subject area.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the Advanced Placement Computer Science A course for high school students.

DM:EW:sz



## Course Summary

**Course Title:** Advanced Placement (AP)  
Computer Science A

**District Course #:** 482

**Department:** STEM/STEAM

**Available to Students at Grades:** 9-12

**Course Length:** 1 Year (Two Semesters)

**Required or Elective:**

**Prerequisites:**

None. The assumed prerequisites for entering this course include knowledge of basic English and algebra.

Elective: Meets graduation requirement for one year, College-Preparatory Elective course, and the “G” requirement for University of California admissions. Meets criteria for Advanced Placement designation and extra credit in students’ grade point average computation

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### **Course Description**

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

### **Key Big Ideas**

The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in many colleges, intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines and want to be informed citizens in today’s technological society.

Students should be able to:

- Design, implement, and analyze solutions to problems.
- Use and implement commonly used algorithms.
- Use standard data structures.
- Develop and select appropriate algorithms and data structures to solve new problems.
- Write solutions fluently in an object-oriented paradigm.
- Write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes, and interfaces from the AP Java subset.
- Read and understand programs consisting of several classes and interacting objects.
- Read and understand a description of the design and development process leading to such a program.
- Understand the ethical and social implications of computer use.

### **Resources Necessary**

The school must ensure that each student has access to a computer for at least three hours a week; three hours are the bare minimum, additional time is desirable. The computer system must contain appropriate software to create and edit programs and must allow programs comparable in size to the current AP Computer Science A Labs to compile in seconds. Internet access is strongly encouraged.

**Units of Study Include:**

**Unit #1:** Karel J. Robot

**Topics:** Objects, classes, looping and conditionals

**Unit #2:** Java Basics

**Topics:** Computer basics, Java basics, using the compiler, and input and output

**Unit #3:** Defining Variables, Arithmetic Expressions

**Topics:** Using and understanding variables, comments, arithmetic expressions in Java programs and representing numbers in different bases

**Unit #4:** Introduction to Classes and OOP

**Topics:** Creating and using classes

**Unit #5:** Conditionals and Looping

**Topics:** If, if-else, while, and for

**Unit #6:** The String Class

**Topics:** String class

**Unit #7:** Array List

**Topics:** Using Array List class

**Unit #8:** Arrays

**Topics:** Declaring and initializing arrays, manipulating arrays with loops, and creating parallel arrays

**Unit #9:** Two-dimensional Arrays

**Topics:** Using 2-D arrays, introduction to inheritance and interfaces, and class diagrams

**Unit #10:** Arrays

**Topics:** Bubble, selection, insertion sorts, and sequential and binary searches

**Unit #11:** Elevens Lab

**Topics:** Game design and development, experimenting with a large program, using classes, modifying classes, and inheritance

**Unit #12:** Arrays

**Topics:** Classes, inheritance, abstract classes and interfaces

**Unit #13:** Extension and Application

**Topics:** Inheritance

**Unit #14:** Recursion (and Merge Sort)

**Topics:** Recursion and merge sort

**Unit #15:** Review

**Topics:** Review AP Computer Science A topics

**Unit #16:** Certification

**Topics:** Complete CTE/professional certification

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** Approval of Ethnic Studies Course for High School Students  
**ITEM:** Action  
**SUBMITTED BY:** Dawn Miller, Assistant Superintendent, Secondary Education  
**PREPARED BY:** Edward Winchester, Executive Director, Secondary Curriculum and Instruction

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval for the Ethnic Studies course for high school students.

**RATIONALE:**

This proposed Ethnic Studies course is designed to develop a balanced understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. Further, it will prepare students to leave high school to enter college, career, and life with a solid understanding of historical trends and historical thinking.

This course also helps develop academic skills in reading, analysis, and writing of historical narratives. It gives students a broad opportunity to work with and understand the variety of perspectives that shapes the richness and complexity of the United States, California, and Santa Ana.

The course currently meets the “G” requirement for University of California admissions.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the Ethnic Studies course for high school students.

## Course Information

<b>Course Title:</b>	Ethnic Studies	<b>District Course #:</b>	
<b>Department:</b>	Secondary Education	<b>Grade Level:</b>	11 or 12
<b>Course Length:</b>	Full Year (Two semesters)	<b>Subject Area:</b>	College Preparatory Elective “G” Credit–History/Social Science
<b>Prerequisites:</b>	Recommended, but not required, that Modern World History be taken prior to this course.		

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### **Course Description**

This Ethnic Studies course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally and globally so as to foster active social engagement and community building. Honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula, this course aims to provide an emancipatory education that will inspire students to critically engage in self-determination and seek social justice for all.

Through historical documents and historical interpretations (both print and film), students will be able to (1) discuss their identities, including race, ethnicity, culture, and nationality, (2) describe the ways in which these categories are socially constructed and how they affect students’ lives and the lives of others, (3) participate in grassroots community organization, and (4) explain the dynamics among internalized, interpersonal, and institutional oppression and resistance.

This course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. The course develops academic skills in reading, analysis, and writing of historical narratives. The course gives students a broad opportunity to work with and understand the variety of perspectives that shapes the richness and complexity of the United States as well as our city.

### **Course Outline**

#### **Semester 1: Reflecting On My World**

##### **Introduction: What is Ethnic Studies?** (1 week)

Students review or learn the concepts of “historical perspective” and “historiography as power” (“Why is history taught like this?” by Loewen; excerpts from four world history textbooks on Columbus’ voyages to the Americas). Students learn the origins of Ethnic Studies as an academic discipline at San Francisco State University in 1969 (*San Francisco State: On strike; At 40: Asian American Studies @ San Francisco State*). Students learn about the current efforts to ban Ethnic Studies courses in Arizona schools (“Arizona law curbs Ethnic Studies classes” by Mackey).

### **Unit 1: My Story: Student Identity and Narratives (3 weeks)**

Students (1) analyze the documentary film *Race: The Power of an Illusion: Part 2: The Story We Tell* to learn the concept of the social construction of race and (2) collect documents of their own history to (3) write a 500-word autobiographical essay in which they reflect on how race, ethnicity, nationality, and culture have shaped their identity.

In addition to the 500-word autobiographical essay described above, students create a “document box,” or a box of documents and artifacts that evidence key components of their identity.

### **Unit 2: Historical case study: California Indians and How Institutional Oppression Shapes Individual Identity (4 weeks)**

Students read the Universal Declaration of Human Rights to identify the rights that all humans have been accorded since the mid-20th century. Students examine three sets of excerpts from primary source documents to identify particular rights that were denied to American Indians and the roles that six institutions played in the denial of those rights (economics, education, family, government/law, media, religion). One set of primary source documents is from the Spanish colonial period (Bartolomé de las Casas, Juan Gines de Sepulveda, and Francisco Palou), one set is from the westward expansion of the United States in the first half of the 19th century (Elias Boudinot, John Melish, and John O’Sullivan), and one set is from post-Gold Rush California (newspapers articles reprinted in *The Destruction of California Indians*). Based on this investigation, students conduct a grand jury investigation to address the question “Who was responsible for the physical and cultural genocide of California Indians?” Following the trial, students view and analyze the film *In the White Man’s Image* to understand efforts to Americanize the surviving Indian population in the late 19th and early 20th centuries by enrolling them in Indian schools. To conclude the unit, students write a 900-word persuasive essay to provide their individual answers to the question investigated by the grand jury.

In addition to the journal writing and 900-word persuasive essay described above, students present a reader’s theater based on primary sources that expresses the ways that various institutions introduced into California beginning in the late 18th century (economics, education, family, government/law, media, religion) contributed to the destruction of California Indians and their communities.

### **Unit 3: Stories That Shape Me: An Oral History Project (4 weeks)**

Students learn the history of oral traditions in cultures around the world and as a research tool in the discipline of Ethnic Studies (“Geographies of displacement” by Mirabal.) Students study examples of recent oral histories (*Underground America: Narratives of Undocumented Lives*, edited by Orner). Students receive direct instruction on oral history methodology (“Step-by-step Guide to Oral History” by Moyer). Students conduct an oral history interview with a member of their family or another adult important in their lives, focusing on the concepts of race, ethnicity, nationality, and culture. Students transcribe the interview, create a 1,500-word historical narrative from the interview, and present the narrative orally to their classmates.

Students conduct an oral history of a member of their family or another adult important in their lives that focuses on the concepts of race, ethnicity, nationality, and culture. Students transcribe the interview, create a 1,500-word historical narrative from the interview, and present the narrative orally to their classmates.

### **Unit 4: My Stereotypes: Where Stereotypes Come From and How They Shape My World (4 weeks)**

Students identify their own stereotypes, including those that arose in the family narratives they created in Unit 3. Students investigate the history of stereotypes by learning about eugenics and the genetic issues relating to race and racism (textbook, Chapter 3; *Race: The Power of an Illusion, Part 1*) and by analyzing film portrayals of Latinos, African Americans, and Asian Americans (*Latino Images in Film*, film clips from the UCLA Chicano Studies Research Center, *Ethnic Notions*, and *The Asian Mystique*). Students select and analyze examples of contemporary stereotyping in popular culture (advertisements, television programs, films) to understand how stereotypes are reproduced and perpetuated. Based on these investigations, students produce

public service announcements for distribution in their schools that challenge particular stereotypes in terms of institutional, interpersonal, and internalized oppression.

Based on their study of the history of stereotypes, how media perpetuate stereotypes, and the harm stereotypes cause, students create a public service announcement that encourages other teenagers to repudiate the use of stereotypes in their daily lives.

## **Semester 2: Acting In My World**

### **Unit 5: Our Communities (5 weeks)**

Students expand beyond their study of self and family during the first semester to study community during the second semester. Following an introduction to the various types of communities, students learn about the origins of race- and ethnic-based communities in cities in the United States (*The Power of an Illusion, Part 3: The House We Live In*) and a model for classifying the various ways in which race- and ethnic-based communities have resisted oppression (“Examining Transformational Resistance” by Solorzano and Bernal). Students apply the concepts of community and resistance they have learned to two historical case studies, Chinatown in San Francisco (*Chinatown* by Lowe) and Latino barrios in California (*Latino USA* by Stavans and Alcaraz, and “The Barrioization of Nineteenth-century Mexican Californians” by Ríos-Bustamonte). Both case studies include a focus on segregation in education (“Doors to Opportunity” from the textbook for the *Tape v. Hurley* case in Chinatown and *The Lemon Grove Incident* for Latino communities). Students evaluate accounts of resistance from the readings and films in relation to Solorzano and Bernal’s model of four types of resistance, which include reactionary, self-defeating, conformist, and transformational resistance. Students conclude the unit with a study of José Clemente Orozco’s mural *The Epic of American Civilization* at Dartmouth College and then create their own two-sided piece of art that expresses on one side ways in which oppression controls and constricts communities and on the other side ways in which transformational resistance creates power within communities.

In addition to the three writing assignment described above, students create a two-sided piece of art that expresses on one side ways in which oppression controls and constricts communities and on the other side ways in which transformational resistance creates power within communities.

### **Unit 6: Community Organizing (4 weeks)**

Building on their knowledge of race- and ethnic-based communities, oppression, and resistance, students are introduced to the concept of community organizing. Students study examples of labor organizing during the Great Depression and World War II among African Americans (*Wherever There’s a Fight* by Elinson and Yogi, the film *Golden Lands, Working Hands, and Double Victory* by Takaki) and Filipino Americans (the preceding sources plus the film *Little Manila* and *On Becoming Filipino* by Bulosan). Students identify oppression in terms of the Universal Declaration of Human Rights and analyze resistance in terms of Solorzano and Bernal’s model (see Unit 5). Students perform the play *The Romance of Magno Rubio* (based on a short story by Bulosan) and then create and perform a five-minute script for a play of their own that expresses their knowledge and feelings about what they have learned about the intersection of community, labor, and race.

Students perform the play *The Romance of Magno Rubio* and analyze its structural and literary elements. Based on this model and their study of Filipino and African American work experiences during the Great Depression and World War II, they write and perform a five-minute script that expresses their knowledge and feelings about the intersection of community, labor, and race.

### **Unit 7: Community-Based Social Movements in the 1950s and 1960s (5 weeks)**

Students learn how the community organizing that they studied in Unit 6 blossomed into a social movement after World War II. Students study how other racial and ethnic groups joined the civil rights movement

initiated by African Americans (excerpts from *Eyes on the Prize* documentary). They explore the ways in which the ideology of eugenics had influenced the educational system in the United States (textbook, Chapter 5), and then analyze the demands of African Americans, Latinos, Asian Americans, and American Indians to reform the educational system (“Black Panther Party Platform and Program,” Oakland Community School, “Plan de Atzlán,” the film *Walkout*, “On Strike!” by Umemoto, and “A Brief History of the American Indian Movement” by Wittstock and Salinas). Students compare and contrast the demands made by the various groups. Students analyze the efforts of these movements in terms of Solorzano and Bernal’s model of resistance (see Unit 5). Students compare educational issues from the 1960s and 1970s with their contemporary educational conditions and produce a manifesto that lists and justifies their demands for reform of the current education system. Students work in groups to put their demands into practice by preparing a lesson for students in a neighboring middle school on one of the topics they have studied in this Ethnic Studies course. The lesson embodies the changes the students would like to see in the educational system. Students teach the lesson to middle school students.

