

*Santa Ana Unified School District  
Board of Education*

**Board Meeting Agenda**

**Tuesday, April 28, 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>

AGENDA

CALL TO ORDER

5:00 P.M. RECESS TO CLOSED SESSION

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

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

STUDENT EXPULSIONS AND DISCIPLINE ISSUES

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

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION:  
Case No. 13-12260 RV

- C. 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 EMPLOYEE APPOINTMENT: Executive Director of School Renewal; Coordinator of Technology Integration Services; Elementary School Principal(s); K-8 School Principal(s); Intermediate School Principal(s)

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

CONFERENCE WITH LABOR NEGOTIATOR:

SAEA, CSEA, SASPOA, CWA  
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.

- Chavez – Fallin Akbari; Saddleback – Giselle Cervantes; Segerstrom – Geovanna Medel; Valley – Cindy Cuevas

## RECOGNITIONS / ACKNOWLEDGMENTS

- Certificated Employee of the Month for April 2015, Vivian Hanson
- Classified Employee of the Month for April 2015, Albar Velasco

## 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 - March 24, 2015
- 1.2 Summarized Data of Williams Settlement Third Quarterly Report
- 1.3 Acceptance of Gifts in Accordance with Board Policy 3290 – Gifts, Grants, and Bequests
- 1.4 Approval of Adoption for High School Advanced Placement Biology Textbook
- 1.5 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
- 1.6 Approval of Head Start Eligibility, Recruitment, Selection, Enrollment, and Attendance Policies and Procedures for 2015-16 Program Year
- 1.7 Approval of Head Start Period One Monitoring Corrective Action Plan for 2014-15 Program Year
- 1.8 Approval of Head Start Self-Assessment Corrective Action Plan for 2014-15 Program Year
- 1.9 Approval of Second Assessment Child Outcomes and School Readiness Action Plan

- 1.10 Approval of Orange County Department of Education Countywide Expulsion Plan for Providing Educational Services for Expelled Students in Orange County
- 1.11 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
- 1.12 Approval of Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2014-15 School Year
- 1.13 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of March 10, 2015 through April 27, 2015
- 1.14 Approval of Agreement Between HighScope Foundation and Head Start Program for the Period of April 29, 2015 through June 30, 2015
- 1.15 Approval of Agreement Between Agile Mind and Educational Services for April 29, 2015 through June 30, 2015
- 1.16 Approval of Agreement with Orange County Superintendent of Schools for the Period of April 29, 2015 through June 24, 2015
- 1.17 Approval of Consultant Agreement between AVID Center and Santa Ana Unified School District for AVID College Readiness System for July 1, 2015 through June 30, 2016
- 1.18 Approval of Consultant Agreement between AVID Center and Santa Ana Unified School District for AVID STEM Math and Science Summer Bridge Program for July 1, 2015 through June 30, 2016
- 1.19 Approval of Consultant Agreement between Education Solutions and Results and Spurgeon Intermediate School for May 1, 2015 through June 30, 2015
- 1.20 Approval of Consultant Agreement for Dr. Robin Morris for Psycho-Educational Independent Educational Evaluation Services for 2014-15 School Year

- 1.21 Approval of Consultant Agreement with Achievement Equity, Inc., for Period of April 29, 2015 through June 30, 2015
- 1.22 Approval of Consultant Agreement Increase for School Services of California
- 1.23 Approval of Renewal of Service Agreement between Santa Ana Unified School District and SchoolsFirst Federal Credit Union for Automated Teller Machine
- 1.24 Ratification of Membership between National Academy Foundation and Century High School for 2014-15 School Year
- 1.25 Ratification of Consultant Agreement between Pearson and Santa Ana Unified School District for April 14, 2015 through April 15, 2015
- 1.26 Ratification of Agreement with Orange County Superintendent of Schools for the Period of December 10, 2014 through June 30, 2015
- 1.27 Approval of Amendment to Service Agreement with The Regents of University of California Center for Educational Partnerships for 2013-14 School Year
- 1.28 Ratification of Stipend Agreement with Partnership for Children and Youth for Period of March 23, 2015 through November 1, 2015
- 1.29 Approval of Memorandum of Understanding between Digital Promise and Santa Ana Unified School District for the Period of April 29, 2015 through December 31, 2015
- 1.30 Authorization to Utilize California Multiple Award Schedule Contract with Downtown Ford Sales, Elk Grove Auto Group, Hanford Toyota, Livermore Ford, Swift Jeep Chrysler Plymouth Dodge, Winner Chevrolet, and Wondries Fleet Group for Purchase of Vehicles Districtwide
- 1.31 Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of March 11, 2015 through April 14, 2015
- 1.32 Ratification of Expenditure Summary and Warrant Listing for Period of March 11, 2015 through April 14, 2015
- 1.33 Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File Numbers: LBI 400269 RV, LBD 1500632 JT, LBN 1500690 RV, LBI 1400639 RV, and 2015-1

- 1.34 Acknowledgement of Receipt of Citrus Springs Charter School Charter Petition
- 1.35 Acknowledgement of Receipt of Ednovate Santa Ana College Prep Charter School Charter Petition
- 1.36 Approval of Substitute Subcontractor for Bid Package No. 1 New Building and Sitework – Painting at Wilson Elementary School Under Overcrowding Relief Grant Program
- 1.37 Approval of Deductive Change Order No. 1 for Bid Package Increment 1 Grading and Ground Utilities at SAUSD Sports Complex
- 1.38 Acceptance of Completion of Contract for Bid Package Increment 1 at Santa Ana Unified School District Sports Complex
- 1.39 Adoption of Resolution No. 14/15-3050 – Authorization of a Board Members’ Absence from Board Meetings
- 1.40 Approval of Revised Job Descriptions: Computer Operations Analyst, Help Desk Analyst, Help Desk Technician, ITV Operations Specialist, ITV Systems Engineer, Network Technician, Television Systems Technician, User Services Analyst I, and Web Developer
- 1.41 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

Items removed from Consent Calendar for discussion and separate action:

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#### PRESENTATION

- Overview of Advancement Via Individual Determination Program

#### REGULAR AGENDA - ACTION ITEMS

- 2.0 Authorization to Award Contract for After-School Enrichment Program Provider Services for 2015-18 School Years
- 3.0 Facilities Update: Prioritization of Projects

- 4.0 Adoption of Resolution No. 14/15-3048 - Proclaiming May 2015 as Asian Pacific American Heritage Month
- 5.0 Adoption of Resolution No. 14/15-3040 - Proclaiming May 4-8, 2015, as National Teacher/Support Staff Appreciation Week and May 18-22, 2015, as Classified School Employee Week
- 6.0 Adoption of Resolution No. 14/15-3041 - Proclaiming May 6-12, 2015, as National School Nurses' Week
- 7.0 Adoption of Resolution No. 14/15-3042 - Proclaiming May 11-17, 2015 as National Police Week

## BOARD REPORTS

## ADJOURNMENT

FUTURE MEETING - The next Regular Meeting of the Board of Education will be held on Tuesday, May 12, 2015, at 6:00 p.m.



**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Certificated Employee of the Month for April 2015, Vivian Hanson**

**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 April 2015.

**RATIONALE:**

A selection committee, consisting of certificated employees, has reviewed nominees and selected the Certificated Employee of the Month for April 2015. The members have selected Vivian Hanson, Teacher, Pio Pico Elementary School.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Recognize Vivian Hanson, as Certificated Employee of the Month for April 2015.

  
MAM:nr:ca

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Classified Employee of the Month for April 2015, Albar Velasco  
**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 April 2015.

**RATIONALE:**

A selection committee, consisting of classified employees, has reviewed nominees and selected the Classified Employee of the Month for April 2015. The members have selected Albar Velasco, Instructional Assistant Computer, Romero-Cruz Elementary School.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Recognize Albar Velasco as Classified Employee of the Month for April 2015.

  
MAM:nr:ca

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

## MINUTES

REGULAR MEETING  
SANTA ANA BOARD OF EDUCATION

March 24, 2015

## CALL TO ORDER

The meeting was called to order at 5:20 p.m. by Board President Palacio. Other members in attendance were Ms. Amezcua and Mr. Richardson. Ms. Iglesias and Mr. Hernández were absent.

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

## 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 5:20 p.m. to consider student discipline, personnel matters, and negotiations.

## RECONVENE OPEN MEETING

The Regular Board meeting reconvened at 6:10 p.m.

## PLEDGE OF ALLEGIANCE

The meeting was opened with the Pledge of Allegiance led by Jesus Garibay and Joel Garibay, fifth-grade students at Thorpe Fundamental Elementary School.

**REPORT OF ACTION TAKEN IN CLOSED SESSION**

By a vote of 3-0, the Board took action to approve the Workers' Compensation Stipulated Award for Classified Employee, as named in Closed Session, Claim No. SUSD-008289 in the amount of \$42,050.

Moved:	Palacio	_____	Iglesias	_____	Amezcua	_____	Richardson	<u>  X  </u>	Hernández	_____
Seconded:	Palacio	_____	Iglesias	_____	Amezcua	<u>  X  </u>	Richardson	_____	Hernández	_____
Ayes:	Palacio	<u>  X  </u>	Iglesias	_____	Amezcua	<u>  X  </u>	Richardson	<u>  X  </u>	Hernández	_____
Noes:	Palacio	_____	Iglesias	_____	Amezcua	_____	Richardson	_____	Hernández	_____
Final Vote:	Ayes	<u>  3  </u>	Noes	<u>  0  </u>	Abstain	_____	Absent	<u>  2  </u>		

By a vote of 3-0, the Board took action to appoint Mark Rodriguez to the position of Assistant Director, Innovation Services-Informational Technology Support.

Moved:	Palacio	_____	Iglesias	_____	Amezcua	<u>  X  </u>	Richardson	_____	Hernández	_____
Seconded:	Palacio	_____	Iglesias	_____	Amezcua	_____	Richardson	<u>  X  </u>	Hernández	_____
Ayes:	Palacio	<u>  X  </u>	Iglesias	_____	Amezcua	<u>  X  </u>	Richardson	<u>  X  </u>	Hernández	_____
Noes:	Palacio	_____	Iglesias	_____	Amezcua	_____	Richardson	_____	Hernández	_____
Final Vote:	Ayes	<u>  3  </u>	Noes	<u>  0  </u>	Abstain	_____	Absent	<u>  2  </u>		

By a vote of 3-0, the Board took action to appoint Edward Bustamante to the position of Principal at Saddleback High School.

Moved:	Palacio	_____	Iglesias	_____	Amezcua	<u>  X  </u>	Richardson	_____	Hernández	_____
Seconded:	Palacio	_____	Iglesias	_____	Amezcua	_____	Richardson	<u>  X  </u>	Hernández	_____
Ayes:	Palacio	<u>  X  </u>	Iglesias	_____	Amezcua	<u>  X  </u>	Richardson	<u>  X  </u>	Hernández	_____
Noes:	Palacio	_____	Iglesias	_____	Amezcua	_____	Richardson	_____	Hernández	_____
Final Vote:	Ayes	<u>  3  </u>	Noes	<u>  0  </u>	Abstain	_____	Absent	<u>  2  </u>		

By a vote of 3-0, the Board took action to appoint Jeff Bishop to the position of Principal at Santa Ana High School.

Moved:	Palacio	_____	Iglesias	_____	Amezcua	_____	Richardson	<u>  X  </u>	Hernández	_____
Seconded:	Palacio	_____	Iglesias	_____	Amezcua	<u>  X  </u>	Richardson	_____	Hernández	_____
Ayes:	Palacio	<u>  X  </u>	Iglesias	_____	Amezcua	<u>  X  </u>	Richardson	<u>  X  </u>	Hernández	_____
Noes:	Palacio	_____	Iglesias	_____	Amezcua	_____	Richardson	_____	Hernández	_____
Final Vote:	Ayes	<u>  3  </u>	Noes	<u>  0  </u>	Abstain	_____	Absent	<u>  2  </u>		

HIGH SCHOOL STUDENT AMBASSADORS

Century - Sofia Tam; Middle College - Pablo Jimenez; Santa Ana - Hanna Galvan

Ambassadors provided highlights to the Board of current events, information, and activities at their high schools.

RECOGNITIONS / ACKNOWLEDGMENTS

Boys and Girls Club of Santa Ana Youth Scholarship Recipient

This year, the Boys and Girls Club of Santa Ana honored Jennifer Leal, Senior at Santa Ana High School as the Youth of the Year. Jennifer was awarded a \$10,000 scholarship, in addition, she will act as the Club Ambassador, speak in front of City officials, Board members, and at Club events.