In addition to the 500-word persuasive essay described above, students work in teams to create 30-minute lesson on a topic from this Ethnic Studies course that embodies the changes the students would like to see in the educational system. They teach the lesson to students in a neighboring middle school.

### **Unit 8: Learning Service Project** (5 weeks, interspersed during Units 5, 6, & 7)

Students build on their knowledge of communities (Unit 5) and community organizing (Unit 6) to design and implement a learning service project with a community organization in their neighborhood. Following a model of investigation and collaboration, students first conduct research on a neighborhood of their choice (either the school neighborhood or the neighborhood where they live). They use census data to create a demographic profile of the neighborhood, consult the city planning department to identify any relevant community studies, and conduct research in the local public library on the history of the neighborhood. They identify community-based organizations within the neighborhood, and, based on the services the organization provides or the issues it addresses, students choose one community organization to work with. Students further develop the oral history skills they learned in Unit 3 by conducting an oral history with an activist in the community organization, with a focus on how the activist became involved with the organization, the nature of the activist’s work, and the effects of the activist’s involvement on his or her life. Students participate in one event important to the community-based organization and write a report summarizing their experience. The report concludes with ideas on how the student could apply the lessons learned in the learning service project within the school community.

Using census data, sources from the public library, and reports from the city planning department, students research the neighborhood around their school or the neighborhood where they live. Students create a PowerPoint presentation that summarizes the findings of their investigation, including a demographic profile, a history of the neighborhood, a summary of the latest study of the neighborhood conducted by the city planning department, and an annotated list of community-based organizations in the neighborhood.

Students conduct an oral history of an activist in a community-based organization in the neighborhood they have investigated. They write a 1,500-word analytical narrative that explains how the activist became involved in community work, the nature of the activist’s work with the organization, and how the work has affected his or her life.

Students participate in an event conducted by the community-based organization and write a 500-word analytical narrative that concludes with ideas on how the student could apply the lessons learned from the learning service project to the school community.

## **Course Structure**

The instructional design of the course is based on the goal of deepening students' understanding of both the past and the present through continual reflection on the interaction between the two. Students learn to shift analytical lenses between their personal lives and the larger social and historical context that has created the environment within which they live. This process deepens students' understanding of themselves by grounding it in history and it deepens their appreciation of history by connecting it to their contemporary lives.

This dynamic is seen in the course structure as the content alternates between units that focus on the present and units that focus on historical case studies. During Semester 1, Units 1 and 3 focus on the present and students' personal experiences, while Units 2 and 4 feature a historical case study of California Indians and the historical development of racial and ethnic stereotypes. During Semester 2 — which centralizes communities, social organizing, and social movements — Unit 8, which is a research study of the students' contemporary communities and community-based organizations, runs simultaneously through the semester with Units 5, 6, and 7, which present historical case studies of various communities of color in California. Unit 8 features field experiences, partnerships between the classroom and community organizations, and student involvement in community activities so that students personally experience social organizing while they are studying historical cases of communities that have organized various types of campaigns to improve their political, economic, and social conditions.

The shifting of analytical lenses from students' lives to the historical context is also practiced within individual units. Within each unit, some assignments require students to start with themselves and build outward to the historical context while other assignments require them to start with historical case studies and make connections back to themselves and their communities. For example, Unit 4, the study of stereotypes, begins with students identifying their own stereotypes, then shifts to a historical study of the origin of those and other stereotypes, and then returns to students' own lives with the production of a public service announcement that encourages other students in their school to repudiate the use of stereotypes in their daily lives.

Another way in which instructional strategies reflect the goal of integrating students' personal experiences and the historical context is the use of the Reading Like a Historian program developed by the Stanford History Education Group. This program centralizes the use of primary source documents in historical study. It frames the sourcing, close reading, contextualization, and collaboration of primary sources with different perspectives on the same historical event with an authentic historical question on which students must express their opinion, based on the historical evidence. Positioning students as interpreters of history helps them understand themselves in relation to the historical material. Similarly, the development of media analysis skills in Unit 3: My Stereotypes develops the analytical tools that students employ later in the course to analyze contemporary documents and films.

The culminating project for the course also requires students to employ both their personal, contemporary analytical lens and their historical analytical lens. Students work in teams to develop lessons based on the content of their Ethnic Studies course and teach the lessons to students at middle schools in their communities. Lesson development emphasizes the connections that the high school students must find between the historical material and the lives of the middle school students in order to assure the success of the lessons.

## **Instructional Design**

The instructional design of the course is based on the goal of deepening students' understanding of both the past and the present through continual reflection on the interaction between the two. Students learn to shift analytical lenses between their personal lives and the larger social and historical context that has created the environment within which they live. This process deepens students' understanding of themselves by grounding it in history and it deepens their appreciation of history by connecting it to their contemporary lives.



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### **Assessments**

Student writing is the principal form of assessment in this course. Short in-class or homework writing assignments provide formative assessment of daily activities, and the collection of writing assignments outlined above provides a summative assessment for each unit.

In addition, oral presentations are used to assess student learning, as in Unit 2 (classroom trial), Unit 3 (oral summary of oral history narrative), and Unit 6 (performance of a five-minute play). Most units include a project by which student work is assessed. Unit 4 features the production of a public service announcement assesses student understanding of stereotypes. Unit 5 features an art project that assesses student learning of the concept of social resistance through art. Unit 8 features a learning service project that assesses student understanding of community organizing through direct participation.

Assessment will also include multiple-choice tests with brief written justifications for the answer chosen for each question. These tests will focus on assessment of content knowledge and historical thinking skills.

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Science, Technology, Engineering, Art, and Math – Coding Course for Intermediate School Students**

**ITEM:**                   **Action**

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

**PREPARED BY:** **Don Isbell, Director, CTE/Regional Occupational Program**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval for a new Science, Technology, Engineering, Art, and Math (STEAM) – Coding Course for intermediate school students.

**RATIONALE:**

It is widely recognized that many, perhaps even the majority of new jobs that are emerging in our current economy are STEAM related. To ensure that District students are well prepared to thrive in college and the current job market, a new course is being proposed for the District that will provide intermediate students with a solid foundation upon which they can build future successes.

The STEAM – Coding course will provide foundational critical thinking and technical skills that will enable intermediate school students to prepare for high school career pathways and also accomplish their college and career readiness goals.

This course is designed to provide students with classroom and computer laboratory lessons in the foundation of coding and programming. Understanding the concepts of coding and programming will assist the student to create digital content and how it is used in the business community. This foundation course will enable students the basic computer coding and programming skills that are so essential to learning math and science in schools and also for success in the workforce.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the Science, Technology, Engineering, Art, and Math – Coding course for intermediate school students.

DM:sz

## Course Summary

<b>Course Title:</b>	STEAM – Coding	<b>District Course #:</b>	
<b>Department:</b>	CTE/Science	<b>Grade Level:</b>	6-8
<b>Course Length:</b>	90 hours		
<b>Prerequisites:</b>	None		

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### **Course Description**

This course is designed to provide students with classroom and computer laboratory lessons in the foundation of coding and programming. Understanding the concepts of coding and programming will assist the student to create digital content and how it is used in the business community. This foundation course will enable students the basic computer coding and programming skills that are so essential to learning math and science in schools and also for success in the workforce.

### **Content Area Skills**

1. Demonstrate an understanding of the basics of computer hardware and software.
2. Recognize, name and state the purposes of all major components of a computer
3. Describe information flow

### **Overview of Access to Digital Content**

1. Identify the hardware and software needed to access digital content.
2. Review and define terms and definitions
3. Research and compare the various services offered by digital content providers.
4. Identify the various browsers used on different platforms and examine how different browsers and operating systems can affect the way web sites are displayed and used
5. Create bookmarks and demonstrate knowledge of browser history features
6. Identify and compare the different file formats that can be uploaded to the web
7. Discuss security issues involved in transmitting data and recognize how commercial sites handle receiving encrypted data
8. Compare the features of software and hardware firewalls and discuss the importance of using and updating virus protection software.
9. Discuss the various plug-ins that enhance browser features and how to download and install them

## **Coding Basics**

1. Identify and use the basic software requirements needed to write and display HyperText markup Language (HTML), JAVA or other coding languages.
2. Identify the various browsers used for different hardware and examine how different browsers and operating systems can affect the way technology sites are displayed
3. Identify and compare the software requirements needed to create and modify images
4. Identify the various multimedia programs available to create dynamic content
5. Identify and calculate the amount of bandwidth that will be required for a program and make critical choices necessary to modify and edit content

## **Coding Process**

1. Discuss the importance of understanding the basic primary languages of the Internet
2. Create an internet based page using code
3. Discuss and demonstrate the limitations of typography as displayed on sites and the use of typography in the coding process
4. Discuss and demonstrate page structure
5. Explain and demonstrate the difference between internal and external links in navigating and creating documents
6. Discuss the importance of managing and displaying content
7. Create content to display for different devices.
8. Discuss and evaluate alternatives to display information in tables
9. Discuss the pros and cons of using frames and demonstrate the use of frames in design.

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Science, Technology, Engineering, Art, and Math – Digital Media Course for Intermediate School Students**

**ITEM:**                   **Action**

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

**PREPARED BY:** **Don Isbell, Director, CTE/Regional Occupational Program**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval for a new Science, Technology, Engineering, Art, and Math (STEAM) – Digital Media course for intermediate school students.

**RATIONALE:**

It is widely recognized that many, perhaps even the majority of new jobs that are emerging in our current economy are STEAM related. To ensure that District students are well prepared to thrive in college and the current job market, a new course is being proposed for the District that will provide intermediate students with a solid foundation upon which they can build future successes.

STEAM – Digital Media will provide foundational critical thinking and technical skills that will enable intermediate school students to prepare for high school career pathways and also accomplish their college and career readiness goals.

This course introduces students to digital media and how it penetrates all aspects of the world. Students will identify how digital media is supported by many platforms that continually change as technology improves. They will demonstrate how digital media is created, viewed, distributed, modified, and preserved on computers. This course will review all aspects of digital media. Also, students will study the aesthetics of art and graphic design to develop perception and analysis skills that they can employ to critically examine their own work and the work of others. Students will demonstrate their knowledge of the elements of art and principles of design while developing and refining their creative skills utilizing a variety of media, including digital media.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the Science, Technology, Engineering, Art, and Math – Digital Media course for intermediate school students.

DM:sz

## Course Summary

<b>Course Title:</b>	STEAM – Digital Media	<b>District Course #:</b>	
<b>Department:</b>	CTE/Science	<b>Grade Level:</b>	6-8
<b>Course Length:</b>	90 hours		
<b>Prerequisites:</b>	None		

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### **Course Description**

This course introduces students to digital media and how it penetrates all aspects of the world. Students will identify how digital media is supported by many platforms that continually change as technology improves. Students will demonstrate how digital media is created, viewed, distributed, modified and preserved on computers. Students will review all aspects of digital media. Students will study the aesthetics of art and graphic design to develop perception and analysis skills that they can employ to critically examine their own work and the work of others. Students will demonstrate their knowledge of the elements of art and principles of design while development and refining their creative skills utilizing a variety of media including digital media.

### **Content Area Skills**

1. Students will identify and describe the elements of art and principles of design and analyze their use in digital media.
2. Research and analyze the work of a graphic designer and describe in writing how they use the elements of creativity in their own unique style. Use vocabulary appropriate to the study of digital media.
3. Examine early examples of both graphic design and fine art and compare and contrast to the work of contemporary digital media.

### **Visual Communication**

1. The use of techniques and tools to create, enhance, and manipulate digital images in the creation of original works of digital media.
2. Demonstrate the effective creation and manipulations of digital imagery including:
  - ◆ Selecting/acquiring images
  - ◆ Cropping
  - ◆ Scanning
  - ◆ Correcting
  - ◆ Enhancing
  - ◆ Photo montage
3. Describe how symbols are used in visual communications.
4. Differentiate between logos, symbols, and icons.
5. Create an original logo design that fulfills specific communication needs.



6. Describe how design is used in standard publications.
7. Explain what is meant by “graphic style” in publications.
8. Create an original style for a specific publication.
9. Describe the elements of effective layout for advertising.
10. Use the elements of effective layout in the create of an original advertising project.
11. Explain how market research impacts digital media design.

### **Impact of Graphic Design in Digital Media**

1. Demonstrate an understanding of the history of graphic design by identifying and describing major milestones, influence and pioneers in the field.
2. Describe how new advancement in technology influence the content and create of graphic art in digital media.
3. Research selected works of graphic design from other countries and identify how different cultural influences are reflected in the design, content and purpose.
4. Analyze graphic works used in digital media from various periods and cultures. Focus on describing ways that personal beliefs, cultural traditional and social, economic and political contexts determine the meaning or message.
5. In written form students will compare and contrast samples of communication being used in the digital media industry.
6. Design and or select a digital media piece that addresses a current controversial topic using illustrations that impact public perceptions and effectively communicate the issue.
7. Apply the knowledge and understanding of the elements of how digital media communicates throughout the world.

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Science, Technology, Engineering, Art, and Math – Software Applications Google/Microsoft Certification Course for Intermediate School Students**

**ITEM:**                   **Action**

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

**PREPARED BY:** **Don Isbell, Director, CTE/Regional Occupational Program**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval for a new Science, Technology, Engineering, Art, and Math (STEAM) – Software Applications Google/Microsoft Certification course for intermediate school students.

**RATIONALE:**

It is widely recognized that many, perhaps even the majority of new jobs that are emerging in our current economy, are STEAM related. To ensure that District students are well prepared to thrive in college and the current job market, a new course is being proposed for the District that will provide intermediate students with a solid foundation upon which they can build future successes.

The STEAM Software Applications Course will provide foundational-critical thinking and technical skills that will enable intermediate school students to prepare for high school career pathways and also accomplish their college and career readiness goals.

In this course, students will begin to learn how to use computer applications - Google/Microsoft, word processing, spreadsheets, and presentation software. At the end the student will receive a certificate indicating competency in these applications that are very common in school and the workplace. Achieving this certification will enable students to master skills that are essential to learning in schools and for success in the workforce.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the Science, Technology, Engineering, Art, and Math – Software Applications Google/Microsoft Certification course for intermediate school students.

DM:DI:sz

## **COURSE SUMMARY**

<b>Course Title:</b>	STEAM - Applications Certification (Google/Microsoft)	<b>District Course #:</b>	
<b>Department:</b>	CTE/Science	<b>Grade Level:</b>	6-8
<b>Course Length:</b>	90 hours		
<b>Prerequisites:</b>	None		

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### **Course Description**

In this course, students will begin to learn how to use computer applications (Google/Microsoft) word processing, spreadsheet, and presentation software and at the end receive a certificate indicating competency in these applications that are so common in school and the workplace. Achieving this certification will enable students to master skills that are so essential to learning in schools and also for success in the workforce.

### **Reinforcing Keyboarding Skills**

1. Improve keyboarding techniques.
2. Increase keyboarding speed and accuracy.
3. Proofread copy.
4. Edit copy.
5. Describe ergonomic guidelines related to safe computer use.

### **Mastering Basic Computer Operations**

1. Explain the functions of computer system components.
2. Boot, access and exit operation system and files.
3. Input data and commands using peripherals (e.g., keyboard, mouse).
4. Use file and drive management tools such as copy, move, rename, retrieve, save, delete, and create, and manipulate directories.
5. Access and edit software applications.
6. Determine available memory and disk space.
7. Use Help menu and demonstrate Office Assistants.
8. Identify safety precautions associated with computer use.
9. Discuss virus protection and methods of preventing importation of computer viruses.

### **Word Processing Application**

1. Key and format business correspondence: letters, reports, outlines, and tables.
2. Compose and format business letters, memos, reports, and outlines.
3. Edit documents using techniques such as delete, insert, type-over, block, move, copy, cut/past and use of the spelling, grammar, and thesaurus function keys.
4. Enhance documents by using different fonts, and features such as bold, italics and bullets.
5. Enhance layout of documents by using features such as menu bars, shading, lines and boxes.
6. Use features such as headers, footers, justification and pagination.
7. Integrate macros, graphics, and spreadsheets into a word-processed document.

### **Spreadsheet Application**

1. Enter data and formulas.
2. Edit data within the spreadsheet (e.g., retrieve, update, move, save and analyze data).
3. Create graphs and charts to incorporate into power point presentations.

### **Presentation Application**

1. Creating slide presentations.
2. Working with graphical and multimedia elements.
3. Creating charts and tables.
4. Applying transitions and animation.

### **Internet Browsers and E-mail**

1. Explain ISPs (Internet Service Providers), and browsers (Google, Explorer, etc.).
2. Apply search engine strategies to research information.
3. Discuss uses of e-mail and various processing, storage, retrieval and transmission technologies.
4. Identify security issues related to computer hardware, software and data.
5. Explain concepts of security, integrity, courtesy and confidentiality related to information and communication systems.
6. Explain concepts related to copyright, public domain, copy protection and licensing agreements.

**AGENDA ITEM BACKUP SHEET****February 24, 2015****Board Meeting**

**TITLE:**                   **Approval of Submission of Part II 2014-15 Consolidated Application for Funds to California State Department of Education**

**ITEM:**                   **Action**

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

**PREPARED BY:**   **Nuria Solis, Director, EL Programs and Student Achievement**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to request Board authorization to submit Part II of the 2014-15 Consolidated Application (ConApp) for funds to the California State Department of Education (CDE) for continued funding for federal categorical programs. Districts that receive federal funding and wish to participate are required to complete and submit the ConApp two times a year.

**RATIONALE:**

The District application for ConApp Funds is annually submitted to the California State Department of Education for its approval. Part I was approved by the Board on June 24, 2014. Part II indicates the funding level for these programs per CDE allocations for fiscal year 2014-15.

**FUNDING:**

<u>Federal Categorical Funds:</u>	
NCLB, Title I, Part A	\$16,582,381
NCLB, Title II, Part A, Improving Teacher Quality	\$2,732,043
NCLB, Title III, Language Instruction for EL	\$2,486,451
<b>TOTAL</b>	<b>\$21,800,875</b>

**RECOMMENDATION:**

Approve for submission to the California State Department of Education the 2014-15, Consolidated Application (ConApp), Part II for funding categorical aid programs.

**AGENDA ITEM BACKUP SHEET**

February 24, 2015

**Board Meeting****TITLE:** Approval of Final Schoolwide Single Plans for Student Achievement for 2014-15 School Year**ITEM:** Action**SUBMITTED BY:** David Haglund, Ed.D., Deputy Superintendent, Educational Services  
Dawn Miller, Assistant Superintendent, Secondary, Secondary Education  
Michelle Rodriguez, Assistant Superintendent, Elementary Education**PREPARED BY:** Nuria Solis, Director, English Learner Programs and Student Achievement

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**BACKGROUND INFORMATION:**

The purpose of this agenda is to seek Board approval for the final Schoolwide Single Plans for Student Achievement (SPSA) for the 2014-15 school year. The preliminary 2014-15 SPSAs were approved at the July 22, 2014 Board meeting. The final 2014-15 SPSAs reflect the latest categorical budget allocations, as per the Consolidated Application Part II, which will be submitted to the California Department of Education on February 28, 2015.

**RATIONALE:**

Schools in the District participating in the Consolidated Application Categorical Aid Programs annually update or rewrite their SPSAs. The plans represent the school goals and objectives for the 2014-15 school year and provide program, statistical, and budget information reflecting planned educational services. Each school submits a SPSA, which has been developed collaboratively based on input from the School Site Council, instructional staff, parents, administrators, and students.

Sites will use categorical allotments to improve academic achievement through a variety of budgetary expenditures including, but not limited to, instructional support personnel, extended learning time, professional development opportunities, collaborative planning time, instructional materials, and parent engagement activities.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the final Schoolwide Single Plans for Student Achievement for the 2014-15 school year.

**AGENDA ITEM BACK-UP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** **Authorization to Award a Contract for Purchase of Refrigerated Delivery Trucks for Nutrition Services to Inland Kenworth US, Inc.**

**ITEM:** **Action**

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

**PREPARED BY:** **Mark Chavez, Director, Nutrition Services**  
**Jonathan Geiszler, Director, Purchasing and Stores**

**BACKGROUND INFORMATION:**

At its June 10, 2014 meeting, the Board authorized staff to obtain bids for the purchase of refrigerated delivery trucks for Nutrition Services.

The Nutrition Services truck fleet delivers hot and cold meals with more than 50 daily stops carrying more than 30,000 meals. More than 60-weekly supply orders are shipped direct from the Central Kitchen warehouse by this fleet. Any miscellaneous equipment pick-ups and distributions, catering events, special district functions involving Nutrition Services are serviced by this fleet. An estimated 90% of product delivered is cold hence the need for fully functional refrigerated vehicles.

The current fleet was manufactured in the late 1990s, early 2000s and 2006. Five out of the seven refrigerated trucks have registered more than 100,000 miles. The frequency of repairs for each vehicle has been steadily increasing. Over the last five years, the Nutrition Services Department has spent over \$60,000 on repairs for the current delivery trucks. In 2014-15, Nutrition Services has already spent over \$16,000 on repairs for these trucks. The refrigeration units for each truck are dated and require more frequent repairs. Most of the trucks have unsightly body damage to their boxes, bumpers, and cabs. The cost of the new fleet will be covered entirely by cafeteria dollars. This purchase represents a sizeable portion of this year's Nutrition Services spend down funds which were previously allocated for this project and approved by the California Department of Education (CDE) Nutrition Services Division. The Nutrition Services Department will purchase six trucks at the cost of \$113,241 each, with a total amount of \$679,446.

**RATIONALE:**

The purpose of this agenda item is to seek Board approval to award a contract for the purchase of six refrigerated delivery trucks for Nutrition Services to Inland Kenworth US, Inc. The bid was advertised, as legally required, in the Orange County Register. Eleven vendors received bid documentation and two submitted bids. Staff recommends an award to Inland Kenworth US, Inc., the lowest responsive, responsible bidder listed below. Vendor selection is in compliance with Board Policy.



Bidders	Bid Price	Comments
Inland Kenworth US, Inc.	\$113,241.00	None
Los Angeles Truck Centers, Inc.	\$112,984.00	Alternative item bid did not meet required specifications

**FUNDING:**

Cafeteria Fund 13: \$679,446

Included in the Spend Down Plan Agreement approved by the CDE.

**RECOMMENDATION:**

Authorize staff to award a contract for the purchase of six refrigerated delivery trucks to Inland Kenworth US, Inc., pursuant to Bid No. 12-15.

SP:mm

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval of the Agreement to Indemnify, Waive, and Release Successor Agency to the Former Community Redevelopment Agency of the City of Santa Ana Regarding Retro-Active Pass-Through Obligations**

**ITEM:**                   **Action**

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

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

**BACKGROUND:**

The purpose of this agenda item is to seek Board approval of an agreement to indemnify, waive, and release the Successor Agency to the former Community Redevelopment Agency of the City of Santa Ana and the City of Santa Ana in exchange for the Successor Agency's payment of \$929,005 to the District for past due pass-through payments from certain redevelopment project areas. On October 18, 2010, the former Community Redevelopment Agency of the City of Santa Ana adopted Ordinance No. NS 2809, which eliminated the time limit for incurring indebtedness for the project areas of (1) Santa Ana CRA Downtown 72-73 & 74-75 and (2) Santa Ana CRA Intercity Commuter. This action triggered annual pass-through payments to all affected taxing agencies that did not previously enter into a contractual pass-through agreement, including the District.

**RATIONALE:**

Since the adoption of Ordinance No. NS 2809 occurred in 2010, the former redevelopment agency and Successor Agency calculated the base year for pass-through payments as commencing in the year of the Ordinance's adoption. The District challenged these calculations. At the February 10, 2015 Oversight Board meeting, the Successor Agency agreed to pay the District the past due pass-through payments so long as the Successor Agency and City of Santa Ana are released and indemnified from any challenge by another. In consultation with District's financial advisor and legal counsel, the risk is fairly low and the amount of potential claims is far less than the amount to be gained. The proposed Agreement is attached as Exhibit "A".

The payment contemplated in the proposed Agreement is not guaranteed, but is dependent upon further approval of the Oversight Board and the Department of Finance during the Recognized Obligation Payment Schedule adoption process. If approved, payment would occur no earlier than January 1, 2016.

**FUNDING:**

Revenue to Fund 40 – Capital Facilities: \$929,005

**RECOMMENDATION:**

Approve the Successor Agency's proposed agreement regarding indemnity, waiver, and release regarding the pass-through obligations.

**AGREEMENT RE INDEMNITY, WAIVER AND RELEASE  
REGARDING  
PASS THROUGH OBLIGATIONS**

This Agreement Re Indemnity, Waiver and Mutual Release Regarding Pass Through Obligations (“Agreement”) is made and entered into as of \_\_\_\_\_, 2015, by and among the Successor Agency to the Community Redevelopment Agency of the City of Santa Ana (“Successor Agency”), and Santa Ana Unified School District (“Taxing Agency”). Successor Agency and Taxing Agency may be referred to singularly as a “Party” and collectively as the “Parties.”

**RECITALS**

A. Prior to February 1, 2012, the Community Redevelopment Agency of the City of Santa Ana (herein referred to as the “Former Agency”) was a community redevelopment agency duly organized and existing under the California Community Redevelopment Law (Health and Safety Code Section 33000, *et seq.*) (the “Redevelopment Law”), and was authorized to transact business and exercise the powers of a redevelopment agency pursuant to action of the City Council of the City of Santa Ana.

B. Assembly Bill 1x 26, chaptered and effective on June 28, 2011, added Parts 1.8 and 1.85 to Division 24 of the California Health and Safety Code, which caused the dissolution of all redevelopment agencies and winding down of the affairs of former agencies, including as such laws were amended by Assembly Bill 1484, chaptered and effective on June 27, 2012 (together, the “Dissolution Act”).

C. As of February 1, 2012 the Former Agency was dissolved pursuant to the Dissolution Act and the Successor Agency serves as the successor agency to the Former Agency.