Acknowledgement of Santa Ana High School's Soccer Team

Under the direction of Coach Joe Penaflor, the Santa Ana High School Soccer Team advanced to the California Interscholastic Federation (CIF) Championship Finals on March 6, 2015.

Certificated Employee of the Month for March 2015, Ana Pedroza

Ms. Pedroza was selected as the Certificated Employee for the Month for March 2015 because she is always looking for innovative ways to improve instruction and student achievement.

Classified Employee of the Month for March 2015, Lorena Vasquez

Ms. Vasquez was selected as the Classified Employee for the Month for March 2015 for her attention to detail and for the time, patience, and care that Lorena shows everyone.

**SUPERINTENDENT'S REPORT**

Dr. Miller opened his report by mentioning the Annual Parent Conference held at Villa Fundamental Intermediate School on Saturday, March 14, 2015. He also mentioned the High School Spring Productions: Les Misérables, Into the Woods, and The Almost Totally True Story of Hansel and Gretel. Dr. Miller stated he made surprise visits to the three district-wide Teachers of the Year: Desiree Olivas, Sharon Romeo, and Jessica Morris. Dr. Miller concluded his report with a brief announcement of Principal for a Day, taking place on Friday, March 27, 2015.

## PUBLIC PRESENTATIONS

Maria Gomez-Greenberg, David Perry, David Rhodes, Gudalupe Celedon, Mirella Baltazar, Blanca Landin, and Juana Vela addressed the Board related to a personnel issue. Jerry Cazales, Araceli Cazales, and Raymond Herrera addressed the Board related to the Toyama Karate-Do and the after school program. Melody Gonzalez addressed the Board related to concerns at Community Day School.

**1.0 APPROVAL OF CONSENT CALENDAR**

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

- 1.13 Approval of Consultant Agreement between Padres Unidos and Valley High School for March 25, 2015 through June 30, 2015
- 1.18 Approval of Consultant Agreement Increase for Justin Wu for Oracle Programming Services
- 1.20 Approval of Consultant Agreement Increase for ProCare One Nurses for 2014-15 School Year
- 1.26 Approval of Memorandum of Understanding with County of Orange Health Care Agency Children, Youth, and Behavioral Health Services for 2014-15 School Year
- 1.27 Approval of Submission of Refunding Application for Head Start Funding for 2015-16 Program Year
- 1.28 Approval of Submission of K-8 California Fresh Fruit and Vegetable Program Grant Renewal for 2015-16 School Year
- 1.32 Approval of Substitute Subcontractor of Bid Package Increment 2 Fencing at SAUSD Sports Complex

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 3-0, to approve the remaining items on the Consent Calendar as follows:

- 1.1 Approval of Regular Board Minutes - March 10, 2015 and Minutes of Special Study Session - March 17, 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 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  
357070 - Lathrop  
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 March 24, 2016.  
344120 - Saddleback  
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 March 24, 2016.  
357624 - Walker  
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 March 24, 2016.
- 1.5 Approval of Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2014-15 School Year
- 1.6 Approval of Membership for Orange County Special Education Alliance for 2014-15 School Year
- 1.7 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of February 25, 2015 through March 9, 2015
- 1.8 Approval of Agreement between Bureau of Lectures and Concerts Inc., and Walker Elementary School for 2014-15 School Year
- 1.9 Approval of Agreement between Ocean Institute and Washington Elementary School for 2014-15 School Year
- 1.10 Approval of Agreement between Orange County Children's Therapeutic Arts Center and Fremont Elementary School for 2014-15 School Year
- 1.11 Approval of Consultant Agreement between Dr. Stephen Tucker and Special Projects for April 1, 2015 through April 30, 2015
- 1.12 Approval of Consultant Agreement between Revolution Prep and Middle College High School for March 25, 2015 through June 30, 2015
- 1.14 Approval of Consultant Agreement between Scholastic, Inc. and Valley High School for March 25, 2015 through June 19, 2015
- 1.15 Approval of Consultant Agreement with Dieli Murawka Howe for Period of March 25, 2015 through June 30, 2016
- 1.16 Approval of Consultant Agreement with Fulcrum Management Solutions, Inc., for Period of March 25, 2015 through July 31, 2015
- 1.17 Approval of Consultant Agreement Increase for Government Financial Strategies, Inc.

- 1.19 Approval of Consultant Agreement Increase for Matthew Williams Enterprises, LLC for 2014-15 School Year
- 1.21 Approval of Consultant Agreement Increase for RCS Investigations & Consulting, LLC
- 1.22 Approval of Student Teacher, Intern, and/or Fieldwork Agreement with California State University, Fullerton; California State University, Long Beach; California State University, Los Angeles; and Concordia University
- 1.23 Approval of Intranet Network Support Services Agreement with Orange County Superintendent of Schools for Fiscal Year 2015 -2016
- 1.24 Ratification of Amendment to Service Agreement with The Regents of University of California Center for Educational Partnerships Irvine Math Project 2013-14 School Year
- 1.25 Ratification of Memorandum of Understanding with Orange County Superintendent of Schools Regarding Beginning Teacher Support and Assessment/Induction Education Specialist Program
- 1.29 Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of February 25, 2015 through March 10, 2015
- 1.30 Ratification of Expenditure Summary and Warrant Listing for Period of February 25, 2015 through March 10, 2015
- 1.31 Approval of Disposal of Used Vehicles
- 1.33 Authorization to Reject all Bids for Bid Package No. 1 Aquatic Center Classroom at Segerstrom High School
- 1.34 Approval of Revised Job Description: Transportation Scheduler
- 1.35 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

ITEMS REMOVED FROM CONSENT CALENDAR FOR DISCUSSION AND SEPARATE ACTION:

- 1.13 Approval of Consultant Agreement between Padres Unidos and Valley High School for March 25, 2015 through June 30, 2015

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 3-0, to approve the consultant agreement between Padres Unidos and Valley High School for March 25, 2015 through June 30, 2015.



1.18 Approval of Consultant Agreement Increase for Justin Wu for Oracle Programming Services

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 3-0, to approve the consultant agreement increase for Justin Wu for Oracle programming services, in the amount of \$50,000 for the 2014-15 school year, with the condition to bring back with long-term plan.

1.20 Approval of Consultant Agreement Increase for ProCare One Nurses for 2014-15 School Year

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 3-0, to approve the consultant agreement increase for ProCare One Nurses for the 2014-15 school year.

1.26 Approval of Memorandum of Understanding with County of Orange Health Care Agency Children, Youth, and Behavioral Health Services for 2014-15 School Year

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 3-0, to approve the Memorandum of Understanding with the County of Orange Health Care Agency Children, Youth, and Behavioral Health Services for the 2014-15 school year.

1.27 Approval of Submission of Refunding Application for Head Start Funding for 2015-16 Program Year

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 3-0, to approve the submission of the refunding application for Head Start funding for the 2015-16 program year.

1.28 Approval of Submission of K-8 California Fresh Fruit and Vegetable Program Grant Renewal for 2015-16 School Year

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 3-0, to approve the submission of the K-8 California Fresh Fruit and Vegetable Program grant renewal for the 2015-16 school year.

1.32 Approval of Substitute Subcontractor of Bid Package Increment 2 Fencing at SAUSD Sports Complex

It was moved by Mr. Palacio, seconded by Mr. Richardson, and carried 3-0, to approve Wolverine Fence as the substitute subcontractor for Bid Package Increment 2 Fencing at SAUSD Sports Complex.

PRESENTATION

Santa Ana Unified School District Bond Program Overview and Refunding Analyses

Robert Barna Managing Director with Stiefel, Nicolaus & Company, Incorporated, provided information to the Board related to the General Obligation Bond, municipal market overview, and bond refunding. The Board gave direction to proceed with the next steps to refund eligible debt and bring back for approval documents necessary to complete the refunding.

**REGULAR AGENDA - ACTION ITEMS**

2.0 ADOPTION OF RESOLUTION 14/15-3047 - PROCLAIMING APRIL 21, 2015, AS PARENTS' DAY

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 3-0, to adopt Resolution No. 14/15-3047 proclaiming April 21, 2015, as Santa Ana Unified School District Parents' Day.

3.0 APPROVAL OF RESOLUTION NO. 14/15-3049 - NATIONAL DEAF HISTORY MONTH

It was moved by Mr. Richardson, seconded by Mr. Palacio, and carried 3-0, to approve Resolution No. 14/15-3049 - National Deaf History Month.

4.0 APPROVAL OF SUMMER EXTENDED LEARNING PROGRAMS FOR 2015-16 SCHOOL YEAR

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 3-0, to approve the Summer Extended Learning Programs for the 2015-16 school year.

4.1 APPROVAL OF SUMMER ENRICHMENT PROGRAMS FOR 2015-16 SCHOOL YEAR

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 3-0, to approve the Summer Enrichment Programs for the 2015-16 school year.

4.2 APPROVAL OF ENGAGE 360° SUMMER EXTENDED LEARNING PROGRAMS FOR 2015-16 SCHOOL YEAR

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 3-0, to approve the Engage 360° Summer Extended Learning Programs for the 2015-16 school year.

4.3 APPROVAL OF SUMMER SCHOOL PROGRAMS FOR 2015-16 SCHOOL YEAR

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 3-0, to approve the Summer School Programs for the 2015-16 school year.

5.0 AUTHORIZATION TO AWARD CONTRACT FOR LEARNING MANAGEMENT SYSTEM

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 3-0, to authorize administration to award contract for the purchase of the implementation of a Learning Management System to Instructure, Inc.

6.0 AUTHORIZATION TO AWARD CONTRACT FOR INSTALLATION OF STRUCTURED CABLING SYSTEM AND NETWORK EQUIPMENT TO FEDERAL TECHNOLOGY SOLUTIONS, INC., UNDER E-RATE DISTRICTWIDE

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 3-0, to authorize staff to award a contract pursuant to bid No. 10-15 to Federal Technology Solutions, Inc., for installation of structured cabling system and network equipment Districtwide, contingent on E-Rate funding in the amount of \$6,915,982.51.

7.0 APPROVAL OF TINA DOUGLAS, ASSISTANT SUPERINTENDENT, BUSINESS SERVICES EMPLOYMENT AGREEMENT WITH SAUSD, WITH EFFECTIVE START DATE OF MAY 1, 2015.

It was moved by Mr. Richardson, seconded by Ms. Amezcua, and carried 3-0, to approve Tina Douglas, Assistant Superintendent, Business Services employment agreement with SAUSD, with the effective start date of May 1, 2015.

8.0 BOARD POLICY (BP) 6145.2 - ATHLETIC COMPETITION (REVISED: FOR ADOPTION)

It was moved by Ms. Amezcua, seconded by Mr. Richardson, and carried 3-0, for the adoption of revised Board Policy 6145.2 - Athletic Competition.

**BOARD AND STAFF REPORTS/ACTIVITIES**

Ms. Amezcua

- Attended the Parent Conference at Villa Fundamental Intermediate School.

Mr. Richardson

- Attended the Santa Ana High School production, Into the Woods;
- Attended Godinez Fundamental High School production of Les Misérables.

Mr. Palacio

- Congratulated the Santa Ana High School Soccer Team;
- Congratulated Jennifer Leal, recipient of the Boys and Girls Club of Santa Ana Scholarship;
- Congratulated Ana Pedroza, Certificated Employee of the Month;
- Congratulated Lorena Vasquez, Classified Employee of the Month.

**ADJOURNMENT**

There being no further business to come before the Board, the Board meeting was adjourned by Board President Palacio at 8:24 p.m.

The next Regular Meeting will be held on Tuesday, April 28, 2015, at 6:00 p.m.

ATTEST:

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



## **SANTA ANA UNIFIED SCHOOL DISTRICT**

### **STUDENT TRANSPORTATION ROUTER**

#### **JOB SUMMARY:**

Under the direction of the Manager of Transportation performs technical duties in the preparation, analysis and revision of bus operating schedules; assists in the supervision of pupil transportation services; coordinates home-to-school transportation schedules for students; and coordinates and schedules extra trips, athletics, and special events. The Student Transportation Router is responsible for: carrying out and explaining the School District's policies, methods and procedures relative to the development and monitoring of school bus schedules; making regular contact with the personnel of various school departments, bus contractor and drivers, and parents; and assisting in the compilation of statistics for reports and records.