D. The Successor Agency administers the enforceable obligations of the Former Agency and otherwise unwinds the Former Agency’s affairs, all subject to the review and approval by a seven-member oversight board (“Oversight Board”).

E. The Former Agency was obligated to make certain statutory pass through payments to the Taxing Agency pursuant to Health and Safety Code Section 33607.5 and Section 33607.7 (“Tax Sharing Payments”).

F. Upon dissolution of the Former Agency, the Tax Sharing Payments were calculated and disbursed by the Orange County Auditor-Controller (“CAC”).

G. The Taxing Agency alleges that the Former Agency incorrectly calculated the Tax Sharing Payments, resulting in past-due, retroactive Tax Sharing Payments owed to the Taxing Agency and other affected taxing agencies (“Taxing Agency Allegations”).

H. The Taxing Agency hired a consultant to calculate the Tax Sharing Payments the Taxing Agency alleges are owed to the Taxing Agency and other affected taxing agencies; such payments are set forth on Exhibit A, attached hereto and incorporated herein, and are referred to as the “Payments.” The Successor Agency has not independently verified the calculations of the

payments undertaken by the Taxing Agency and is relying on the Taxing Agency's assertion that the Payments are properly calculated and lawfully owed under the Redevelopment Law and the Dissolution Act.

1. Subject to the terms and conditions hereof, the Parties desire to compromise and settle all claims and terminate all disputes that have been or could have been asserted by and among the Parties relating to the calculation and payment of the Payments, all without admitting liability on behalf of any of the Parties.

## A G R E E M E N T

NOW, THEREFORE, in consideration of the foregoing recitals, the covenants and agreements contained herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. Effectiveness of Agreement; Third Party Approvals. This Agreement shall become effective upon (A) execution of this Agreement by the Parties, and (B) approval of this Agreement by resolution of the Oversight Board, and (C) following Oversight Board approval, upon passage of the time periods prescribed by applicable law, either by no review of such Oversight Board action being timely requested by the California Department of Finance ("DOF"), or by DOF approval or lack of objection thereto.

2. Payment to Taxing Agency. The Successor Agency hereby agrees to pay to the Taxing Agency and each other affected taxing agencies the respective amounts set forth in Exhibit A (collectively, the "Payments"). The Payments shall be made within thirty (30) days following the Successor Agency's receipt of moneys from the County Auditor-Controller for the applicable six-month fiscal period covered by the first Recognized Obligation Payment Schedule ("ROPS") on which the Payments are approved as a line item following the Effective Date hereof.

3. Subordinate Obligation; Distribution of RPTTF. The Parties acknowledge and agree that all Redevelopment Property Tax Trust Fund ("RPTTF") moneys attributable to the Former Agency's redevelopment project areas will be distributed by the CAC in accordance with Health & Safety Code Section 34183. The Payments shall be satisfied out of excess RPTTF moneys ("Excess RPTTF") available after payment of the County administration fee, all pass through payments, all enforceable obligations including bonds and other indebtedness, and the Successor Agency's administrative expenses (collectively, the "Prior Obligations"). To the extent Excess RPTTF is available after payment of all Prior Obligations in a given ROPS period, such Excess RPTTF shall be applied to payment of the Successor Agency Payment Obligations due during the applicable ROPS period. If the Excess RPTTF in a ROPS period is insufficient to enable the Successor Agency to make the Payments due during that ROPS period, the insufficiency shall be paid in future ROPS periods, without interest, as and when sufficient Excess RPTTF moneys are available.

A. Subject to Prior Obligations. The Parties acknowledge and agree that the Payments under this Agreement are junior to all obligations of the Successor Agency with a prior claim on, or pledge of, moneys in the RPTTF, pursuant to Health & Safety Code Section 34183 or other laws, including all other enforceable obligations on each applicable ROPS.

4. Release by Taxing Agency. Except for the obligations imposed under this Agreement, the Taxing Agency, on behalf of itself, its predecessors, successors, assigns, agents, relatives, heirs, beneficiaries, affiliates, attorneys, insurers and all others claiming by and through the Taxing Agency, does hereby release, discharge and covenant not to sue the Successor Agency and the City, as well as their council members, board members, staff, officers, directors, partners, employees, shareholders, members, managers, subsidiaries, parent and related corporations or entities, agents, representatives, attorneys, successors, assigns, heirs, relatives, descendants, administrators, executors, beneficiaries, trustees, insurers and predecessors and successors-in-interest, from and for all actions, claims, charges, liabilities, obligations, benefits, compensation, damages, fees, expenses, or suits of any kind whatsoever, known or unknown, which the Taxing Agency now has, or may ever have had, arising out of or relating to the Payments, the Tax Sharing Payments and/or the Taxing Agency Allegations.

A. Full Defense. The provisions of this Section 4 may be pleaded as a full and complete defense to, and may be used as the basis for any injunction against, any action, suit, or other proceeding that may be instituted, prosecuted, or attempted in breach of this Section 4.

B. Civil Code Section 1542. The Taxing Agency acknowledges and understands that the matters released herein may involve facts and circumstances currently unknown to the Taxing Agency, but nevertheless the Taxing Agency intends that the releases provided herein shall be general releases, and that they shall effectively release all actions, claims, charges, liabilities, obligations, benefits, compensation, damages, fees or suits of any kind whatsoever in connection with, arising out of or relating to the Payments, the Tax Sharing Payments and/or the Taxing Agency Allegations, even if they involve unknown facts and circumstances. The Taxing Agency hereby acknowledges that it has been fully advised of the contents of Section 1542 of the Civil Code of the State of California, which reads as follows:

Section 1542. (General Release; extent.) A general release does not extend to claims which the creditor does not know or suspect to exist in his or her favor at the time of executing the release, which if known by him or her must have materially affected his or her settlement with the debtor.

The Taxing Agency hereby expressly waives and relinquishes any and all rights and benefits under Civil Code Section 1542 and any law or legal principle of similar effect in any jurisdiction with respect to the releases granted in this Section 5.

\_\_\_\_\_  
Taxing Agency  
Initials

5. Indemnification by Taxing Agency. Taxing Agency hereby agrees to indemnify and hold harmless Successor Agency, City and their respective affiliates, officers, directors, agents, servants, employees, contractors and subcontractors and the employees of any of the foregoing (each, "Indemnitees"), from and against any and all liabilities, claims, losses, fines, damages, costs and expenses (including costs and expenses of defense), which are caused in

whole or in part by or arise out of this Agreement, including without limitation the Payments required by Section 1 of this Agreement, and further expressly including claims or damages asserted against the Indemnitees by other affected taxing agencies or other third parties. If any provision of this indemnity is determined by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions of this indemnity will remain in effect to the maximum extent permitted by law.

6. No Material Reliance. There are no unwritten, oral or verbal understandings, agreements, promises or representations of any kind whatsoever as between the Parties that are not contained in this Agreement. The Parties each represent and acknowledge that, in executing this Agreement, they have not relied upon any representation, statement, omission, agreement or promise made by any other Party except as set forth in this Agreement, nor have they relied upon any representation, statement, agreement, omission or promise made by the other Party's agents, representatives, or attorneys, except as set forth in this Agreement.

7. Final and Binding Agreement. The Parties have each made such investigation of the facts pertaining to this Agreement as they have deemed necessary. This Agreement is intended to be and is the final, binding and fully integrated agreement of the Parties, regardless of any claims of either of the Parties of misrepresentation, concealment of fact, or mistake of law or fact.

8. No Admission of Liability. The Taxing Agency acknowledges and agrees that this Agreement does not constitute an admission by the Successor Agency of liability, does not constitute any factual or legal precedent whatsoever, and may not be used as evidence in any subsequent proceeding of any kind, except in an action alleging a breach of this Agreement.

9. Entire Agreement. This Agreement supersedes all prior and contemporaneous oral and written agreements, understandings, and representations, if any between the Parties.

10. Neutral Interpretation. The Parties each acknowledge that they are entering into this Agreement having fully reviewed its terms and legal effect, in consultation with their respective legal counsel. The wording of this Agreement was reviewed and accepted by each Party and their legal counsel prior to execution. This Agreement was drafted equally by all Parties, and no Party shall be entitled to have any wording construed for or against any other Party in the event of a dispute.

11. Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed an original and together constitute the same agreement, whether each Party executes a separate counterpart.

12. Notices. All notices and requests required or permitted under this Agreement shall be made in writing by United States mail to the following:

Successor Agency:

Successor Agency to the  
Community Redevelopment Agency of the  
City of Santa Ana  
20 Civic Center Plaza

Santa Ana, California 92701  
Attention: Executive Director

With copies to:

City Attorney  
City of Santa Ana  
20 Civic Center Plaza, 7<sup>th</sup> Floor (M-29)  
Santa Ana, California 92702

City Clerk  
City of Santa Ana  
20 Civic Center Plaza, 8<sup>th</sup> Floor  
Santa Ana, California 92702

Taxing Agency:

Santa Ana Unified School District  
1601 E. Chestnut Avenue  
Santa Ana, CA 92701-6322

13. Parties Shall Bear Their Own Fees And Costs. Each of the Parties shall bear its own attorneys' fees and costs relating to this Agreement.

14. Attorneys' Fees. In the event it is necessary for any Party to this Agreement to initiate legal proceedings to enforce this Agreement or adjudicate any issues under this Agreement, the prevailing Party shall be entitled to recover its reasonable attorneys' fees, costs and disbursements, including reasonable expert fees and costs, if any.

15. Enforcement. Enforcement of this Agreement shall be governed by the laws of the State of California. Any action concerning this Agreement must be brought in a state court in the County of Orange, State of California.

16. Successor and Assigns. This Agreement shall be binding upon and inure to the Parties hereto and their respective heirs, executors, administrators, successors and assigns.

17. Authority to Execute. Each of the persons signing below on behalf of the Parties specifically represents and acknowledges that he or she has been authorized to do so by the Party on whose behalf he or she has executed this Agreement.

**[Signatures appear on following pages.]**



IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the day and year first above written.

**SUCCESSOR AGENCY TO THE  
COMMUNITY REDEVELOPMENT  
AGENCY OF THE CITY OF SANTA  
ANA**

**SANTA ANA UNIFIED SCHOOL  
DISTRICT**

By: \_\_\_\_\_  
Its: City Manager

By: \_\_\_\_\_  
Its: \_\_\_\_\_

**ATTEST**

**ATTEST**

\_\_\_\_\_  
By: Maria D. Huizar  
Title: Clerk of the Council

\_\_\_\_\_  
By: \_\_\_\_\_  
Title: \_\_\_\_\_

**APPROVED AS TO FORM**

**APPROVED AS TO FORM**

Sonia R. Carvalho  
City Attorney

  
\_\_\_\_\_  
By: Lisa E. Storck  
Title: Assistant City Attorney

\_\_\_\_\_  
By: \_\_\_\_\_  
Title: \_\_\_\_\_

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval to Appoint the SAUSD Assistant Superintendent-School Performance and Culture and Approval of Employment Agreement**

**ITEM:**                   **Action**

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the public employee appointment of the Assistant Superintendent-School Performance and Culture and approve the employment agreement.

**RATIONALE:**

The Board must approve the employment agreement between the District and Lucinda Pueblos, Assistant Superintendent-School Performance and Culture at a Regular Board Meeting, a copy of which shall be provided.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the recommendation of Lucinda Pueblos, Assistant Superintendent-School Performance and Culture and approve the employment agreement with SAUSD.

  
MAM:nr

## CONTRACT OF EMPLOYMENT

WHEREAS, on this 24th day of February, 2015, the BOARD OF EDUCATION of the Santa Ana Unified School District appointed LUCINDA PUEBLOS as ASSISTANT SUPERINTENDENT, SCHOOL PERFORMANCE AND CULTURE (“ASSISTANT SUPERINTENDENT”), and enters into a Contract of Employment.

NOW THEREFORE, IT IS MUTUALLY AGREED AS FOLLOWS:

1. The term of employment shall be from July 1, 2015, to and including June 30, 2018. Subject to continuous satisfactory performance, the BOARD OF EDUCATION may extend the term of this Contract of Employment an additional year.

2. During the term of employment, LUCINDA PUEBLOS shall satisfactorily perform duties pertaining to the position of ASSISTANT SUPERINTENDENT, as provided by the job description and as prescribed by the Superintendent.

3. The SANTA ANA UNIFIED SCHOOL DISTRICT shall pay ASSISTANT SUPERINTENDENT an annual salary in the amount of \$174,090 per school year. Monthly installments shall be payable according to the certificated payroll calendar.

4. The salary specified in paragraph 3 above may be adjusted in the manner provided in the Education Code section 35032. The stated salary may be increased at any time subject to the agreement of the ASSISTANT SUPERINTENDENT and the BOARD OF EDUCATION, with such increase becoming effective from the date of authorization by the BOARD OF EDUCATION.

5. The SANTA ANA UNIFIED SCHOOL DISTRICT shall pay the ASSISTANT SUPERINTENDENT’s membership dues in the Association of California School Administrators (ACSA), or a similar professional organization.