#### **REPRESENTATIVE DUTIES:**

- Utilizing computer based software develops all school bus routes and schedules for the School District and coordinates these routes with bus contractors. **E**
- Prepares the following for the Bus Contractor(s): description of routes, maps, schedule of stops and running time, number and size of vehicle required. **E**
- Monitor daily home-to-school routes and schedules for efficient, on-time, safe performance. Provide reports as needed. **E**
- Assign, delete or change student transportation services as determined by special education or regular school programs in accordance with district policies and regulations. **E**
- Monitors transportation services throughout the year with bus company dispatchers and managers to ensure routes are followed and schedules are met, analyzing problems, investigating complaints, and initiating changes to resolve difficulties or to maximize vehicle utilization. **E**
- Keep accurate, current records of all routes and extra trip paperwork and make changes as necessary and appropriate. **E**
- Handle a heavy volume of phone calls from the general public in relation to the following: receive complaints from parents and schools regarding bus service and respond to them in a professional manner, and follow up on complaints by proposing corrective action to be taken; contract drivers and the bus company regarding early or late buses, missed stops, driver behavior, etc.; communicate with school site administrators; and assist manager in investigating and resolving complaints. **E**

**STUDENT TRANSPORTATION ROUTER (CONTINUED)****REPRESENTATIVE DUTIES:** (Continued)

- Performs or supervises dry runs prior to the opening of school to evaluate the route, to determine the safety of bus stop locations, and during the year field check bus routes, schedules and stop locations; make reports on observations. **E**
- Communicate with department employees; receive requests, questions, concerns and suggestions; provide routine information and assistance and/or forward to appropriate personnel. **E**
- Assists manager in auditing home-to-school and extra trip billings on a regular basis. **E**
- Coordinate transportation for special field trips and athletics. **E**
- Responds to emergencies, e.g. accidents, lost children, equipment failure or breakdown. **E**
- Maintain current knowledge of California highway laws and regulations and State Department of Education regulations related to pupil transportation. **E**
- Prepare bus schedules for publication; compute costs for field trips; arrange for rental buses and other equipment as needed. **E**
- Perform a variety of clerical support duties as assigned; use a computer to compose correspondence, memos and other items; compile data from clearly defined sources and prepare reports. **E**
- Perform related duties as assigned.

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

- Principles of efficient bus routing, dispatching, and scheduling.
- Computer utilization including scheduling software.
- Modern office practices, procedures and equipment. Ability to stay current with technology.
- Applicable sections of California Education Code (CEC), California Code of Regulations (CCR) and the California Highway Patrol Manual (CHP 82.7) District, State, and Federal rules and regulations related to the transportation of school pupils.
- Record keeping and report preparation techniques.
- Customer service in dealing courteously, tactfully and effectively with the general public.
- English, grammar, spelling, punctuation and math.

## **STUDENT TRANSPORTATION ROUTER (CONTINUED)**

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

#### Ability to:

- Assign buses and drivers to designated routes and special events and trips.
- Review routes and schedules to accommodate changes.
- Understand and follow oral/written directions.
- Establish and maintain effective working relationships with others.
- Plan and organize work and evaluate situations and determine priorities.
- Prepare and maintain accurate, current records, logs, list, files and reports.
- Interpret, apply and explain applicable laws, codes, rules and regulations.
- Communicate effectively both orally and in writing.
- Perform the essential functions of the job.
- Complete work with many interruptions and meet schedules and timelines.

### **EDUCATION AND EXPERIENCE:**

Graduation (or equivalent) from high school required with college course work in transportation planning or a related field leading toward an Associates (AA) degree desired. At least three years of increasingly responsible experience in school or public transportation service, specifically in scheduling, dispatching, bus driving, or related experience required. Experience with computerized transportation scheduling software is highly desired.

### **LICENSES AND OTHER REQUIREMENTS:**

- Valid California driver's license.

### **WORKING CONDITIONS:**

#### ENVIRONMENT:

- Office and school environment with frequent interruptions in a fast paced setting.
- Contact with dissatisfied or abusive individuals.
- Community based field visits.
- Driving a vehicle to conduct work.
- Ability to handle frequent changes in priorities.

## **STUDENT TRANSPORTATION ROUTER (CONTINUED)**

### **WORKING CONDITIONS:** (continued)

#### **PHYSICAL ABILITIES:**

- Hearing and speaking to exchange information in person or on the telephone.
- Seeing to read a variety of materials and drive a vehicle.
- Bending, kneeling or crouching.
- Sitting for standing for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard.
- Reaching over head, above the shoulders and horizontally.
- Lifting, carrying, pushing, or pulling moderately heavy objects.
- Lifting, carrying or pushing objects, normally not exceeding forty (40) pounds.

#### **HAZARDS:**

- Extended viewing of computer monitor.
- Working around and with office equipment having moving parts.
- Additional exposure to outdoor conditions and vehicle traffic when operating vehicles.

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: 3/24/15 (1/88, 5/01)



**CERTIFICATED PERSONNEL CALENDAR**

Personnel Calendar  
 Board Meeting - March 24, 2015

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>RETIREMENT</b>					
Westberg, Carmen	Assistant Principal	King	April 30, 2015		Retirement - 23 years
<b>RETIREMENT CHANGE IN DATE</b>					
Leventhal, Elliot	Teacher	Remington	From June 19, 2015 to June 30, 2015		Retirement - 17 years
<b>RESIGNATIONS</b>					
Acosta, Luisa	Speech and Language Pathologist	Speech Department	June 19, 2015		Personal - 7 years
Clark, Randy	Teacher	Willard	June 19, 2015		Moving - 17 years Moving, Family Responsibilities - 7 years
Cohick, Nancy	Teacher	Taft	June 19, 2015		Family Responsibilities - 4 years
Ibanez, Amanda	Teacher	Godinez	March 10, 2015		Family Responsibilities - 10 years
Lopez, Pamela	Speech and Language Pathologist	Speech Department	June 19, 2015		Personal - 2 years
Vo, Amy	Teacher	Willard	June 19, 2015		

Mark A. McKinney, Associate Superintendent, Human Resources

**CERTIFICATED PERSONNEL CALENDAR**

Personnel Calendar  
Board Meeting - March 24, 2015

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>NEW HIRES/RE-HIRES</b>					
Kinney, Anne	Teacher	Special Education	March 9, 2015		New Hire - Intern
Sackett, Rebecca	Literacy Coach	Valley	March 4, 2015		New Hire - Probationary I
Villasenor, Leslie	Teacher	Monroe	February 24, 2015		New Hire - Temporary 44920
<b>39-MONTH REEMPLOYMENT</b>					
	Speech and Language Pathologist				
Schwartz, Elsie		Speech Department	March 13, 2015	June 13, 2018	
<b>CHANGE IN STATUS</b>					
	Speech and Language Pathologist				
Hesser, Laura		Speech Department	September 22, 2015		From Intern to Probationary I
Rajpurkar, Anagha	Teacher	Saddleback	January 20, 2015		From Intern to Probationary II
<b>EXTENSION ON LEAVE (21 duty days or more) - Without Pay and Without Benefits</b>					
Seaver, Alison	Teacher	Roosevelt	August 27, 2015	June 17, 2016	Child Care

Mark A. McKinney, Associate Superintendent, Human Resources

**CERTIFICATED PERSONNEL CALENDAR**

Personnel Calendar  
 Board Meeting - March 24, 2015

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>CORRECTION ON EXTENSION ON LEAVE (21 duty days or more) - Without Pay and Without Benefits</b>					
Yepes, Jose	Teacher	Martin	August 27, 2015	June 17, 2016	Personal
<b>EXTENDED WORK YEAR 2014-15</b>					
Gonzalez, Cesar A.	Program Specialist	English Learner Program	April 6, 2015	June 30, 2015	7 Additional Days
Salafia-Bellomo, Jamie	Program Specialist	English Learner Program	April 6, 2015	June 30, 2015	7 Additional Days
<b>SPRING SPORTS 2014-15</b>					
C'De Baca, Cooper	Assistant Coach	Godinez	2014-15		Track
Cortez, Heriberto	Head Coach	Godinez	2014-15		Tennis (Boys)
Fedele, Stephen	Assistant Coach	Godinez	2014-15		Baseball
Koeler, James	Head Coach	Godinez	2014-15		Volleyball (Boys)
Lee, Torrence	Assistant Coach	Godinez	2014-15		Swimming
Mac Lennan, Luke	Head Coach	Godinez	2014-15		Baseball
McCluskey, Kameron	Assistant Coach	Godinez	2014-15		Track
Morris, Jessica	Head Coach	Godinez	2014-15		Swimming
Parga, Regina	Assistant Coach	Godinez	2014-15		Tennis (Boys)
Pinto, Franklin	Assistant Coach	Godinez	2014-15		Baseball
Pola, Kevin	Head Coach	Godinez	2014-15		Track
Watts, Matthew	Assistant Coach	Godinez	2014-15		Track

**CERTIFICATED PERSONNEL CALENDAR**

Personnel Calendar  
Board Meeting - March 24, 2015

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>SPRING SPORTS 2014-15 (Continued)</b>					
Gonzalez, Samuel	Assistant Coach	Saddleback	2014-15		Swimming
Gregory, Susan	Head Coach	Saddleback	2014-15		Volleyball (Boys)
Griggs, Bishop	Head Coach	Saddleback	2014-15		Baseball
Mc Cord, Derek	Head Coach	Saddleback	2014-15		Swimming
Pesak, Rod	Assistant Coach	Saddleback	2014-15		Track
Silva, Meliton	Head Coach	Saddleback	2014-15		Track
Soto, Rafael Jr.	Assistant Coach	Saddleback	2014-15		Volleyball (Boys)
Thompson, Robert	Head Coach	Saddleback	2014-15		Football
Young, John	Assistant Coach	Saddleback	2014-15		Baseball, Football
Erikson, Tom	Head Coach	Santa Ana	2014-15		Tennis (Boys)
Gutierrez, David	Assistant Coach	Santa Ana	2014-15		Track, Football
Lillie, Brian	Head Coach	Santa Ana	2014-15		Volleyball (Boys)
Mitchell, Glenn	Head Coach	Santa Ana	2014-15		Softball
Ramirez, Robert	Assistant Coach	Santa Ana	2014-15		Tennis (Boys)
Rocha Rodriguez, Diego	Head Coach	Santa Ana	2014-15		Track
TeGantvoort, Charles	Head Coach	Santa Ana	2014-15		Football
<b>STIPENDS 2014-15</b>					
Butler, Merlo		Century	2014-15		AVID Coordinator

Mark A. McKinney, Associate Superintendent, Human Resources

**CERTIFICATED PERSONNEL CALENDAR**

Personnel Calendar  
 Board Meeting - March 24, 2015

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>HOME TEACHER 2014-15</b>					
Kungl, Aimee	Home Teacher	Pupil Support Services	January 29, 2015	June 18, 2015	If and as needed basis
<b>VOLUNTARY ADMINISTRATIVE TRANSFERS</b>					
Ayala, Adrian	Assistant Principal	Community Day Intermediate/High School	July 1, 2015		From Principal at Lathrop Intermediate School to Assistant Principal at Community Day Intermediate/High School
Infante, Julie	Principal	Lathrop	July 1, 2015		From Principal at Santa Ana High School to Principal at Lathrop Intermediate School

**AGENDA ITEM REQUESTS  
CERTIFICATED  
2014-15**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
APEX/CAHSEE Extra Duty (Ratification)	Century	Title I	\$20,000	August 27, 2014
Cultural Enrichment Field Trip (Ratification)	Segerstrom	Title I	\$3,900	February 25, 2015
GATE Symposium (Ratification)	Mendez	Title I	\$8,700	March 11, 2015
Pentathlon Coaches (Ratification)	Spurgeon	General Funds	\$2,200	March 11, 2015
Program Planning - Certificated	Willard	Title I	\$6,000	March 25, 2015
Program Planning - TOSA	Willard	Title I	\$2,000	March 25, 2015
Program Planning - Counselors	Willard	Title I	\$2,000	March 25, 2015
Spring School	Segerstrom	General Funds	\$500	March 25, 2015
Summer Enrichment Program	Educational Services	Title I Core	\$400,000	March 25, 2015
Summer Enrichment Program	Educational Services	Title I Core	\$1,600,000	July 1, 2015
Title I Program Planning	Chavez	Title I	\$4,000	March 30, 2015