6. The SANTA ANA UNIFIED SCHOOL DISTRICT shall pay the ASSISTANT SUPERINTENDENT’s membership dues in one Santa Ana-based service organization.

7. The ASSISTANT SUPERINTENDENT may earn and accrue up to 21 days of paid vacation per school year based on her days of service, as calculated by the payroll department of the District. If vacation is not used during the school year in which it was earned and accrued, such unused, earned and accrued vacation shall be carried over to the following school year. However, ASSISTANT SUPERINTENDENT may not earn or accrue more than 42 unused vacation days. Once this maximum is reached, ASSISTANT SUPERINTENDENT will cease to earn and accrue any additional vacation until earned and accrued vacation has been used and the number of unused earned and accrued paid vacation days is below the maximum amount.

In the event of termination of employment of the ASSISTANT SUPERINTENDENT, either during the term of this Contract of Employment or at the expiration of the term of this Contract of Employment, she shall be entitled to compensation for any unused, earned and accrued vacation, at the salary rate in effect at the termination or expiration of this Contract of Employment.

8. ASSISTANT SUPERINTENDENT shall earn one day of sick leave per month.

9. Consistent with Board Policies 4133, 4233, and 4333, ASSISTANT SUPERINTENDENT shall be reimbursed for actual and necessary expenses incurred performing authorized services for the District.

10. The services rendered by the ASSISTANT SUPERINTENDENT shall be evaluated annually by the SUPERINTENDENT or designee during the term of this Contract of Employment, at which time the BOARD OF EDUCATION and the ASSISTANT SUPERINTENDENT may mutually agree to extend the duration of this Contract of Employment. If the duration of this Contract of Employment is extended, the services rendered by the ASSISTANT SUPERINTENDENT shall be annually evaluated during the term of this Contract of Employment. The evaluation shall be completed on or about July 30.

11. The ASSISTANT SUPERINTENDENT shall be eligible for paid District medical, dental, vision and life insurance for herself and her spouse, as provided other Cabinet members. In the event the ASSISTANT SUPERINTENDENT elects not to participate in the District medical, dental and vision benefit plans for herself

and her spouse, she may elect to receive the annual cash value equal to the District contribution for medical (two-party tier rate), dental and vision plans offered for which she is eligible. This compensation, if elected, shall be reviewed and changed each benefit year of this Contract of Employment to reflect the then-current District contributions for the benefit plan year as the cost of the benefits adjust in the new benefit plan year.

These health and welfare benefits are subject to change or modification, and may be increased, reduced, or taken away, at the sole discretion of the BOARD OF EDUCATION, during the term of this Contract of Employment, so long as all other members of the Superintendent's Cabinet are subject to the same changes and/or modifications.

12. The BOARD OF EDUCATION may, at any time, terminate this Contract of Employment at its sole discretion upon 90 days' written notice to the ASSISTANT SUPERINTENDENT. If the ASSISTANT SUPERINTENDENT's employment is terminated pursuant to this subsection, and the ASSISTANT SUPERINTENDENT is not in breach of this Contract of Employment, the ASSISTANT SUPERINTENDENT may receive an amount not to exceed the monthly salary of the ASSISTANT SUPERINTENDENT, multiplied by the number of months left on the unexpired term of this Contract of Employment or 12 months, whichever is less, as provided in Government Code section 53260. Except as provided in paragraph 11 hereof, any continuation of ASSISTANT SUPERINTENDENT's health and welfare benefits following such termination may not exceed the number of months remaining on the unexpired term of this Contract of Employment, up to a maximum of 12 months, or until ASSISTANT SUPERINTENDENT finds other employment, whichever occurs first.

13. Acceptance of the payment described in paragraph 12 of this Contract of Employment fully and forever releases the Santa Ana Unified School District, its employees, officers, and agents, the BOARD OF EDUCATION, and each member of the BOARD OF EDUCATION from all claims, demands, causes of action, charges and grievances, of whatever kind or nature, whether known or unknown, suspected or unsuspected, which ASSISTANT SUPERINTENDENT now owns or holds or has at any time before this date owned or held against any of

them, including, but not limited to, all claims, charges, demands and causes of action (a) which arise out of or are in any way connected with ASSISTANT SUPERINTENDENT's employment or the termination of employment; (b) which are related to or concern discrimination under local, state or federal law (including but not limited to, the Age Discrimination in Employment Act), wrongful termination in violation of public policy, retaliation, intentional and negligent infliction of emotional distress, defamation and other torts; or (c) which arise out of or are in any way connected with any loss, damage or injury whatsoever resulting from any act committed or omission made prior to the date of this Contract of Employment.

14. This Contract of Employment may be terminated for cause at any time during the school year in accordance with Board Policy and/or statutory provisions that apply to any certificated employee. For purposes of this Contract of Employment, "cause" includes any material breach of this Contract of Employment, any failure of the ASSISTANT SUPERINTENDENT to perform the duties prescribed for the ASSISTANT SUPERINTENDENT by the Superintendent or the BOARD OF EDUCATION, or any of the grounds enumerated in Education Code section 44932. The BOARD OF EDUCATION shall not terminate this Contract of Employment under this subsection until a written statement of the grounds for termination has first been given to the ASSISTANT SUPERINTENDENT by the Superintendent. The ASSISTANT SUPERINTENDENT shall then be entitled to an informal conference with the BOARD OF EDUCATION, in closed session, at which time the ASSISTANT SUPERINTENDENT shall be given a reasonable opportunity to address the specific concerns and issues of the BOARD OF EDUCATION and the Superintendent. The ASSISTANT SUPERINTENDENT shall have the right, at her own expense, to have a representative of her choice at the conference with the BOARD OF EDUCATION. If no resolution of these concerns and issues can be found, the ASSISTANT SUPERINTENDENT shall be provided with a written statement of the BOARD OF EDUCATION's decision with respect to the ASSISTANT SUPERINTENDENT's termination. If this Contract of Employment is terminated pursuant to this subsection, the ASSISTANT SUPERINTENDENT's employment with the District, and any compensation, benefits or allowances provided pursuant to this Contract of Employment, shall terminate with the effective

date of the decision of the BOARD OF EDUCATION, and the ASSISTANT SUPERINTENDENT shall not be entitled to any further compensation thereafter, regardless of the term then remaining under this Contract of Employment.

15. The ASSISTANT SUPERINTENDENT shall return all SANTA ANA UNIFIED SCHOOL DISTRICT property and equipment to the SANTA ANA UNIFIED SCHOOL DISTRICT upon termination of this Contract of Employment.

16. The terms of this Contract of Employment are made for the benefit of each person or entity named in paragraph 13 above. It is the intention of the ASSISTANT SUPERINTENDENT that this Contract of Employment shall be effective as a bar against each and every claim, demand, cause of action, charge or grievance described in paragraph 13 above. In furtherance of this intention, the ASSISTANT SUPERINTENDENT expressly waives any and all rights and benefits conferred upon her by the provisions of section 1542 of the California Civil Code, which states:

**“A general release does not extend to claims which the creditor does not know or suspect to exist in his or her favor at the time of the executing the release, which if known by him or her must have materially affected his or her settlement with the debtor.”**

This clause would prevent any other action in law or in equity against the District as a result of the Board’s determination to terminate the contract without cause and pay the liquidated damages.

Pursuant to Government Code section 53243.2, any funds received by the ASSISTANT SUPERINTENDENT from the District as a cash settlement resulting from the termination of this Agreement or successor agreements shall be fully reimbursed to the District if the ASSISTANT SUPERINTENDENT is convicted of a crime involving the abuse of her office or position.

17. If any term or provision of this Contract of Employment is held to be invalid or unenforceable, the remaining portions of this Contract of Employment shall continue to be valid and shall be performed, construed and enforced to the fullest extent permitted by law, and the invalid or unenforceable term shall be

deemed amended and limited in accordance with the intent of the parties, as determined from the face of this Contract of Employment, to the extent necessary to permit the maximum enforceability or validation of the term or provision.

18. This Contract of Employment may be amended or modified only pursuant to a writing signed by both parties, unless otherwise stated in this Contract of Employment.

19. This Contract of Employment constitutes and contains the entire agreement and understanding between the parties and supersedes and replaces all prior negotiations and agreements, proposed or otherwise, whether written or oral, concerning the subject matter of this Contract of Employment. This is an integrated document.

20. This Contract of Employment is subject to, is governed by, and shall be construed under all applicable laws of the State of California, rules and regulations of the State Board of Education, and rules, regulations and policies of the Board, all of which are made a part of the terms and conditions of this Contract of Employment as though set forth herein.

IN WITNESS WHEREOF, the parties have caused this Contract of Employment to be executed on the date hereinabove first written.

Dated: \_\_\_\_\_

BOARD OF EDUCATION  
SANTA ANA UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

JOHN PALACIO  
PRESIDENT OF THE BOARD

Dated: \_\_\_\_\_

By: \_\_\_\_\_

LUCINDA PUEBLOS  
ASSISTANT SUPERINTENDENT  
SCHOOL PERFORMANCE AND  
CULTURE



CONTRACT OF EMPLOYMENT – Page 7  
Assistant Superintendent, School Performance and Culture

Dated: \_\_\_\_\_

By: \_\_\_\_\_  
RICHARD L. MILLER, PH.D  
SUPERINTENDENT

Date of Board of Education approval in open session: \_\_\_\_\_

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:**                   **Approval of 2015 Representatives to Delegate Assembly for California School Boards Association Region 15**

**ITEM:**                   **Action**

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

**PREPARED BY:**   **Rick L. Miller, Ph.D., Superintendent**

**BACKGROUND INFORMATION:**

The purpose of this agenda item is for Board members to appoint nine (9) representatives to the California School Board Association (CSBA) 2015-2017 Delegate Assembly for Region 15.

**RATIONALE:**

Voting for Delegates is an action of the entire board; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there are positions to be filled within the region or subregion. If there is a tie vote, a run-off election will be held.

There are nine (9) vacancies at this time in Region 15. The ballot also contains a provision for write-in candidates. Terms are for two years beginning April 1, 2015 through March 31, 2017. Ballots must be postmarked by the U.S. Post Office on or before March 16, 2015. Résumés were sent home for your review previously.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve representatives (list up to nine names) \_\_\_\_\_ to the Delegate Assembly for California School Boards Association (CSBA) Region 15.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 16, 2015**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2015 DELEGATE ASSEMBLY BALLOT  
REGION 15  
(Orange County)

Number of vacancies: 9 (Vote for no more than 9 candidates)

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*Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017*

*\*denotes incumbent*

- |   |  |
|---|--|
| <input type="checkbox"/> Bonnie Castrey (Huntington Beach Union HSD)* | <input type="checkbox"/> Debbi Catton (Ocean View SD)                  |
| <input type="checkbox"/> Gina Clayton-Tarvin (Ocean View SD)          | <input type="checkbox"/> Karin M. Freeman (Placentia-Yorba Linda USD)* |
| <input type="checkbox"/> Jeff Cole (Anaheim City SD)                  | <input type="checkbox"/> Robert A. Singer (Fullerton Jt. Union HSD)*   |
| <input type="checkbox"/> Ian Collins (Fountain Valley ESD)            | <input type="checkbox"/> Suzie R. Swartz (Saddleback Valley USD)*      |
|   | <input type="checkbox"/> Dolores Winchell (Saddleback Valley USD)      |

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*Provision for Write-in Candidate Name*

*School District*

---

*Provision for Write-in Candidate Name*

*School District*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District/COE Name*

---

*Date of Board Action*

*See reverse side for a current list of all Delegates in your Region.*

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**Region 15 – Susan Henry, Director (Huntington Beach Union HSD)**

**24 Delegates (18 elected/6 appointed)**

**Below is a list of all the current Delegates from this Region.**

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Ginny Aitkens (Saddleback Valley USD), district appointed - term expires 2015  
Dana Black (Newport-Mesa USD), elected term expires 2016  
Lauren Brooks (Irvine USD), elected term expires 2016  
Bonnie Castrey (Huntington Beach Union HSD), elected term expires 2015  
Meg Cutuli (Los Alamitos USD), elected term expires 2016  
Judy Franco (Newport-Mesa USD), elected term expires 2016  
Karin Freeman (Placentia-Yorba Linda USD), elected term expires 2015  
Cecilia Inglesias (Santa Ana USD), district appointed - term expires 2016  
Jose F. Moreno (Anaheim City SD), elected term expires 2015  
Lan Q. Nguyen (Garden Grove USD), district appointed - term expires 2016  
Annemarie Randle-Trejo (Anaheim Union HSD), district appointed - term expires 2016  
Rob Richardson (Santa Ana USD), district appointed - term expires 2017  
Rosemary Saylor (Huntington Beach City ESD), elected term expires 2016  
Francine Scinto (Tustin USD), elected term expires 2016  
Michael Simons (Huntington Beach Union HSD), elected term expires 2016  
Robert A. Singer (Fullerton Joint Union HSD), elected term expires 2015  
Suzie R. Swartz (Saddleback Valley USD), elected term expires 2015  
Lynn Thornley (Fullerton SD), elected term expires 2015  
Sharon Wallin (Irvine USD), elected term expires 2016  
**Vacant, elected term expires 2015**  
**Vacant, elected term expires 2015**  
**Vacant, elected term expires 2015**  
**Vacant, district appointed term expires 2015**

**County Delegate**

John W. Bedell (Orange COE), elected term expires 2017

<b>Counties</b>
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Orange

# Delegate Assembly Candidate Biographical Sketch Form



**DUE: Wednesday, January 7, 2015**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at [ctuter@csba.org](mailto:ctuter@csba.org) or (800) 266-3382.