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - March 24, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>RETIREMENTS</b>						
Dixon, Dale Joseph	Asst. Superintendent of Facilities	Facilities Dept.	May 31, 2015			7 years, 2 months
Garcia, Miriam	Instr. Asst. Computer	Esqueda	June 18, 2015			21 years, 8 months
Vu, Peter	Offset Printer II	Publications Dept.	April 30, 2015			28 years, 8 months
<b>RESIGNATIONS</b>						
Arrieta, Stephanie	SSP Sp. Ed.	Heninger	March 6, 2015			Personal - 4 months
Avila Medrano, Clara	After School IP	Fremont	January 5, 2015			Personal - 1 month
Gonzalez, Diana	SSP Sp. Ed.	Jefferson	March 17, 2015			Personal - 3 months
Martinez Hernandez, Erika	After School IP	Lathrop	February 20, 2015			Personal - 1 month
Matos, Josue	After School IP	McFadden	January 30, 2015			Personal - 1 month
Moseray, Magnus	After School IP	Muir	February 27, 2015			Personal - 1 month
Salcido, Phaedra	Fd. Svc. Wkr.	Jackson	March 3, 2015			Personal - 3 months
Salgado, Itzel	SSP Sp. Ed.	Godinez	June 19, 2014			Personal - 9 months

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - March 24, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>RESIGNATIONS (Continuation)</b>						
Varela, Jessica	After School IP	Greenville	March 6, 2015			Personal - 2 months
<b>ABSENCES (3 to 20 duty days - Without Pay)</b>						
Jones, Christina	Instr. Asst. Sev. Dis. Autism	Santa Ana	March 18, 2015	April 21, 2015		Personal
Locken, Wendy	Paraprofessional	Esqueda	June 15, 2015	June 18, 2015		Personal
Navarro, Diane	Library Media Tech.	Roosevelt	March 9, 2015	March 20, 2015		Personal
<b>PROBATIONARY APPOINTMENTS</b>						
Andrade, Sayra	Preschool Teacher	ECE	February 23, 2015		III/C/1	
Angel, Javier	After School IP	After School Program	March 6, 2015		16/6	
Contreras, Andres	After School IP	After School Program	March 23, 2013		16/3	
Cortes, Krystal	After School IP	After School Program	January 3, 2015		16/1	
Cortez, Steven	Fd. Svc. Wkr.	Sierra	March 25, 2015		11/1	
Dominguez, Mariela	Fd. Svc. Wkr.	Godinez	March 25, 2015		11/1	
Galaviz, Maria	After School IP	After School Program	March 17, 2015		16/1	
Jones, Sheri	After School IP	After School Program	March 9, 2015		16/6	



**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - March 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>						
Longacre, David	SSP Sp. Ed.	Santiago	March 2, 2015		19/1	
Lucas, Henry	Fd. Svc. Wkr.	MacArthur	March 25, 2015		11/1	
Mase, Alicia	Fd. Svc. Wkr.	Lathrop	March 25, 2015		11/1	
Morales Cruz, Marcela	After School IP	After School Program	March 9, 2015		16/6	
Ruiz, Narduslibia	Fd. Svc. Wkr.	Segerstrom	March 25, 2015		11/1	
Salcedo, Isabel	After School IP	After School Program	March 5, 2015		16/6	
Sohn, Timothy	Budget Clerk	Budget Dept.	March 25, 2015		35/1	
Vega, Daniel	SSP Sp. Ed.	Sp. Ed.	March 13, 2015		19/1	
Washington, Shaniece	After School IP	After School Program	March 17, 2015		16/2	
<b>PROMOTIONAL APPOINTMENTS</b>						
Chesmore, Brian	School Police Supervisor/Sergeant	School Police	March 25, 2015		46/5	
Cuellar, Roberto	Plant Custodian Elem. Autism	Monte Vista	March 25, 2015		28/5	
Rosales, Mireya	Paraprofessional	Remington	March 23, 2015		24/5	
Serrano, Daniel	Accounting Tech.	Accounting Dept.	March 25, 2015		31/1	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - March 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>REASSIGNMENT (Voluntary Demotion)</b>						
Hanna, Jacqueline	Admin. Secretary	Purchasing Dept.	April 11, 2015		30/6	From SELPA Secretary to Administrative Secretary
<b>REASSIGNMENTS</b>						
Alvarado, Angelica	Fd. Svc. Wkr.	Sierra	March 25, 2015		11/5	From 3.5 hours to 6.5 hours
Diaz, Jose	Fd. Svc. Wkr.	Willard	March 25, 2015		11/2	From 3.5 hours to 6.5 hours
Lopez, Sandra	Fd. Svc. Wkr.	Saddleback	March 25, 2015		11/6	From 3.5 hours to 6.5 hours
Rodriguez, Dolores	Fd. Svc. Wkr.	Segerstrom	March 25, 2015		11/2	From 3.5 hours to 6.5 hours
<b>TEMPORARY ASSIGNMENTS - Out of Class Compensation</b>						
Aguilar, Humberto	Plant Custodian Elem.	Bldg. Svcs. Nutrition Svcs.	March 9, 2015	March 30, 2015	28/2	
Alvarado, Angelica	Fd. Svc. Spvr. Int.	Nutrition Svcs.	February 10, 2015	February 12, 2015	27/1	
Alvarado, Angelica	Fd. Svc. Spvr. Int.	Nutrition Svcs.	March 9, 2015	March 13, 2015	27/1	
Anaya, Lilitiana	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 2, 2015	April 30, 2015	15/3	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - March 24, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>TEMPORARY ASSIGNMENTS - Out of Class Compensation (Continuation)</b>						
Angel Felix, Wendi	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 12, 2015	April 30, 2015	15/2	
Becerra, Leornado	Rv. Ld. Custodian	Bldg. Svcs.	February 1, 2015	March 31, 2015	28/5 + Diff.	
Cervantes, Rosalba	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 3, 2015	March 10, 2015	15/6	
Cervantes, Rosalba	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	March 11, 2015	April 30, 2015	13/6	
Cobian de Rubio, Margarita	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 2, 2015	April 30, 2015	15/6	
Colin Cardenas,	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 12, 2015	April 30, 2015	15/6	
Jessica	Registrar Int.	Spurgeon	February 21, 2015	April 3, 2015	24/6	
Cordon, Avely	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 4, 2015	April 30, 2015	15/6	
Cregut-Gonzalez, Shance	Rv. Ld. Custodian	Bldg. Svcs.	February 2, 2015	March 24, 2015	28/5 + Diff.	
Cuellar, Roberto	Rv. Ld. Custodian	Bldg. Svcs.	February 17, 2015	March 16, 2015	28/3 + Diff.	
Fernandez, Felix	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	March 9, 2015	March 13, 2015	13/6	
Guerrero, Elizabeth	Site Coordinator	After School Program	March 16, 2015	March 27, 2015	\$25	
Hernandez, Liliana	Sch. Off. Asst. Sec.	Century	March 2, 2015	March 10, 2015	24/5	
Maciel, Elizabeth	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 2, 2015	April 30, 2015	15/2	
Martinez, Lobelia	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	February 25, 2015	March 17, 2015	13/4	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - March 24, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>TEMPORARY ASSIGNMENTS - Out of Class Compensation (Continuation)</b>						
Nieto, Cesar	Rv. Ld. Custodian	Bldg. Svcs. Nutrition	February 2, 2015	April 30, 2015	28/5 + Diff.	
Nuñez, Nadine	Sr. Fd. Svc. Wkr.	Svcs.	February 23, 2015	March 13, 2015	13/6	
Perez, Juan	Plant Custodian H.S.	Bldg. Svcs. Nutrition	February 2, 2015	April 30, 2015	35/2	
Ramirez, Maria	Fd. Svc. Spvr. Elem.	Svcs.	March 2, 2015	April 30, 2015	15/6	
Ramirez, Noelia	Sr. Fd. Svc. Wkr.	Svcs.	March 4, 2015	April 30, 2015	13/6	
Rios, Mayra	Site Coordinator	After School Program	February 23, 2015	April 3, 2015	\$25	
Rosales, Erica	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 13, 2015	April 30, 2015	15/6	
Rubio, Priscilla	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	February 18, 2015	April 30, 2015	15/2	
Saldana, Carmen	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	March 2, 2015	April 30, 2015	15/4	
Sanchez, Cesar	Fd. Svc. Spvr. Int.	Nutrition Svcs.	March 2, 2015	April 30, 2015	27/2	
<b>ACTIVITY SUPERVISORS</b>						
Aguilar, Maria S.	Activity Supervisor	Garfield	March 9, 2015		10/1	
Castro, America	Activity Supervisor	Heroes	March 9, 2015		10/1	
Mejia, Ana	Activity Supervisor	Madison	March 9, 2015		10/1	
Mendez, Juan	Activity Supervisor	Esqueda	March 9, 2015		10/1	

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

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar  
Board Meeting - March 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>HOURLY APPOINTMENT</b>						
Aguillon, Eliel	Instr. Provider	Mendez	March 12, 2015		16/1	

**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>
Computer Set-Up	Construction Department	Maintenance OT	\$8,000	March 25, 2015
Early Childhood Education	Early Childhood Education	State	\$5,000	March 25, 2015
Future Ready Schools Summit	Learning Innovation with Technology	Two-Way Digital	\$5,000	March 25, 2015
SSP Intervention Extra Duty	Fremont	General Fund	\$2,700	March 25, 2015
Summer Enrichment Program	Educational Services	Title I Set Aside (CORE)	\$10,000	March 25, 2015
Summer Enrichment Program	Educational Services	Title I Set Aside (CORE)	\$10,000	July 1, 2015

1 RESOLUTION NO.14/15-3047

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5 Parents' Day Resolution

6 WHEREAS, parent participation and involvement increase student achievement;

7 and,

8 WHEREAS, All families can, and do, contribute to their children's success;

9 and,

10 WHEREAS, the home environment is a powerful influence, not only on how  
11 children perform, but also on how far they go in their schooling; and,

12 WHEREAS, the Board of Education of the Santa Ana Unified School District  
13 recognizes that parents are critical contributors to student achievement; and,

14 WHEREAS: Sunday, July 26, 2015 has been designated as National Parents'  
15 Day.

16 NOW, THEREFORE, BE IT RESOLVED: That the Santa Ana Unified School District's  
17 Board of Education proclaims Tuesday, April 21, 2015, as Santa Ana Unified School  
18 District's Parents' Day and encourages the community to celebrate this occasion.

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

21 AYES: **John Palacio, Valerie Amezcua, and Rob Richardson**

22 NOES:

23 ABSENT **Cecilia Iglesias and Jose A. Hernandez**

24 STATE OF CALIFORNIA )

25 COUNTY OF ORANGE )

27 I, Dr. Rick Miller, Secretary of the Board of Education of the Santa Ana  
28 Unified School District of Orange County, California, hereby certify that the  
29 above and foregoing Resolution was duly adopted by the said Board at a regular  
30 meeting thereof held on the 24th day of March, 2015, and passed by a  
31 vote of 3-0 of said Board.

32 IN WITNESS WHEREOF, I have hereunto set my hand this 24 day of March,  
33 2015.

34  
35 

36 \_\_\_\_\_  
37 Rick Miller, Ph.D., Secretary  
38 Board of Education  
Santa Ana Unified School District



March 24, 2015

RESOLUTION NO. 14/15-3049

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

**National Deaf History Month**

WHEREAS, Approximately one in ten Americans is either born deaf or has acquired some forms of hearing loss due to accident, illness, noise, heredity, or aging; and

WHEREAS, although the term "deaf community" implies uniformity, it actually consists of diverse individuals with varying communication modes and backgrounds, both deaf and hearing, who share common characteristics of hearing loss and/or deaf culture; and

WHEREAS, the deaf community has been long unrecognized and misunderstood by most Americans; and

WHEREAS, numerous pioneers should be honored for their roles in transforming American culture, history, and politics as educators, artists, writers, inventors, informed citizens, and many other roles, as for example:

- A. Thomas Brown, deaf orator and grassroots community leader who planted the seed for the National Association of the Deaf in the 1870s;
- B. Thomas Alva Edison, inventor and scientists who received 1,093 patents and who said his deafness helped him concentrate on his experiments and research;
- C. Andrew J. Foster, deaf American educator who founded thirty-one schools and many other programs for deaf people in thirteen African countries;
- D. Sophia Fowler Gallaudet, an influential deaf advocate to the US Congress and who was known as "Queen of the Deaf Community;"
- E. Helen Keller, deaf-blind author and lecturer, who received many honors for her global advocacy on human rights; and

1 WHEREAS, the month of March 13-April 15 contains these important dates in  
2 American History;

3 A. March 13: The victory of the Deaf President Now movement at Gallaudet  
4 University located in Washington, D.C. when the first deaf person was  
5 selected to become president of this 124-year-old institution in 1988;

6 B. April 8: Charter signed in 1864 by the President of the United States,  
7 Abraham Lincoln, authorizing the Board of Directors of the Columbia  
8 Institution (now Gallaudet University) to grant college degrees to deaf  
9 students;

10 C. April 15: Establishment in 1817 of the first permanent school for deaf  
11 students in the Western Hemisphere, now known as the American School for  
12 the Deaf, located in Hartford, Connecticut; and

13 WHEREAS, in the history of California, the Santa Ana Unified School  
14 District, as a prominent leader in deaf education, in 1948, founded a program for  
15 students who are deaf or hard of hearing that has served over 4000 Orange County  
16 students and has continued for over a half century to provide a high standard of  
17 education;

18 NOW, THEREFORE, BE IT RESOLVED, that the Santa Ana Unified School District  
19 joins in the celebration of National Deaf History Month, held annually March 13 -  
20 April 15 and calls upon public officials, schools, and others to celebrate with  
21 programs and activities to highlight and honor the many contributions of the deaf  
22 community to American society.

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

25 AYES: John Palacio, Valerie Amezcua, and Rob Richardson

26 NOES:

27 ABSENT Cecilia Iglesias and Jose A. Hernandez

28 STATE OF CALIFORNIA )

29 ) SS:

30 COUNTY OF ORANGE )

March 24, 2015

1 WHEREAS, for thirty years since the 1970s, the general public has been  
2 becoming more aware of the deaf community and sign language through television and  
3 theatre, ranging from:

- 4 A. Children of a Lesser God, a Tony-Award winning play about the deaf  
5 culture which starred a deaf actress; and
- 6 B. Sesame Street, a children's educational television program with an award-  
7 winning deaf actress as "Linda the Librarian" to the recent smash hit,
- 8 C. Big River, The Adventures of Huckleberry Finn, multi-award winning  
9 musical play, produced by deaf-run Deaf West Theatre; and

10 WHEREAS, the heritage of the deaf community in America has been recognized  
11 in Deaf Heritage, the first history of the deaf community in America, published in  
12 1981 by the National Association of the Deaf, and written by Jack R. Gannon, and  
13 American Sign Language has been acknowledged as a true language, and is taught  
14 throughout the United States, and


15 WHEREAS, libraries have been instrumental in promoting public awareness of  
16 American Sign Language, deaf culture, and the history of the deaf community, as  
17 for example:

- 18 A. Since 1974, the District of Columbia Public Library in Washington, D.C.  
19 has celebrated deaf awareness in the first full week of December, now  
20 known as Clerc-Gallaudet Week. This Week commemorates the anniversaries  
21 of the births of Laurent Clerc and Thomas Hopkins Gallaudet, two pioneers  
22 of deaf education in America, both born in December and who made a great  
23 impact on the deaf community when they founded the first permanent  
24 American school for deaf students in Hartford, Connecticut on April 15,  
25 1817;
- 26 B. Public schools and academic libraries are acquiring literature and media  
27 concerning the deaf community in varied formats such as books, captioned  
28 media, American Sign Language video titles, large print, and Braille;

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I, Richard L. Miller, Secretary of the Board of Education of the Santa Ana Unified School District of Orange County, California, hereby certify that the above and foregoing Resolution was duly adopted by the said Board at a regular meeting thereof held on the 24th day of March, 2015, and passed by a vote of 3-0 of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand this 24 day of March, 2015.

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

## **SANTA ANA UNIFIED SCHOOL DISTRICT**

### **Instruction**

**BP 6145.2 (a)**

#### **Athletic Competition**

The Governing Board recognizes that the athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social and emotional well-being of participating students, and provides them with an opportunity to learn beneficial character development skills. The athletic program shall be designed to meet students' interests and abilities and be varied in scope to attract wide participation. (cf. 3541.1-Transportation for School-Related Trips) (cf. 5137-Positive School Climate) (cf. 6142.7-Physical Education) (cf. 7110-Facilities Master Plan)

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel. (cf. 4127/4227/4327 – Temporary Athletic Team Coaches)

#### **Nondiscrimination and Equivalent Opportunities in the Athletic Program**

The District's athletic program shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent opportunities are provided for both genders. (cf. 0410-Nondiscrimination in District Programs and Activities) (cf. 5145.3-Nondiscrimination/Harassment) (cf. 5145.7-Sexual Harassment)

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other basis specified in law. (Education Code 220-221.5, 230; 5 CCR 4920; 34 CFR 106.41) (cf. 0410-Nondiscrimination in District Programs and Activities) (cf. 5145.3-Nondiscrimination/Harassment)

The Superintendent or designee may provide single-sex teams when selection for the team is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Any complaint regarding the District's athletic program shall be filed in accordance with BP/AR 1312.3-Uniform Complaint Procedures (cf. 1312.3-Uniform Complaint Procedures)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with his/her gender identity and for which he/she is otherwise eligible to participate, irrespective of the gender listed on the student's records.

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5CCR 4921; 34 CFR 106.41)

When determining whether equivalent opportunities are available to both sexes in athletic programs, the Superintendent or designee shall consider, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the selection of sports and levels of competition offered effectively accommodate the interests and abilities of both sexes.

The athletic program shall be considered to effectively accommodate the interests and abilities of both sexes if it meets one of the following criteria: (Education Code 230)

- a. The interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments.
  - b. When the members of one sex have been and are underrepresented among interscholastic athletes, the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex.
  - c. When the members of one sex are currently underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #b above, the district can demonstrate that the interest and abilities of the members of that sex have been fully and effectively accommodated by the present program.
2. The provision and maintenance of equipment and supplies
  3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
  4. Travel and per diem allowances
  5. Opportunities to receive coaching and academic tutoring
  6. Assignment and compensation of coaches and tutors
  7. Provision of locker rooms and practice and competitive facilities
  8. Provision of medical and training facilities and services
  9. Provision of housing and dining facilities and services
  10. Publicity
  11. Provision of necessary funds

### **Sportsmanship**

The Board supports the ideals of good sportsmanship, ethical conduct and fair play, and expects student athletes, coaches, spectators and others to demonstrate these principals during all athletics competitions.

In preparing for and participating in athletic competitions, students and staff shall abide by the core principles of trustworthiness, respect, responsibility, fairness, caring and citizenship, as adopted by the California Interscholastic Federation (CIF) in its publication "Pursuing Victory with Honor."

Students and staff may be subject to disciplinary action for improper conduct. (cf. 3515.2) – Disruptions) (cf. 5144-Discipline) (cf. 5144.1-Suspension and Expulsion/Due Process)

### **California Interscholastic Federation**

The Board maintains membership in the California Interscholastic Federation (CIF) and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulation and CIF bylaws and rules. The Superintendent or designee shall have responsibility for the District interscholastic athletic program while the principal or designee at each participating school shall be responsible for the site-level decisions as appropriate.

Upon recommendation of the Superintendent, the Board shall annually designate an employee from each high school to serve as a representative to the local CIF league. Appointees shall represent the District in performing all duties required by the CIF league. In making this selection, the Board shall consider the employee's understanding of the District's goals for student learning and interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the District, and individual interpersonal communication and leadership skills.

The Superintendent or designee shall ensure that the District representatives to CIF report regularly to the Board on league, section and statewide issues, as well as activities and prospective actions related to athletics.

### **Student Eligibility**

The first priority of student athletes shall be commitment to their education and academic achievement. Eligibility requirements for participation in the District's interscholastic athletic program are the same as those set by the District for participation in extracurricular and co-curricular activities. (cf. 5111.1-District Residency) (cf. 5121-Grades/Evaluation of Student Achievement) (cf. 6145-Extracurricular and Co-curricular Activities) (cf. 6146.1-High School Graduation Requirements) (cf. 6162.52-High School Exit Examination)

In addition, the Superintendent or designee shall ensure that students participating in CIF league athletics satisfy any additional CIF eligibility requirements.

Students shall not be charged a fee to participate in an athletic program.

### **Health and Safety**

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities.

Students shall have a medical clearance before participating in the interscholastic athletic program. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries. (cf. 5131.61-Drug Testing) (cf. 5131.63-Anabolic Steroids) (cf. 5141.3-Health Examinations) (cf. 5141.6 – School Health Services) (cf.5143 - Insurance)

Coaches and appropriate District employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year. (cf. – 5142 – Safety)

In the event that an injury occurs, the coach or other appropriate district employee shall observe universal precautions and shall remove the student athlete from the activity and/or seek medical treatment for the student as appropriate. (cf. 4119.42/4219.42/4319.42-Exposure Control Plan for Bloodborne Pathogens) (cf. 4119.43/4219.43/4319.43-Universal Precautions) (cf. 5141 – Health Care and Emergencies) (cf. 5141.21-Administering Medication and Monitoring Health Condition) (cf. 5141.22 –Infectious Diseases)

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student's initiating practice or competition. (Education Code 49475) (cf. 5145.6 – Parental Notifications)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. (Education Code 49475)

The Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.



The Superintendent or designee shall provide training to coaches, athletic trainers, and/or school nurses regarding concussion symptoms, prevention, and appropriate response.

(cf. 4127/4227/4327 – Temporary Athletic Team Coaches)

### **Parental Notifications**

Before a student participates in interscholastic athletic activities, the Superintendent or designee shall send a notice to the student's parent/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator (cf. 1312.3 – Uniform Complaint Procedures)
2. Includes a copy of the Athletes' Bill of Rights pursuant to Education Code 271
3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare (cf. 3530 – Risk Management/Insurance)
4. Provides information about insurance protection pursuant to Education Code 32221.5 (cf. 5143 – Insurance)
5. Request parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions. (cf. 3541.1 – Transportation for School-Related Trips)
6. States the Governing Board's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship (cf. 5144 – Discipline) (cf. 5144.1 – Suspension and Expulsion/Due Process)
7. Includes a copy of the local California Interscholastic Federation (CIF) league rules.
8. Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids or dietary supplements banned by the U.S. Anti-Doping Agency. (cf. 5131.63 – Steroids)

## Legal Reference:

EDUCATION CODE

200-261	Prohibition of discrimination on the basis of sex
270-271	Athletes Bill of Rights
17580-17581	Football equipment
32221.5	Required insurance for athletic activities
33353-33353.5	California Interscholastic Federation; implementation of policies, insurance program
33354	California Department of Education authority over interscholastic athletics
35160.5	District policies; rules and regulations
35179	Interscholastic athletics
48850	Interscholastic athletics; students in foster care
48900	Grounds for suspension and expulsion
48930-48938	Student organizations
49020-49023	Athletic programs; legislative intent, equal opportunity, apportionment, prohibited sex discrimination
49030-49034	Performance-enhancing substances
49458	Health examinations, interscholastic athletic program
49475	Health and safety, concussions and head injuries
51242	Exemption from physical education for high school students in interscholastic athletic program

PENAL CODE

245.6 Hazing

CODE OF REGULATIONS, TITLE 5

4900-4965	Nondiscrimination in elementary and secondary education programs, especially: receiving state financial assistance
4920-4922	Nondiscrimination in intramural, interscholastic, and club activities
5531	Supervision of extracurricular activities of pupils
5590-5596	Employment of non-certificated coaches

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

CODE OF FEDERAL REGULATIONS, TITLE 34

106.31	Nondiscrimination on the basis of sex in education programs or activities
106.33	Comparable facilities
106.41	Nondiscrimination in athletic programs

COURT DECISIONS

Mansourian v. Regents of University of California, (2010) 594 F. 3d 1095

Kahn v. East Side Union High School District, (2004) 31 Cal. 4<sup>th</sup> 990t

McCormick v. School District of Mamaroneck, (2004) 370 F. 3d 275

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CSBA PUBLICATIONS

Student Fees Litigation Update, Education Legal Alliance Advisory, May 20, 2011

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

California Interscholastic Federation Constitution and Bylaws

A guide to Equity in Athletics

Acute Concussion Evaluation (ACE) Care Plan, 2006

Pursuing Victory with Honor, November 1999

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Heads Up: Concussion in High School Sports, Tool Kit, June 2010

Heads Up: Concussion in Youth Sports, Tool Kit, July 2007

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Intercollegiate Athletics Policy Clarification: The Three-Part Test – Part Three, Dear Colleague letter, April 20, 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Interscholastic Federation: <http://www.cifstate.org>

Centers for Disease Control and Prevention, Concussion Resources:  
<http://www.cdc.gov/concussion>

National Federation of State High School Associations: <http://www.nfhs.org>

National Operating Committee on Standards for Athletic Equipment:  
<http://www.nocsae.org>

U. S. Anti-Doping Agency: <http://www.usada.org>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

Adopted: (6-76 2-77 11-02) 3-15

Santa Ana, CA

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Summarized Data of Williams Settlement Third Quarterly Report

**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 for the Board to review quarterly information on the Williams Settlement Third Quarterly Report. In order to meet the Williams Settlement Uniform Complaint Reporting requirements per Education Code Section 35186(d), staff is required to report summarized data on the nature and resolution of all complaints on a quarterly basis to the County Superintendent of Schools and the Governing Board of the school district. The complaints and written responses shall be available as public records.