Name: <u>Bonnie Castrey</u>	CSBA Region: <u>15</u>
District or COE: <u>Huntington Beach Union High School District</u>	Years on board: <u>29</u>
Contact Number: <u>714-963-7114 or 714-747-9882</u>	E-mail: <u>bcastrey@earthlink.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>28</u> years	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

One of the cornerstones of our democracy is our Public Education system. This is where children learn to think, work, and play together. CSBA's leadership in both legislative and legal avenues to secure proper and adequate funding is urgent and must remain our top priority. We passed Proposition 30 but now must continue to educate our communities through strong, focused and pertinent media of the needs of our schools for children's success. We once were in the top five funded states and at that time had a research and development "engine" second to none. To regain our world position, we must invest in the education of our children. Our legislative actions must be both State and Federal and focused on full funding of all mandates including Special Education. In order to achieve these goals our governance education programs for all school board members must be accessible and affordable and applicable to the rapidly changing environment of our society. We must fully fund LCFF, ROP and Adult Education.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

I remain active in various activities at all the school sites and have served or currently serve on several district committees, including Relationships by Objectives (RBO), Strategic Planning, Wellness/Nutrition Committee, Team Building through Communication (TBC), Coastline ROP, and I am currently Alternate Clerk of our Board. In that position, I frequently represent the Board in all three of our diverse communities. Over the years, I have mentored new school board members in this area and served many years on the Orange County School Boards Association's Board of Directors, including as President. I often serve on CSBA committees and task forces representing Region 15. In 2013 I was given the OCSBA Marian Bergeson Award.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I am interested in continuing to serve in the Delegate Assembly, as I have had the opportunity to both serve CSBA on numerous committees and to learn from Delegates in this region and throughout the state regarding pertinent issues. Recently I chaired the CSBA Nominating Committee and helped make the nomination process transparent and open to all CSBA members. Legislatively, I will also continue to represent the District, Region and State at the Federal Relations Conference and fight for full funding for all of our children's education.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Bonnie L. Castrey

Date: Dec 17, 2014

## **Bonnie Prouty Castrey Resume**

Ms Castrey, originally a nurse by profession, has always taken an active role in education. She earned her three-year diploma in 1964 from Edward J. Meyer Memorial Hospital in Buffalo, New York, and her Bachelor of Science from California State University at Long Beach in 1972. In 1992, she completed her Juris Doctor at Western State University College of Law where she received a full scholarship based on scholastic achievement.

In 1972 she became a tenured instructor at El Camino College. She continues to teach mediation, negotiation skills, and arbitration at a number of colleges and universities as an adjunct professor. She also provides seminars on communication skills, group process, negotiations, facilitation, and building internal capacity for dispute resolution and dispute resolution skills. In 1978, County Supervisor Harriett Wieder appointed Ms Castrey to the Orange County Commission on the Status of Women. She served on the Commission for nine years. During that time she influenced public policy and in 1979, Conciliation Courts to mediate child custody disputes were established in the Orange County Superior Court.

Since 1985, Ms Castrey has served her community as an elected Trustee of the Huntington Beach Union High School District. The District encompasses three cities and has six comprehensive high schools, one continuation school, alternative education and adult education programs serving over 16,000 students. She has served eight terms as President of the Board. One of her most significant contributions to the school district has been the initiation of the Relationships By Objectives (RBO) for certificated staff and Team Building through Communication (TBC) for classified staff which brought labor management peace to the district through collaborative problem-solving.

In 1986, the Board placed a significant emphasis on creating a climate in which women and people of color could thrive and succeed in climbing the administrative ladder. Hence, it is now our culture to have women and people of color in leadership positions.

Ms Castrey served 10 1/2 years as the HBUHSD Representative to the Coastline Regional Occupational Program and served as President of that Board twice. She has attended the statewide legislative meetings of CARCROP and spoken out on the need for funding and adequately supporting Career and Technical Education. She is currently serving a new two-year term on Coastline ROP and is the Vice President this year.

As a member of the Golden West College Foundation and former Chair of the Center for Excellence in Education Foundation, she has helped raise money for teachers and the Arts/CAPPIES in Orange County. Ms Castrey was also instrumental in the formation of the HBUHSD Academy for the Performing Arts in 1989. That academy has grown from 80 to more than 700 students, and the academy has won over 25 CAPPIES, many Macy Awards, and other significant recognitions over these years. Its students and staff are nationally and internationally recognized.

Ms Castrey is an internationally recognized specialist in dispute resolution. She has assisted parties in reaching agreements through mediation in diverse industries from education and construction to theme parks and transportation. She specializes in employment and labor/management issues. In her more than three decades of neutral practice, Ms Castrey has assisted parties in over 2,500 disputes. As an active member of the Society of Professionals In Dispute Resolution (SPIDR), she co-edited the International "SPIDR News" newsletter for ten years, served on the Board of Directors 1987-1992, and served as the International President in 1990-1991.

Ms Castrey helped found and serves on the boards of directors of numerous organizations, including the California Foundation for the Improvement of Employer-Employee Relations (CFIER) and The Mediation Center and the California Dispute Resolution Council (CDRC). She chaired the American Arbitration Association's Orange County Employment Mediation Advisory Council from 1995-1999. She chaired the Center for Collaborative Solutions (CCS) which resulted from the merger of CFIER and The Workplace Institute until 2014.

Ms Castrey holds numerous awards for her professional and community activities and speaks nationally and internationally on comparative dispute resolution systems in the United States. In 1995 President Clinton appointed Ms Castrey to a five-year term as a Member of the Federal Service Impasses Panel (FSIP). In 2000, the President reappointed her as Chair of the Federal Service Impasses Panel (FSIP) where she served until January of 2002. In March and April of 1999, she served as a Visiting Scholar at Edith Cowen University, Perth, Australia, and in January of 2000, she was a Guest Lecturer at Harvard's John F. Kennedy School of Public Policy. In 2010 she was awarded a Life Time Achievement Award by the Labor Employment Relations Association. She is currently serving as the McKelvey Neutral in Residence for School Year 2014-15 at Cornell's ILR School.

# Delegate Assembly Candidate Biographical Sketch Form



**DUE: Wednesday, January 7, 2015**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

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Name: <u>Gina Clayton-Tarvin</u>	CSBA Region: <u>15</u>
District or COE: <u>Ocean View School District</u>	Years on board: <u>3</u>
Contact Number: <u>(714) 847-2551</u>	E-mail: <u>mrsclaytontarvin@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

**\*Priority I-Equity In Educational Funding:** The single most important factor in a quality education is access to equitable material, human, and financial resources. Traditionally there has been reliance upon using local property taxes to provide the bulk of funding for local schools. It is of paramount importance to make sure that Local Control Formula Funding dollars get to where they need to when they reach the LEA's.

**\*Priority II-Qualitative Success:** I believe the issue lies in how we perceive the achievement of educational goals, how we measure student success. It is the definition of success that drives teaching and learning in the era of policies mandated under No Child Left Behind and into the future. Current policy appears to dictate: if you can't quantify the learning, then no learning has occurred. I disagree with this idea. Crucial components of learning like innovation, creativity, and critical thinking should be seen as precursors to measuring student success. These components are being stifled in an educational environment that is driven by a definition of success that hinges on quantitative data.

**\*Priority III-Child Centered Education:** I would like to advocate for child-centered education rather than standardized education as a progressive step toward the future. I envision an educational system where students, not politics or tests are at the center of learning, and where all students have the opportunities and resources they need to succeed. I see Child-centered learning as a philosophy rather than a methodology.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

I am currently serving as the President of the Ocean View School District Board of Trustees. I have been actively working with the Superintendent and staff to create successful magnet school programs, including Language Immersion and STEM. In addition, I have worked with teacher and parent organizations as I advocate for all district school sites to have the opportunity to participate in outdoor science camps.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

My interest in becoming a Delegate is rooted in my desire to further my school district's participation and role in statewide school board policy development. Working with my district, the County Office of Education, and CSBA leadership, I would like to build a relationship that reflects the interests of my district as a member of the larger statewide educational organization.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature:

Date: January 7, 2015

**Gina Clayton-Tarvin**  
6562 Montoya Circle  
Huntington Beach, CA 92647  
(714) 717-7122  
[mrsclaytontarvin@gmail.com](mailto:mrsclaytontarvin@gmail.com)

**Elected Experience**

**Governing Board Trustee**, Ocean View School District  
November 2012 – Present Huntington Beach, CA  
Currently serving as Board President

**Representative Council Member**, ABC Federation of Teachers  
September 1997 – Present (17 years 5 months) Cerritos, CA

**Vice-President**, ABC Federation of Teachers  
May 1997 – June 2011 (14 years 2 months) Cerritos, CA

**Professional Experience**

**Teacher**, Primary/Secondary/Adult School (K-12)  
ABC Unified School District, September 1996 – Present, Cerritos, CA

Co-Author/Developer, United States Department of Education Magnet Schools Assistance Grant (MSAP) for Fedde Middle School, Hawaiian Gardens, CA in 1997 (ABCUSD)

Principal Writer of California Distinguished Schools Program Application for Cerritos Elementary School, Cerritos, CA in years 2008 and 2014 (ABCUSD)

**Honors & Awards**

**California Distinguished Schools Award**

California Department of Education, May 2014

Co-author, California Distinguished Schools Award, California School Recognition Program (CSR), Cerritos Elementary School, Cerritos, CA (ABCUSD)

**California Distinguished Schools Award**

California Department of Education, May 2008

Co-author, California Distinguished Schools Award, California School Recognition Program (CSR), Cerritos Elementary School, Cerritos, CA (ABCUSD)

**Magnet Schools Assistance Program (MSAP)**

U.S. Department of Education, March 1998

Grantee/Co-author, U.S. Department of Education, Magnet Schools Assistance Program (MSAP) Grant (\$3.5 million), Fedde Magnet Middle School "Project Discovery", Hawaiian Gardens, CA (ABCUSD)

**Education/Certification**

Bachelor of Arts, Anthropology, CSULB 1995

**Single Subject Teaching Credential, Biological Sciences (Link)**

California Commission on Teacher Credentialing, License 120530025, January 2008 – January 2018

**Multiple Subject Teaching Credential, General Subjects (Link)**

California Commission on Teacher Credentialing, License 081126632, July 1998 – February 2019

Languages Spoken

Italian

Serbo-Croatian

Spanish



# Delegate Assembly Candidate Biographical Sketch Form



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Name: <u>Jeff Cole</u>	CSBA Region: <u>15</u>
District or COE: <u>Anaheim City School District</u>	Years on board: <u>4</u>
Contact Number: <u>714-928-3731</u>	E-mail: <u>mbiconsulting@msn.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association. My three top educational opportunities are:

- Develop policies that will support a collaborative environment between public and public charter schools and reduce tensions created by school takeovers.
- Support policies that create greater inclusion opportunities for disabled students.
- Support policies that create greater board autonomy from State and Federal control.

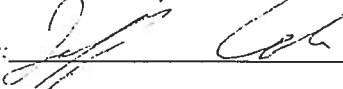
Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I am deeply involved in district affairs and work closely with my fellow board members.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I would like the opportunity to bring my insight as a current classroom teacher, community member, and board member to the policy arena to reduce tensions created by education reform.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: 12-11-14

# Jeff Cole

1235 North Citron Lane, Anaheim, CA 92801  
Phone (714) 928-3731 E-mail: [cole\\_je@auhsd.us](mailto:cole_je@auhsd.us)

## **Credentials**

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Administrative Certificate of Eligibility	2013
CLAD/Single Subject Clear Social Studies	2011
Level II Mild/Moderate Specialist Credential K-Adult/CLAD/Autism	1998

## **Education**

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Ed.D. Educational Leadership California State University, Fullerton	2015
M.S. Special Education/CLAD Certification National University, San Diego, CA	1999
M.A. Social Sciences California State University, Fullerton	1994
B.A. Political Science with a minor in German Brigham Young University, Provo, Utah	1989

## **Professional Experience**

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RSP Teacher— Anaheim Union High School District	2001-Present
<ul style="list-style-type: none"><li>• Implemented Co-teaching/Inclusion program at Ball Jr. H.S.</li><li>• AUHSD Common Core Task Force member representing Ball</li><li>• Professional growth through doctoral program</li><li>• Engaged parents/students in setting school expectations</li><li>• A GRIP mentor</li><li>• Professional Learning Communities (PLC) training through the UCLA School Management Program</li><li>• Trained in "Teach To The Future" classroom technology by Intel</li><li>• Continually study multi-cultural perspectives in Mexico, Germany, Russia</li></ul>	
Teacher/Substitute—Orange County Department Education	2012-2013
<ul style="list-style-type: none"><li>• Access Teacher for summer credit recovery program</li><li>• Substitute Juvenile detention program</li></ul>	

## **Additional Professional Roles**

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Board Member – Anaheim City School District	2010-Present
<ul style="list-style-type: none"><li>• Created board goal for Anaheim City School District to begin district-wide 6<sup>th</sup> grade co-teaching inclusion</li><li>• Led a community study session on inclusion</li><li>• Facilitated professional development for teachers participating in inclusion</li></ul>	

## **Professional References**

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Dr. Jaron Fried, Principal Ball Junior High School	714-936-3211
Dr. Paul Sevillano, Assistant Superintendent, Educational Services	714-920-7386
Mr. Michael Matsuda, Superintendent, AUHSD	714-261-7249



# Delegate Assembly Candidate Biographical Sketch Form

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Mail to: CSBA | Attn: Leadership Services | 3751 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

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Name: <u>Jan Collins</u>	CSBA Region: <u>15</u>
District or COE: <u>Fountain Valley School District</u>	Years on board: <u>6</u>
Contact Number: <u>714.968.7057</u>	E-mail: <u>jcollins7057@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Equity and opportunities for all students.
2. Pertinent information on topics that help Board members be more effective in governance.
3. Enacting the LCFF in a complete and thorough manner.