**RATIONALE:**

Attached is a chart summarizing the third quarterly-reported complaints for Santa Ana Unified School District beginning on January 1 and ending on March 31, 2015. The form is due to the Orange County Department of Education on April 30, 2015.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Presented for information.



# 2014-2015 Quarterly Report Williams Legislation Uniform Complaints

District: Santa Ana Unified School District

District Contact: David Haglund, Ed.D.

Title: Deputy Superintendent, Educational Services

- Quarter #1 July 1 to September 30, 2014 **Report due by October 31, 2014**
- Quarter #2 October 1 to December 31, 2014 **Report due by January 30, 2015**
- Quarter #3 January 1 to March 31, 2015 **Report due by April 30, 2015**
- Quarter #4 April 1 to June 30, 2015 **Report due by July 31, 2015**

**Check the box that applies:**

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of the complaints.

Type of Complaint	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facility Conditions	0		
CAHSEE Intensive Instruction & Services (high schools only)	0		
<b>TOTALS</b>	0		

Name of Superintendent: Richard L. Miller, Ph.D.,

Signature of Superintendent: \_\_\_\_\_

Date: 4-28-15

**Please submit to:** Thea Savas  
 Senior Administrative Assistant  
 200 Kalmus Drive, B-1000  
 P.O. Box 9050, Costa Mesa, CA 92628-9050  
 (714) 966-4336 or fax to: (714) 327-1366

**AGENDA ITEM BACKUP SHEET**  
**April 28, 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 - April 28, 2015

School:	Gift:	Amount:	Donor:	Used for:
Davis Elementary		\$800	Davis PTA Ms. Veronica Raymundo Santa Ana	Field trip expenses
Garfield Elementary		\$7,000	Garfield PTA Mr. Gavino Mendez Santa Ana	Field trip expenses
Kennedy Elementary		\$18,750	Kennedy PTA Mrs. Rocio Guzman Santa Ana	Instructional materials and field trip expenses
Lincoln Elementary		\$2,438	Lincoln PTA Mrs. Maria Sedano Santa Ana	Field trip expenses
Martin Elementary		\$1,000	Henry and Deborah Mayhew Corona del Mar	Library books
Muir Fundamental		\$1,495	Muir PTA Ms. Erica Calvo Santa Ana	Student agendas for 2015-16 school year
Santiago Elementary		\$703	Santiago PTA Ms. Dora Castillo Santa Ana	PBIS incentives
Thorpe Fundamental		\$3,500	Pacific Life Foundation Mr. Robert G. Haskell President Newport Beach	PBIS incentives and activities
Santa Ana High School		\$2,000	The Grammy Foundation Mr. Lorne Fishbein Santa Monica	Band program
Segerstrom High School		\$2,500	Pacific Life Foundation 3T's of Education Grant Mr. Tennyson Oyler Newport Beach	Teacher technology trainings and student assessment software in a variety of subjects, including world language and visual arts

<b>School:</b>	<b>Gift:</b>	<b>Amount:</b>	<b>Donor:</b>	<b>Used for:</b>
Santa Ana Unified School District		\$500	CA Association of Latino Superintendents and Administrators Sacramento	High school student scholarship
Santa Ana Unified School District	Samsung Chromebook	\$250	Orange County Register Laptop Program Anonymous donor Santa Ana	Donated to Century High School
Special Projects/Wellness	CATCH P.E. activity boxes and miscellaneous P.E. equipment	\$4,500	Orange County Department of Education Health, Sports, and Physical Education Services Mr. Chris Corliss Costa Mesa	Elementary physical education programs at various schools
Support Services/Special Education	Three ring binders	\$150	Lockton Insurance Brokers, LLC Ms. Jolene Heckerman Irvine	Varies schools
<b>April 28, 2015 donations</b>		<b>\$45,586</b>		
<b>2015 Total donations</b>	<b>\$122,638</b>	<b>\$168,224</b>		

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

DH:lr



**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Adoption for High School Advanced Placement Biology Textbook**

**ITEM:**                   **Consent**

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

**PREPARED BY:** **Ed Winchester, J.D., M.Ed., Executive Director, Secondary Curriculum and Instruction**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval for adoption of the high school Advanced Placement (AP) Biology textbook in accordance with Board Policy (BP) and Administrative Regulation (AR) 6141.5 – Advanced Placement.

At its, January 2015 meeting, the Board of Education approved the 28-day review of the AP Biology textbook.

**RATIONALE:**

The College Board has a curricular requirement for AP Biology that states “Students and teachers use a recently published (within the last 10 years) college-level biology textbook.” The current approved textbook was published in 2005. In addition, the College Board has recently redesigned the AP Biology Framework to emphasize the big ideas in biology. In order to meet the College Board requirements and provide students with aligned materials, a new textbook must be adopted.

In accordance with BP 6141.5, on the approval of textbooks and supplementary instructional materials, staff is presenting the AP Biology textbook for adoption.

**FUNDING:**

Textbook Funds: \$24,255 (\$120 per student X 202 textbooks)

**RECOMMENDATION:**

Approve the adoption of the high school Advanced Placement Biology textbook.

**TEXTBOOK RECOMMENDATION FOR 28-DAY REVIEW  
BOARD MEETING  
April 28, 2015**

DEPT/COURSE	RECOMMENDED TEXTBOOK	TYPE OF ADOPTION
AP Biology	High School AP Biology <i>Principles of Life, Second Edition</i> by David M. Hillis, David E. Sadava, Richard W. Hill, and Mary V. Price Copyright 2014 by Sinauer Associates. MacMillan education and W.H. Freeman, publishers ISBN 978-1-4641-0947-8	Basic

DM:EW:TV:sz

**AGENDA ITEM BACKUP SHEET**  
**April 28, 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 - April 28, 2015

Date:	Schools/Location:	Funding and Cost:	Student(s):	Staff and Chaperone:
March 26-28, 2015 (Thursday - Saturday)  Ratification	Godinez Fundamental High School CA All State Honor Choir First United Methodist Church Pasadena	\$400.00 per student (s) (cost paid by ASB Choir)	6	1
May 1-3, 2015 (Friday - Sunday)	Godinez Fundamental High School 33 <sup>rd</sup> Annual Southwest Dance Movement and Acro-Sports Workshop Palm Springs Convention Center Palm Springs	\$296.00 per student (s) (cost paid by student & ASB Dance)	13	3
May 6-10, 2015 (Wednesday - Sunday)	Mendez Fundamental Intermediate School Team America Rocketry Challenge Fly Off Great Meadows The Plains, Virginia & Washington D.C.	\$1,500.00 per student (s) (cost paid by donations and fundraising)	6	6
May 11-12, 2015 (Monday - Tuesday)	Taft/DHH Elementary School 6 <sup>th</sup> Grade Science Camp The Ocean Institute Dana Point	\$59.00 per student (s) (cost paid by PTA)	57	6
June 19-27, 2015 (Friday - Saturday)	Godinez Fundamental High School 78 <sup>th</sup> Annual Boys State Leadership Conference CSU Sacramento	\$420.00 per student (s) (cost paid by donations & fundraising)	1	1

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

## **Agenda Item Backup Sheet**

**ITEM:** Request of extended field trip for Godinez Fundamental High School students to participate in the All State Honor Choir rehearsal and performance at the First United Methodist Church in Pasadena, California. The trip will be on March 26-28, 2015.

**OVERVIEW:** Godinez Fundamental High School is requesting their students to participate in the All State Honor Choir in Pasadena, California.

**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:** 6 students and 1 chaperone (certificated).

**COSTS:** \$400 per student – To include lodging, meals, and travel.

**FUNDING:** Cost paid by ASB Choir.

**RECOMMENDATION:** Approve the request for Godinez Fundamental High School students to participate in the All State Honor Choir rehearsal and performance at the First United Methodist Church in Pasadena, California on March 26-28, 2015.

**AR 6153.1** The Superintendent shall be authorized to approve an extended field trip under the following conditions:

1. Determination of eligibility or invitation to participate in an event and the date of the event both occur between meetings of the Board of Education.
2. Ratification will be requested of the Board of Education at the next scheduled meeting.

## **Agenda Item Backup Sheet**

**ITEM:** Request of extended field trip for Godinez Fundamental High School students to participate in the 33<sup>rd</sup> Annual Dance, Movement, and Acro-Sports workshop at the Palm Springs Convention Center in Palm Springs, California. The trip will be on May 1-3, 2015.

**OVERVIEW:** Godinez Fundamental High School is requesting their dance team students to participate in the 33<sup>rd</sup> Annual Dance, Movement, and Acro-Sports workshop in Palm Springs, California.

**RATIONALE:** This conference offers a wide range of standards-based curriculum that will enrich student learning and challenge their skills of critical thinking.

**Objectives**

- Students will study a variety of cultural dance styles (Afro-Caribbean, Greek, Middle Eastern, Flamenco, or Folk).
- Students will take classes in alternate movement vocabularies (Yoga, Tai Chi, Stretch I Strengthening, Pilates, or Athletic training).
- Students will explore new methods, techniques, and historical dance forms.

**Rationale**

- Students can study a variety of different dance genres from outstanding teachers in the fields of Ballet, Modern, Hip Hop, Multi-Cultural, Lyrical, and Jazz techniques.
- To encourage and inspire team collaboration and unity among students.

**Follow Up**

- To bring back a wide range and variety of dance information and choreographic material for use in the dance program and to share with other students.

**PARTICIPANTS:** 13 students and 3 chaperones (1 certificated and 2 classified).

**COSTS:** \$296 per student – To include lodging, meals, and travel.

**FUNDING:** Cost paid by student (\$160) and ASB Dance (\$136).

**RECOMMENDATION:** Approve the request for Godinez Fundamental High School students to participate in the 33<sup>rd</sup> Annual Dance, Movement, and Acro-Sports workshop at the Palm Springs Convention Center in Palm Springs, California on May 1-3, 2015.

## **Agenda Item Backup Sheet**

- ITEM:** Request of extended field trip for Mendez Fundamental Intermediate School students to compete in the Team America Rocketry Challenge Fly Off at the Great Meadows in The Plains, Virginia and go to Washington, D.C. The trip will be on May 6-10, 2015.
- OVERVIEW:** Mendez Fundamental Intermediate School is requesting their students to participate in the Team America Rocketry Challenge Fly Off in The Plains, Virginia and go to Washington, D.C.
- RATIONALE:** The Mendez Hot Shots Rocket Team is a National Finalist in the Team America Rocketry Challenge Fly Off which is on May 9<sup>th</sup>. During this extended trip the students are invited to have breakfast on Capitol Hill, will visit the Smithsonian Air & Space Museum, as well as, other national monuments and landmarks.
- PARTICIPANTS:** 6 students and 6 chaperones (2 certificated and 4 classified).
- COSTS:** \$1,500 per student – To include lodging, meals, and travel.
- FUNDING:** Cost paid by donations and fundraising.
- RECOMMENDATION:** Approve the request for Mendez Fundamental Intermediate School students to compete in the Team America Rocketry Challenge Fly Off at the Great Meadows in The Plains, Virginia and go to Washington, D.C. on May 6-10, 2015.

## **Agenda Item Backup Sheet**

**ITEM:** Request of extended field trip for Taft/DHH Elementary School students to attend 6<sup>th</sup> Grade Science Camp at The Ocean Institute in Dana Point, California. The trip will be on May 11-12, 2015.