These three items are critical for all Board members in the coming year.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

- \* I am serving my second term on the governing board and am the current Board President.
- \* I have served on my district's Action Committee for Education (ACE) for 8 years and attended 8 Sacramento Safaris.
- \* I served on the Superintendent Parent Council (SPC) for 4 years and am an active member of the FVSD's Schools Foundation.
- \* I have served on the Huntington Beach Childrens' Needs Task Force for 10 years and served as Ad Hoc representative to the City of Huntington Beach.
- \* I hold a Bachelor of Arts with an emphasis in geography and a Masters of Arts with emphasis in both political science and geography and a lifetime administrative credential.
- \* I taught for 5 years and was a school assistant principal and principal for 29 years.
- \* I was awarded the Golden Oak Award and the Continuing Service Award by the PTA as well as the Outstanding Contribution to Education Award by the OCDE and the Outstanding Service Award by FVSD in 2014 in recognition of volunteerism in our district.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

- \* I am a graduate of the CSBA Masters in Governance Program.
- \* I am on the Orange County School Board Executive Board.
- \* I regularly attend OCSBA/ACSA general dinner meetings.
- \* I have attended 6 CSBA Annual Education Conferences.
- \* I have always been keenly committed and passionate about public education.
- \* I would like to serve as a delegate for Region 15 as a way of being an advocate for children and education.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Jan Collins

Date: 12/19/14

# Delegate Assembly

## Candidate Biographical Sketch Form



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Name: <u>Debbie Cotton</u>	CSBA Region: <u>15</u>
District or COE: <u>OVSD</u>	Years on board: <u>10</u>
Contact Number: <u>714-843-9828</u>	E-mail: <u>ovsd@debracotton.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. Educating students to be productive citizens in the 21st century. We hear this a lot, but with the change in global opportunities it is important we provide our students with the best possible education so that they can compete. As we set policy, fight for funding, and lobby, students are a top priority of the Association.
2. Setting policy is a top job for CSBA. Working with changes in education and new laws as they are enacted policy needs to be kept up to date.
3. Funding for education - unfunded mandates and budget reductions/realignments are affecting every district in the State. Fighting to keep education a top priority with our legislatures is a top priority.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

I have been very involved with my district, serving as Board President for 3 terms, Board Clerk for 3 terms and sat on almost every committee at some point in my 10 years on the Board. I go to every school site each year, hearing from students, staff and parents. In addition, I served on the Orange County School Boards Association for 2 terms as an Elementary Delegate. I research and then communicate, it is all about information and working with others to make education the best it can be.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

As a 10 year board member and 17 year attorney mediator I bring a unique perspective to the mix. I have 2 children a 7th grader and 12th grader. Both my children have received a great education. I am grateful for the time my children have spent in both my district and the high school district and this is my way of giving back.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

*Debbie Cotton*

*1-5-15*



# Delegate Assembly Candidate Biographical Sketch Form

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Name: <u>Karin M. Freeman</u>	CSBA Region: <u>15</u>
District or COE: <u>Placentia-Yorba Linda Unified School District</u>	Years on board: <u>25</u>
Contact Number: <u>714-777-0686</u>	E-mail: <u>kmfnylca@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>12 years</u>	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

My top three priorities are: 1. Securing adequate funding for education, 2. Improving academic achievement, and 3. Expanding multiple pathways which engage more students and lead to greater success.

As the funding formula shifts, imbalances continue to exist. CSBA must continue to underscore these disparities, deliver the clear message of the budget limitation impact on education throughout California, and work on repealing the reserve cap.

The advent of Common Core challenges all educators to deliver an improved educational program with increased student achievement. CSBA must continue offering resources and information to districts so as to better solve new issues and handle controversy arising with the implementation.

More attention needs to be placed on individualized educational pathways which include career technical education and worked-based learning opportunities. CSBA must remain a vital resource for supportive services to assist districts.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

My experience as a board member began in a K-8 district, affording me an excellent early introduction into the needs of a district. Certainly fiscal stability was at the forefront of everything we did in a district of about 2000 ADA. Following a merger into a larger unified district in 1989, my role on the board became more complex in terms of issues that confront a K-12. My involvement began to expand beyond the district boundaries. I have been PYLUSD's representative on the North Orange County ROP board since 1991. That role has helped me understand the importance of career technical education as critical, helping students understand the connection between academics and the world of work that eventually will be in their future.

I am a continuing member of the Orange County School Boards Association Board of Directors. This provides an opportunity to give input into matters affecting our county. Additionally I continue to serve on the Orange County Committee on School District Organization, evaluating and making decisions on issues confronting other districts within the county.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

As a current Delegate, I value the opportunity to work as a colleague with other delegates in Region 15 as well as with other delegates throughout California to help chart the course for CSBA as it works on behalf of California school boards, and ultimately, school-age children. Orange County has had a long history of demonstrating leadership within CSBA. I believe we work hard to find solutions to problems common to many in education.

As one of those delegates, I am willing to learn from and share with other board members, to be collaborative, and to find better ways and the means to deliver a quality education in public schools. My different experiences and roles during my years as a board member have given me a solid foundation from which to offer perspectives on issues and to be a contributing member. I will work to assure CSBA remains effective, transparent, and accessible for all board members in our state.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Karin M. Freeman

Date: January 5, 2015

**KARIN M. FREEMAN**  
**Candidate for CSBA Delegate Assembly, Region 15**

**EDUCATIONAL LEADERSHIP EXPERIENCE**

- Board member, PYLUSD Board of Education since 1989
- Board member, North Orange County Regional Occupational Program since 1991
- Member, Orange County School Boards Association Board of Directors since 1993
- Member, Orange County Committee on School District Organization since 2007
- Delegate, California School Boards Association since 2002
- CSBA Golden Bell validator multiple times
- Masters in Governance graduate, CSBA
- Involved with the Business Booster Club at El Camino High School since 2006
- Former CSBA Governmental Relations Chair, Assemblyman Duvall
- Board member, former Yorba Linda Elementary School District (1986-1989)
- Past PTA President at Linda Vista Elementary, 2 terms
- Past Site Council member, Linda Vista Elementary
- Volunteered for 9 years at her children's schools plus another 5 years at another school in the district
- Active leader in the merger of Placentia Unified with Yorba Linda Elementary School District in the late 1980's

**CIVIC INVOLVEMENT/ACTIVITIES**

- Member, Yorba Linda Chamber of Commerce since 1984 including terms as a director and executive board officer; currently a member of the Education Committee
- Member, St. Jude Community Benefit Committee since 1999
- Yorba Linda Veterans Memorial Committee, 2006-2009
- Founding member/current committee chair, Yorba Linda Historical Society
- Member, Placentia Founders Society
- Steering Committee member, North Orange County Leadership Institute 1994-2000
- Member, former Placentia-Yorba Linda Child Care Task Force
- Treasurer, YL4ED, an education foundation for the former Yorba Linda School District

**EDUCATION/PROFESSIONAL/PERSONAL**

- B.A., Political Science, UCI
- Lived in Germany for two years post university.
- Former technical English teacher, IBM Germany
- Former customer service supervisor, Southern California Edison
- 1990 Recipient of Honor, Orange County Commission on Status of Women
- 2005 Marian Bergeson Award, Outstanding Board Member in Orange County
- Married 45 years with two children graduating our public schools; one grandchild now in district preschool

My experience as a board member in a K-8, a K-12, and an ROP has given me a strong foundation to better serve the many interests of our students. I welcome any questions or comments about my candidacy for re-election to the CSBA Delegate Assembly. Please call me at 714-777-0686 or e-mail me at [KMFinYLCa@aol.com](mailto:KMFinYLCa@aol.com).

# Delegate Assembly Candidate Biographical Sketch Form



**DUE: Wednesday, January 7, 2015**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at [ctuter@csba.org](mailto:ctuter@csba.org) or (800) 266-3382.

Name: <u>Robert A. Singer, Ph.D.</u>	CSBA Region: <u>15</u>
District or COE: <u>Fullerton Joint Union High School District</u>	Years on board: <u>34</u>
Contact Number: <u>(714) 871-6326</u>	E-mail: <u>sing4us@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>14 years</u>	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. Help develop and obtain adequate and stable education funding. Achievement of our mission to educate all of California's young people to be competitive nationally and internationally requires that each of our local school districts receives sufficient, predictable, and defensible resources. 2. Ensure and protect high levels of local school district flexibility and control of their public education policy, management, and resource allocation decisions. This is essential to allow our many disparate schools and county districts to best meet their common and unique needs and characteristics. 3. Help develop and implement changes to California public education laws and policies that strengthen the ability of all school districts to best meet the educational challenges for our children. Enhancements in accountability, employee evaluation and tenure, charter schools and non-public education alternatives, mandates and additional State-impacted expenses, etc., are required to rebuild public and political confidence that our public education system is evolving to effectively meet student needs in a competitive and economically challenging environment.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

Served eight terms as Board President; Served thirteen years to date on the Orange County Committee on School District Organization; Served earlier on the Orange County School Boards Association with a term as Director for High Schools, and as a Trustee for the North Orange County Regional Occupational Program (currently as an Alternate); Served on the city of Fullerton Economic Development Team; Initiated and supported comprehensive District assessment program successfully utilized for 25 years; Contributed to increased student educational opportunities, curriculum enhancement, new magnet programs, vocational offerings, and higher academic standards; Contributed to more effective long-range planning, thoughtful introduction and utilization of technology, and improving instructional excellence; Helped passage of school bond and contributed to assuring timely, within-cost construction of new classroom buildings and modernization of each school.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

As a 14 year Delegate Assembly member, I believe I have contributed to and been effective in working with my fellow Orange County delegates in constructively influencing the specific and general decisions of the CSBA. I wish to continue assisting CSBA and school board members to: Obtain adequate funding to meet the full spectrum of educational needs and mandates; Preserve local control to allow districts to meet their unique student and district needs/constraints; Establish a thoughtful, integrated, statewide educational framework to help guide legislative and agency directions to state schools; Ensure implementation of meaningful, educationally sound, stable, and cost-effective State educational accountability and standards systems; Evolve high payoff and supportable approaches to incorporating and maintaining educational technology; Enhance educational governance. As your delegate, I was elected by the Delegate Assembly to be on the CSBA Nominating Committee and was selected to serve as a Golden Bell Award local validator.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: Robert A. Singer

Date: December 19, 2014



# Delegate Assembly

## Candidate Biographical Sketch Form

**DUE: Wednesday, January 7, 2015**

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Name: <u>Suzie R. Swartz</u>	CSBA Region: <u>15</u>
District or COE: <u>Saddleback Valley Unified</u>	Years on board: <u>14</u>
Contact Number: <u>(949) 830-5924</u>	E-mail: <u>suzieswartz@cox.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4 years</u>	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. Repeal of the cap on school district reserves – SB 858, Section 27 as guaranteed with the passage of Proposition 2. We must ensure our school districts' financial security and protect the students we serve.
2. Fair and equal funding of concentration grants by school in the weighted student formula of Local Control Funding Formula so "like" schools with concentrations of the same student demographics receive the same funding.
3. Increase efforts to influence state and federal policy makers' and the public's perception of effective education reform and Common Core.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

(1) Have served terms in all board offices, including a fourth term as President; (2) Vice President of Orange County School Boards Association (OCSBA) and have served in various capacities on the Board of Directors for the past 10 years, including two (2) terms as president; (3) Served this year on the California School Boards Association Nominating Committee; (4) Member of the Orange County Education Coalition steering committee; provided public relation services to promote coalition rallies and events over the past 12 years; (5) Have also served on the board of Coastline ROP and served as representative to the South County Chamber of Governmental Affairs Committee; (6) Helped establish the SVUSD Arts Education Alliance and have served many terms on PTA and PTA council executive boards along with music and athletic booster boards, including terms as president and legislative action chair; (7) Served on OCDE Character Education and Early Childhood committees, and (8) In 2000, coordinated and implemented positive youth development workshops training hundreds of teachers, administrators and parents in SVUSD and CUSD.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

I believe my work on OCSBA and the OC Education Coalition in my local district and as a current member of Delegate Assembly, has prepared me to fairly represent the interests of our region as platforms and guidelines are formed in Delegate Assembly. The policy direction and guidelines that Delegate Assembly sets can help guide state and federal policy makers, as well as local school boards to make decisions that truly benefit the children we serve. In addition, Delegate Assembly's voice helps inform and can improve public perception of our schools. I believe I have the experience, skills and enthusiasm to respectfully continue to collaborate with colleagues and contribute to the strength of Delegate Assembly.

**Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.**

Signature: *Suzie R. Swartz*

Date: December 17, 2014



## **Suzie R. Swartz for CSBA Delegate Assembly Region 15**

### **School District**

- Saddleback Valley Unified School District (SVUSD) – first elected in 2000

### **Experience**

- Current President of Saddleback Valley Unified School District Board of Education and have served an additional three terms as President and Vice President, as well as four terms as Clerk of the Board
- Four years representing Region 15 in Delegate Assembly
- Served on the 2014 California School Boards Association Nominating Committee
- Vice President of Orange County School Boards Association – served three terms as President, Vice President, and Political Action Group Effort (PAGE) Chair
- Served five years on Coastline ROP Board, including one term as President
- Member of Orange County Education Coalition Steering Committee; volunteered public relations services to promote coalition rallies and events the past 12 years
- California School Boards Association Federal Government Relations Rep 2004-05
- School District Representative to South County Regional Chambers of Commerce

### **Community Service**

- Recipient of OCSBA Marian Bergeson Award for outstanding Governing Board service and community service to promote and enhance public education
- Recipient of Phi Delta Kappa Citizen of the Year Award for community service to our public schools
- Founding member of Saddleback Valley Arts Education Alliance
- Past PTA President and PTA Council Executive Board Member for several terms
- Coordinated and implemented positive youth development training for teachers, administrators and parents in SVUSD and CUSD
- Served on School Site Councils, high school band, athletic and Model UN booster boards
- Room mother/Classroom volunteer
- Community Advisory Board for South County Family Resource Center (SCFRC) and developed/implemented a bilingual preschool Story/Activity Hour for SCFRC

### **Education**

- Bachelor of Arts, University of California at Los Angeles
- Masters in Governance Program, CSBA
- Early Childhood Education Credits, Saddleback Community College

### **Employment**

- Public Relations and Marketing Communications Consultant
- Preschool Teacher

My work with OCSBA and OC Education Coalition in my local district, and as current member to the Delegate Assembly, has prepared me to continue to fairly represent the interests of our region. Delegate Assembly provides a powerful voice to guide policy makers' decisions, inform and improve public perceptions, and positively impact public education. I believe I have the skills, experience and enthusiasm to respectively continue to collaborate with colleagues on the critical issues facing our public schools and the children we service. Please feel free to contact me at (949) 830-5924 or [suzieswartz@cox.net](mailto:suzieswartz@cox.net).

# Delegate Assembly Candidate Biographical Sketch Form



California School Boards Association

**DUE: Wednesday, January 7, 2015**

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>Dolores Winchell</u>	CSBA Region: <u>15</u>
District or COE: <u>Saddleback Valley Unified</u>	Years on board: <u>4</u>
Contact Number: <u>Cell (949) 400-3621</u>	E-mail: <u>Dolores.winchell@svusd.org</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate?	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

1. The Reserve Cap & Local Control
2. Dedicated, Guaranteed State Funding for K-12
3. Music, The Arts, and Robust Support of CTE via ROPs

All of these educational priorities are important to the Association because of their impact on students in K-12 public education.

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.**

Prior to board service I attended school board meetings for 13 years and served in multiple leadership roles in PTA including President at Elementary, High School and Council (district level). In addition, I campaigned for the Facilities Bond Measure and then served as the Vice Chairman of the COC for six years visiting numerous construction and modernization projects. I support bond measures and believe that state matching funds are critical to local districts for maintenance and modernization of facilities.

Music and The Arts have been drastically cut by many districts over the years and, I support the restoration of these important programs as I believe they provide students with opportunities for a well-rounded education. I have been intimately involved in supporting music as a parent music booster for the past eight consecutive years. We need to seize opportunities to restore Music and The Arts in conjunction with STEAM and Common Core.

I am an avid supporter of CTE and strongly support our local ROP. ROP delivers rigorous CTE classes which are in high demand in our district and accomplishes this much more economically that we are able. I believe we need to provide multiple career pathways for our diverse student population and ROP serves as an excellent partner to meet that objective. Having just spent two years serving as our board representative on the Coastline ROP Board, I have seen countless successful students and heard their stories, and will wholeheartedly continue in my support of CTE delivery via ROPs.

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

While serving in PTA, I was active with legislative activity, and had the opportunity to attend Sacramento Safari many times and local events to advocate for students and education. I have one child in college who is a music major, and another musician still in high school who is also involved in ROP CTE classes. I feel that I need to passionately advocate for Music, The Arts and CTE, because I have seen first-hand how many students benefit, become engaged in their education, and find their career pathway with these important programs. I believe that my background and experience have prepared me to be a strong public education advocate for all students, and a contributing member of Delegate Assembly.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Dolores Winchell

Date: 1-28-15

# ***PROFESSIONAL RESUME FOR DOLORES WINCHELL***

**Name:** *DOLORES WINCHELL*

**Profession:** *Saddleback Valley Unified School District Governing Board Member &  
F/T Corporate Human Resources Manager*

**Education Background:** *BS – Management, Pepperdine University  
Credentialed SPHR – Senior Professional in Human Resources*

## **School Committees/Volunteer Positions:**

- *Three Time PTA President, Rancho Cañada Elementary, Laguna Hills HS, Saddleback Valley PTA Council (District)*
- *PTA Auditor, Leg Rep., Yearbook Editor, Newsletter Editor, Parliamentarian, Hawk Walk Registration Coordinator, Every 15 Minutes Coordinator, Freshman Parent Orientation, etc.*
- *Site Council Member, Rancho Cañada Elementary, Serrano Intermediate, Laguna Hills High School*
- *SVUSD Committees – Facilities Advisory, Strategic Planning, Budget Advisory, etc.*
- *School site – Room Mom, Classroom Volunteer, Parking Lot Greeter, Field Trip Chaperone, etc.*
- *Band Booster – Field Show Coordinator, Parliamentarian, Meals Coordinator, Chaperone, etc.*

## **Government Experience (Elected office, appointed positions, etc.)**

- *SVUSD Governing Board Member and past President, Vice President and Clerk*
- *Coastline ROP Board of Trustees – Past President & Vice-President*
- *SVUSD Vice Chairman, Citizens' Oversight Committee for Facilities Bond Measure, 6 yrs.*
- *Regional Center of Orange County – Board Member 6 yrs.*

## **Current Organizations:**

- *PTA Member since 1998*
- *El Toro High School PSTO Member*
- *El Toro High School Royal Blue Regiment Band Booster Member*
- *Saddleback Church Member & Small Group Leader*
- *PHIRA – Professionals in Human Resources Association*

**AGENDA ITEM BACKUP SHEET**  
**February 24, 2015**

**Board Meeting**

**TITLE:** Board Policy 3100 – Budget

**ITEM:** Action – Adoption

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

**PREPARED BY:** Swandayani Singgih, Director, Budget

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to present to the Board for adoption the proposed revisions to the current Board Policy (BP) 3100 – Budget. The updated policy contains revisions from the California School Board Association model policy, which reflect new requirements for the annual budget adoption process as well as the budget criteria and standards. The last revision occurred in May 2003.

**RATIONALE:**

Pursuant to Education Code 42127, as amended by AB 97 (Ch. 47, Statutes of 2013), prior to adopting the district budget for the fiscal year, the Governing Board must adopt a local control and accountability plan (LCAP). Each fiscal year thereafter, the Board must not adopt the district budget until it has an approved LCAP or update to the LCAP that is effective for the budget year. Education Code 52062, added by AB 97, requires that the LCAP or annual update be adopted at the same public meeting during which the Board adopts the budget.

Pursuant to Education Code 42238.02 and 42238.03, the District budget shall provide that funding received through state supplemental and concentration grants shall be used in accordance with regulations adopted by the State Board of Education for schoolwide or districtwide purposes to increase or improve services for students who are English learners, eligible for free or reduced-price meals, and/or foster youth at least in proportion to the increase to the District's revenue generated from such funds.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Presented for adoption.

SANTA ANA UNIFIED SCHOOL DISTRICT

BP 3100 (a)

Business and Noninstructional Operations

Budget

The Governing Board ~~accepts~~ **recognizes its critical** responsibility for adopting a sound budget ~~that~~ **for each fiscal year which** is aligned with the district's vision, goals, priorities, **and comprehensive plans.** The District budget shall guide administrative decisions and actions throughout the year and **shall** serve as a tool for monitoring the fiscal health of the District. (cf. 0000 - Vision) **(cf. 0200 - Goals for the School District) (cf. 0400 - Comprehensive Plans)** (cf. 3000 - Concepts and Roles) (cf. 3300 - Expenditures/~~Expending Authority~~ **and Purchases**) (cf. 3460 - Financial Reports and Accountability) (cf. 9000 - Role of the Board)

**The District budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)**

**The Board shall adopt the budget only after a local control and accountability plan (LCAP) developed pursuant to Education Code 52060-52077 or an annual update to the LCAP is in place for the budget year. Expenditures necessary to implement the LCAP or the annual update during the subsequent fiscal year shall be included in the budget. (Education Code 42127) (cf. 0460 - Local Control and Accountability Plan)**

Budget Development and Adoption Process

**The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year. (Education Code 42127)**

**In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.**

**The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.**

The Board encourages public input in the budget development process and shall hold public hearings **on the proposed budget** in accordance with **Education Code 2103 and 42127.** (cf. 9320 - Meetings and Notices) (cf. 9322 - Agenda/Meeting Materials) (cf. 9323 - Meeting Conduct)

**The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.**

**Budget Criteria and Standards**

The Superintendent or designee shall develop a district budget in accordance with criteria and standards adopted by the State Board of Education (SBE). (Education Code 33127, 33128, 33128.3, 33129; 5 CCR 15440-15451)

The budget shall provide that funding received through state supplemental and concentration grants pursuant to Education Code 42238.02 and 42238.03 shall be used in accordance with regulations adopted by the SBE for schoolwide or districtwide purposes to increase or improve services for students who are English learners, eligible for free or reduced-price meals, and/or foster youth at least in proportion to the increase to the district's revenue generated from such funds. (Education Code 42238.07) (cf. 3553 - Free and Reduced Price Meals) (cf. 6173.1 - Education for Foster Youth) (cf. 6174 - Education for English Language Learners)

~~In reviewing the proposed budget, the Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, shall consider District goals and priorities; the past, current and future fiscal obligations of the District, stability of funding sources, enrollment trends, legal requirements and constraints anticipated increases and/or decreases in the cost of services and supplies on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, one-time resources, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for District revenues and expenditures. (cf. 2210 - Administrative Discretion Regarding Board Policy) (cf. 3110 - Transfer of Funds)~~

~~The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443.~~

**Budget Amendments**

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the District's net ending balance. ~~Budget amendments may be submitted for Board approval.~~ **When final figures for the previous prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.**

**In addition, budget amendments shall be submitted for Board approval as necessary when the state budget is adopted,** ~~collective bargaining agreements are accepted made, expenditures or reserves must be decreased due to a decline in, District income declines,~~ increased revenues or unanticipated savings are made available to the District, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections. (cf. 3110 - transfer of Funds)

Legal Reference:  
EDUCATION CODE

<b>1240</b>	<b>Duties of county superintendent of schools</b>
33127- <del>33131</del>	<del>Development of standards and criteria for local budgets and expenditures</del>
<del>33128</del>	<del>Standards and criteria</del>
<del>33129</del>	<del>Standards and criteria; use by local agencies</del>
35035	Powers and duties of Superintendent
35161	Powers and duties, generally, of governing boards
42103	Public hearing on proposed budget; requirements for content or proposed budget; <del>publication of notice of hearing</del>
42103.3	<del>Public budget information; CDE sampling and suggested improvements</del>
4212 <del>0</del> -42129	Budget requirements
42132	<del>Resolutions identifying estimated appropriations limit</del>
<b>42130-42134</b>	<b>Financial certifications</b>
<b>42140-42141</b>	<b>Disclosure of fiscal obligations</b>
<b>42238-42251</b>	<b>Apportionments to districts, especially:</b>
<b>42238.01-42238.07</b>	<b>Local control funding formula</b>
42602	Use of unbudgeted funds
<b>42605</b>	<b>Tier 3 categorical flexibility</b>
42610	Appropriation of excess funds and limitation thereon
45253	Annual budget of personnel commission
45254	First year budget of personal commission
<b>52060-52077</b>	<b>Local control and accountability plan</b>

GOVERNMENT CODE

7900-7914	<del>Expenditure limitations</del> <b>Appropriations limit</b>
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CODE OF REGULATIONS, TITLE 5

<b>15060</b>	<b>Standardized account code structure</b>
15440-1545 <del>1</del> <b>2</b>	Criteria and standards for school district budgets