**OVERVIEW:** Taft/DHH Elementary School is requesting approval for their 6<sup>th</sup> grade students to attend the 6<sup>th</sup> Grade Science Camp at The Ocean Institute in Dana Point, California.

**RATIONALE:** This educational trip will be an once-in-a-lifetime opportunity for the 6<sup>th</sup> grade students. The Ocean Institute provides a 6<sup>th</sup> grade camp called "Life in the Abyss". Students will be in different lab stations to investigate, collaborate, and learn about sea adaptations, effects of pressure, habitats, ecosystems, and remotely-operated vehicles. This camp covers several science standards. The students will return with a broader knowledge of ocean life and an experience to be remembered.

**PARTICIPANTS:** 57 students and 6 chaperones (3 certificated and 3 classified).

**COSTS:** \$59 per student - To include lodging, meals, and transportation.

**FUNDING:** Cost paid by PTA.

**RECOMMENDATION:** Approve the request of the extended field trip for Taft/DHH Elementary School students to attend the 6<sup>th</sup> Grade Science Camp at The Ocean Institute in Dana Point, California on May 11-12, 2015.



## **Agenda Item Backup Sheet**

- ITEM:** Request of extended field trip for a Godinez Fundamental High School student to attend the 78<sup>th</sup> Annual Boys State Leadership Conference at California State University (CSU), Sacramento. The trip will be on June 19-27, 2015.
- OVERVIEW:** Godinez Fundamental High School is requesting approval for 1 student to go to the 78<sup>th</sup> Annual Boys State Leadership Conference in Sacramento, California.
- RATIONALE:** One exceptional male delegate is selected to attend the conference at the end of his junior year. This is a nationally recognized program with a mission for participants to learn about city, county, and state government structure and responsibilities.
- PARTICIPANTS:** 1 student and 1 chaperone (Jess Lawson, conference trip supervisor at Leadership Conference).
- COSTS:** \$420 per student - To include lodging, meals, and transportation.
- FUNDING:** Cost paid by donations and fundraising.
- RECOMMENDATION:** Approve the request of the extended field trip for a Godinez Fundamental High School student to attend the 78<sup>th</sup> Annual Boys State Leadership Conference at California State University, Sacramento on June 19-27, 2015.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Head Start Eligibility, Recruitment, Selection, Enrollment, and Attendance Policies and Procedures for 2015-16 Program Year**

**ITEM:**                   **Consent**

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

**PREPARED BY:**   **Charlotte Ervin, Coordinator, Head Start Program**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the Head Start Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) policies and procedures. The District Board of Education is the Governing Body of the Head Start Program. As required by the Head Start Performance Standards Appendix A and the Head Start Act, the Board is to annually review and approve procedures, and criteria for recruitment, selection, and enrollment of children. They are to ensure the highest need population in Santa Ana, is served by establishing enrollment priorities.

**RATIONALE:**

The Head Start Program follows the Performance Standards 45CFR. Each year Eligibility Recruitment, Selection, Enrollment, and Attendance (ERSEA) Service Area Plans, Policies and Procedures must be reviewed and approved by the Policy Committee, and SAUSD Board of Education. The Board's oversight and approval of procedures ensures that the program is providing services to the high need families in Santa Ana, based on community assessment and the performance standards.

The District Board of Education is requested to approve the Head Start Eligibility, Recruitment, Selection, Enrollment, and Attendance Service Area Plans Policies and Procedures and Priority Points for 2015-16 program year.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the Head Start eligibility, recruitment, selection, enrollment, and attendance policies and procedures for 2015-16 program year.

## EXECUTIVE SUMMARY

### **Pursuant to the Head Start Act 642(c) (1) (E) (VII Performance Standards 1304.50(d) (1)**

The Board must approve policies and procedures for procedures and criteria for recruitment, selection, and enrollment of children for the Head Start Program.

Proposed changes to Head Start Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Policies and Procedures for the 2015-2016 School Year:

- **Intake and Eligibility:** The policy was updated to include eligibility information regarding same sex marriages as required by the Office of Head Start (OHS). For purposes of determining eligibility to participate in Head Start programs, the income of same-sex spouses shall be considered part of a family's income and the same-sex spouse shall be included in the number of people in a household. Head Start recognizes marriages between individuals of the same sex who are lawfully married under the law of a state, territory, or foreign jurisdiction, as long as it would be recognized in at least one state, regardless of the state in which the couple resides.
- **Recruitment:** There were no changes to the policy and the program will continue to recruit families from the in the city of Santa Ana where there is great need in Orange County.
- **Selection:** The policy was updated by removing the selection letter from the procedure and staff will be making contact with families by telephone to inform them of their selection into the program. The change in process will ensure that families are contacted in a timely manner and enrollment slots are filled within the 30 days.
- **Enrollment:** The policy was updated by removing the selection letter from the procedure and staff will be making contact with families by telephone to inform them of their selection into the program. The change in process will ensure that families are contacted in a timely manner and enrollment slots are filled within the required 30 days.
- **Attendance Monitoring:** There are no changes to the policy. Attendance will continued to be monitored to ensure that the program maintains the 85% average daily attendance.



# Santa Ana Unified School District

Early Childhood Education  
Head Start

Rick Miller, Ph.D., Superintendent

## Service Area Plans, Policies, & Procedures

<b>SAPPP Subject</b>	<b>Recruitment</b>	<b>SAPPP #:</b>	ER -1
<b>Part:</b>	1305	<b>Approval Date:</b>	3/24/15
<b>Subpart:</b>	B.	<b>Effective Date:</b>	3/24/15
<b>Section Title(s):</b>	Eligibility, Recruitment, Selection, Enrollment, and Attendance Recruitment	<b>Last Reviewed Date:</b>	3/24/15
<b>Related Performance Standard(s):</b>	1305.5(b), 45CFR 1305.6(c), 45CFR 1308.5(f)	<b>Lead Responsibility</b>	Social Services Manager

**(A) Policy:**

Santa Ana Unified School District Head Start program works to reach those families who are most in need of services. The recruitment process utilizes a variety of ways for contacting families to ensure the neediest children from low-income families are recruited for the programs.

**(B) Rationale:**

The recruitment process is designed to inform the most eligible families of Head Start services in order to provide them with the opportunity to apply for enrollment. All families with children age three to five have the opportunity to apply for program services.

**(C) Responsibility:**

Community Workers, Education and Disabilities Coordinator, Social Services Manager, Lead Teacher, Parent Education Specialist, and all staff when needed.

**(D) Procedure:**

*Recruitment* is defined as "the systematic way in which a Head Start program identifies families whose children are eligible for Head Start services, informs them of services available, and encourages them to apply for enrollment in the program." [45 CFR 1305.2 (n); 1308.5 (b)].

The recruitment and service area of Santa Ana, California. Recruitment efforts will focus on the highest needs census tracts and their surrounding areas based on the agency's community assessment.

The social services manager and Community Workers (CW) will facilitate the implementation of the recruitment plan to ensure that all Santa Ana parents with children three to five with the greatest need, who could benefit from a Head Start experience, have an opportunity to submit a application.

Recruitment efforts occur continuously and applications are accepted throughout the year. Intensive recruitment efforts for the following school year will begin shortly after the last day to fill a vacancy for the current year has passed.

**RECRUITMENT PLAN:**

The Santa Ana Unified School District Head Start Program will implement the following procedures for recruitment of young children from income eligible families:

1. Recruitment notices in English, Spanish, and Vietnamese will be sent home to parents currently enrolled in Head Start and to elementary schools within Santa Ana School District target areas.
2. The Santa Ana Unified School District Special Education Department will be contacted for referrals of children that are age eligible for the program year and who have an Individual Education Plan (IEP) in place prior to enrollment.
3. Community agencies ie Regional Center, California Children's Services, or Child Protective Services will be contacted for referrals of preschool age children who are disabled, homeless, or at risk.
4. Community centers located in target areas will be requested to distribute program related information and applications to residents in their neighborhoods.
5. Community agencies working with children and families at risk (e.g. Cal-Works, TANF, WIC Health Clinics, Shelters, Salvation Army, Santa Ana Social Security office, etc.) will be solicited for referrals to Head Start.
6. Notices in English, Spanish and Vietnamese will be posted on bulletin boards in supermarkets, colleges, and small local neighborhood shops
7. Bilingual banners will be hung at Head Start recruitment sites.
8. Presentations describing program services and eligibility requirements will be presented at elementary school PTA meetings.
9. The Parent Education Specialist presents at parent meetings of elementary schools where Head Start programs are located.
10. Staff will ensure a minimum of 10% of enrollment will be filled by children with disabilities who have a current Individual Education Plan (IEP) Staff will recruit children who have severe disabilities including children who have previously identified as having disabilities.

**Forms:**

Community Worker Monthly Report



# Santa Ana Unified School District

Early Childhood Education  
Head Start

Rick Miller, Ph.D., Superintendent

## Service Area Plans, Policies, & Procedures

<b>SAPPP Subject</b>	<b>Selection</b>	<b>SAPPP #:</b>	ER-2
<b>Part:</b>	1305	<b>Approval Date:</b>	3/24/15
<b>Subpart:</b>	B. Eligibility, Recruitment, Selection, Enrollment, and Attendance in Head Start	<b>Effective Date:</b>	3/24/15
<b>Section Title(s):</b>	Eligibility, Recruitment, Selection, Enrollment, and Attendance	<b>Last Reviewed Date:</b>	3/24/15
<b>Related Performance Standard(s):</b>	1305.7	<b>Lead Responsibility</b>	Social Services Manager

<b>(A) <u>Policy:</u></b>	Head Start programs must consider all eligible applicants and have a formal process for establishing selection criteria for serving children and families.
<b>(B) <u>Rationale:</u></b>	Santa Ana Unified School District (SAUSD) Head Start will determine the selection criteria according to the Community Assessment and Recruitment Plan. All eligible families will be selected according to the point ranking system in Child Plus as vacancies occur.
<b>(C) <u>Responsibility:</u></b>	Community Workers, Social Service Manager, and Head Start Secretary
<b>(D) <u>Procedure:</u></b>	<p><b>SELECTION PLAN:</b></p> <p>The intake, eligibility, and selection plan and procedure will ensure that all eligible applicants are considered for Head Start services. Santa Ana Unified School District Head Start will determine the selection criteria according to the Community Assessment and Recruitment Plan. <b>All eligible families will be selected according to the point ranking system at the beginning of the year and as vacancies occur.</b></p> <p>To meet the eligibility requirements, contained in Head Start Regulation 45 CFR 1305, all parents who express an interest in enrolling their child in Head Start will be referred to the community workers assigned to the center in the community in which the family resides. The first page of the application is to be completed by the parent with the assistance of the Community Worker (CW), if requested by the parent. The community worker will provide the parent with a list of documents and information that the parent is required to submit prior to determining eligibility. All eligible families</p>

will be selected according to the point ranking system.

1. The parent submits the completed first page of the application with all of the required documents. The CW will complete the second page of the application and have the parent review it before they sign it. The CW will then submit the two page application along with the required documents to the CW-Administration, whom will screen the application for enrollment eligibility using the following criteria:

**A. Age Eligibility:**

To be eligible for Head Start, a child must be at least three years old at the time of enrollment and no older than five on or before the local minimum age for admittance to kindergarten or transitional kindergarten (See SB 1381, Kindergarten Readiness Act of 2010). Exception: If a child turns 5 years old during the local minimum admittance period to be kindergarten or transitional kindergarten eligible and he/she is deemed not fit to enter such a grade by a school district Individualized Education Plan (IEP) team. The IEP team is to recommend for the child to attend pre-school in order for that child to be eligible for Head Start. Parents will be required to submit a copy of the child's birth certificate.

**B. Income Eligibility:**

1. The family income must meet current Federal Income Guidelines. Enrollment of families is based on verified income from the family with the lowest income given priority. Determination of income will be calculated using : 1040, W-2 forms, pay stubs, pay envelopes, written statements from employers, a self declaration, or documentation showing current status as recipients of public assistance. Priority and exceptions to the income guidelines will be given if the family has been identified as homeless. Families who meet the eligibility criteria for services provided under the McKinney Veto Assistance Act (Title IX Part C. of the No Child Left Behind Act) are considered homeless. In this case, the income will not be requested nor calculated for the previous 12 months. The child will take priority over all others as long as they are age eligible.

2. Families receiving public assistance, even if the family income exceeds the poverty line, is considered low income and are eligible for services under 45 CFR Part 1305. Children in foster care are also Head Start eligible, regardless of family income. A child who is looked after by a person (foster home) or agency (group home) other than the parent by an order of the court or any other authority, without formal adoption, is considered a foster child.

3. The period of time to be considered for eligibility is 12 months immediately proceeding the month in which the application or reapplication, for enrollment of a child in a Head Start program is made, or for the calendar year immediately proceeding the calendar

year in which the application or reapplication is made. Whichever more accurately reflects the family's current income is used.

4. The CW-Administration will complete the Income Eligibility Worksheet identifying which of these statements was examined to determine eligibility. All documentation will be maintained to verify that income verification has been made. A copy of the application, documents used to determine eligibility, and a copy of the Income Eligibility Worksheet will be filed at the Head Start administration office.

5. Children from low-income families that meet the funded level of enrollment and children from families over the federal income guidelines may be considered for enrollment. However, a minimum of 90% of the children enrolled in the program will be low income eligible families.

### **C. Children with Disabilities**

At least 10% of the funded enrollment will be available to children who have an IEP with a diagnosed disability. Children who have an IEP will be accepted within the required age limitations and may also be considered for enrollment:

- If the family is over the income guidelines;
- If they are three (3) years of age and have a certified disability
- (But only after all four year old children with disabilities have been enrolled).

### **D. Additional Criteria**

Families with the greatest need, based on the eligibility criteria form (see attached), which can benefit the most from Head Start services, are first priority for enrollment. **CW are to consider the following factors for determining enrollment priorities of children who have an equal number of points on the Child Plus program:**

- Enroll the child with the highest points in the income section which may indicate a severe financial crisis
- Enroll the child with the highest points in the social services section which may indicate the family is unstable, vulnerable, homeless and/or in crisis
- Enroll the child with the oldest birth date
- Enroll the child of a family on Cal-Works/TANF which indicates a high level of social service need

Once the 10% is met, then enroll the child with the highest points .If 10% is not met, enroll all children with disabilities before other A-D.

NOTE: If a family does not qualify for Head Start, they will be referred to one of the other preschool programs within the district or community.



These policies comply with Head Start Performance Standards: 45 CFR Part 1305-Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start, 1305.4-Age of Children and Family Income Eligibility, 1305.6 Selection Process, 1305.7 Enrollment and Reenrollment, the Head Start Act 2007-2008, McKinney-Vento Homeless Student Act.

#### **E. Over Income Determination**

1. Over-income children will be placed on the waiting list following any income-eligible children, and considered only if no income-eligible children are already on the waiting list. **The exception is if a child with a disability is over-income and SAUSD needs to fulfill the 10% disabilities mandate, then that child will take precedence over the income eligible child.** Additionally, children and families that have been identified as homeless will be given a priority regardless of income status from the previous year.
2. During initial registration and throughout the year as vacancies occur the CW will send the application to the CW- Administration. If the child is deemed over income, the CW-Administration must check with the Head Start Coordinator to be sure the agency has not reached its 10% over income capacity. Over income slots are reserved for children with disabilities.
3. The Head Start Coordinator and Social Services Manager will check the monthly progress report and review the percentages of over income families currently enrolled.
4. If the Head Start Coordinator determines that the agency is not at its 10% over income, the CW may enroll the family provided there are no other children on the waitlist who qualify with a higher eligibility rating.
5. If there are children who qualify with a higher eligibility rating, and/or have a disability, those children will take priority over the child who is over income. These children must have an active IEP at the time of enrollment.

#### **Forms:**

Eligibility Verification Form  
Income Eligibility Worksheet



# Santa Ana Unified School District

Early Childhood Education  
Head Start

Rick Miller, Ph.D., Superintendent

## Service Area Plans, Policies, & Procedures

<b>SAPPP Subject</b>	<b>Enrollment</b>	<b>SAPPP #:</b>	ER-3
<b>Part:</b>	1305	<b>Approval Date:</b>	3/24/15
<b>Subpart:</b>	B. Eligibility, Recruitment, Selection, Enrollment, and Attendance in Head Start	<b>Effective Date:</b>	3/24/15
<b>Section Title(s):</b>	Eligibility, Recruitment, Selection, Enrollment, and Attendance	<b>Last Reviewed Date:</b>	3/24/15
<b>Related Performance Standard(s):</b>	1305.6, 1305.7	<b>Lead Responsibility</b>	Social Service Manager

**(A) Policy:**

Head Start programs must consider all eligible applicants and have a formal process for establishing selection criteria for serving children and families.

**(B) Rationale:**

Santa Ana Unified School District will determine the selection criteria according to the Community Assessment and Recruitment Plan. All eligible families will be selected according to the point ranking system in Child Plus as vacancies occur.

**(C) Responsibility:**

Community workers, Community Worker-Administration, Social Services Manager, Head Start Secretary, Head Start Coordinator

**(D) Procedure:**

**CHILD PLUS TERMINOLOGY**

**Enrollment Date:**

When the Community Worker (CW) meets with the family and the enrollment packet is completed. (Note: if a family completes the enrollment packet prior to the start of the program year, the enrollment date will be the first day of the program year (July 1, 201\_)).

**Enrolled but Excluded:**

A child who has completed the enrollment packet but is missing required documentation prior to participation in the program. The File Checklist will be placed in each child's file. If the child is unable to begin classes, the File Checklist will indicate what the child needs prior to beginning class.

(Note: See required documentation section in the Child Center File Checklist)

**Non-Scheduled Days:**

Any day an enrolled child is not expected to attend.

**Entry Date:** The date an enrolled child is on the class roster and scheduled to be in class for the first time. All developmental, health, and educational assessment timelines start from the **entry date**.

**A. Selection and Enrollment:**

The funded enrollment level for Head Start will be maintained throughout the program year. When a vacancy becomes available, the vacancy will be filled by the community worker within 30 calendar days. Santa Ana Unified School District Head Start elects to not fill vacancies when 60 calendar days or less remain in the program's enrollment year.

When an opening occurs, the community worker will take the following steps to ensure that the child with the highest priority is contacted and offered the program:

1. Check for enrolled children who wish to transfer into the center with the opening. (Enrolled children that want to transfer have priority). If an enrolled child wishes to transfer to another classroom or center, the CW will assist the guardian in completing the Guardian Request & Agreement to Transfer or Drop Their Child Form.
2. If there are no children that want to transfer, the CW is to run the priority wait list in Child Plus and identify the child with the highest priority points.
3. Once the child has been identified, the CW will make at least two attempts to contact the family via telephone within two business days.
4. If the family does not respond, the child will remain on the priority wait list for another selection cycle.
5. The CW will document the two phone calls on the enrollment notes section found in the enrollment tab of Child Plus and the Service Delivery Documentation (SDD) Sheet. The SDD, Child Plus enrollment notes, and copies of the Selection/Contact will be attached to the application and filed in the pending wait list file at the center.
6. When a family has accepted the program slot, the CW will document it in the SDD and schedule an appointment with the family. The CW will ask the family to bring the following enrollment documents to the appointment:
  - Physical Exam Form (if it wasn't submitted at the time of the application)
  - Allergies with medical proof.
  - Immunization/TB test (if it wasn't submitted at the time of the application)
  - Dental exam (if it wasn't submitted at the time of the application).

7. During the appointment, the CW will complete the following forms with the parent:
  - Review Application
  - Pediatric Health History
  - Admissions Agreement
  - Acknowledgement of Forms required by Licensing
  - Parent Directory Form
  - Parent Interest Survey
  - Parent/Guardian Permission Form for Use of Child's Photograph
  - Early Childhood Development & Health Services Student Emergency Information Card
  - Volunteer Clearance Form
  - Notification of Parent's Rights
  - Consent for Emergency Medical Treatment
  - Personal Rights
  - Health History
  - Caregiver Background Check
  - Enrollment and Attendance Polices
8. The CW will inform and provide the parent of any missing documents needed to continue the enrollment process and document this conversation on the SDD and in Child Plus. If there is a health, nutrition, or disability issue, identified on the Health History form, the CW will put a post-it flag on the issue listed on the Health History form and mark the area with a concern on the Enrollment File Checklist and SDD. Once the documents have been completed with the family, the CW will accept the child and enter the date, as well as any notes in the SDD and Child Plus.
9. A temporary file will be created by the CW and labeled with child's name, date of birth (DOB), and the name of the center the child will be attending.
10. The Enrollment File Cover sheet will be attached to the temporary file. The temporary file will be sent to the Nurse for review.
11. Nurse will review the folder according to the concerns noted by CW. If a child has multiple concerns noted, the file must go to the Head Start Coordinator to be discussed at case management after the file has been reviewed. The file can be sent to the center and the child is able to enter the program.
12. Once all the enrollment documents have been collected, with allergies and health concerns addressed by the nurse or Head Start Coordinator, the CW will verify receipt of all documents as they are completed using the Child's File Center Checklist.
13. Once the Child's File Center Checklist has been completed the CW will inform the teacher/lead teacher letting them know the name of the child that has been accepted.

14. CW-Administration stores all eligibility files at the Head Start administration office. An eligibility file contains the following:
- Eligibility Verification Form
  - Income Eligibility Worksheet
  - Application (page 1 & 2)
  - Income document(s)
  - Birth certificate for the child applying and other dependent children in the family birth certificates which are used to determine family size. A tax form reporting dependents by names can also be used to determine family size.
  - Public Assistance recipient document (if applicable)
  - Foster document (if applicable)
  - McKinney-Vento Questionnaire (if applicable)
  - IEP (if applicable)
15. CW will assign the child to a class and mark the child enrolled in Child Plus, using the enrollment date listed on the Child Center File Checklist.
16. The CW will review all documents in the enrollment folder to verify that all of the child's life-threatening health concerns have been addressed.
17. For students enrolled before the beginning of the school year, teachers will contact the family a minimum of two business days before the first day of school to notify them of their entry date and to schedule an orientation. For students enrolled during the school year, the community worker will communicate with the teachers to schedule the orientation and entry date for the parent on the earliest date they have available.
18. The CW will enter the child's entry date
19. The CW will enter the day the child is expected to attend on the first day into Child Plus.
20. The CW will create the child center file.

#### **Forms**

**Service Delivery Documentation Sheet**

**Child Plus Enrollment Notes**

**Child Plus Participant Notes**

**Guardian Request & Agreement to Transfer or Drop Their Child**



# Santa Ana Unified School District

Early Childhood Education  
Head Start

Rick Miller, Ph.D., Superintendent

## Service Area Plans, Policies, & Procedures

<b>SAPPP Subject</b>	<b>Intake and Eligibility</b>	<b>SAPPP #:</b>	ER-4
<b>Part:</b>	1305	<b>Approval Date:</b>	3/24/15
<b>Subpart:</b>	B	<b>Effective Date:</b>	3/24/15
<b>Section Title(s):</b>	Age of Children and Family Eligibility	<b>Last Reviewed Date:</b>	3/24/15
<b>Related Performance Standard(s):</b>	1305.4	<b>Lead Responsibility</b>	Social Services Manager

<p><b>(A) <u>Policy:</u></b></p>	<p>Intake and Eligibility Procedures will ensure that all eligible applicants are considered for Head Start services. This procedure identifies the children and families in Orange County that are in most need.</p>
<p><b>(B) <u>Rationale:</u></b></p>	<p>Head Start eligibility will be determined based on age and income eligibility</p>
<p><b>(C) <u>Responsibility:</u></b></p>	<p>Community workers, community worker administration, social services manager, Heads Start coordinator</p>
<p><b>(D) <u>Procedure:</u></b></p>	<p><b>ChildPlus Related Terms and Definition:</b></p> <p><b>"New":</b> A child whose information is entered into Child Plus before their eligibility information has been verified. A child will remain as "New" in Child Plus until the family's eligibility documents (proof of income and proof of birth) have been verified.</p> <p><b>"Wait List Date":</b> When age and income eligibility has been verified, the child's enrollment priority is assessed and they are placed on the "Wait List."</p> <p><b>Intake Procedure:</b></p> <p>Eligible families with children ages 3-5 years must reside in Santa Ana, California. When a parent/guardian inquires about the Head Start program, the community Worker (CW) and/or any other staff member at the Head Start center or the Santa Ana Unified School District Head Start administration office will assist the parent in completing an Application.</p> <ol style="list-style-type: none"> <li>1. Staff will inform the parent or guardian that they need to provide verification of the following information: <ul style="list-style-type: none"> <li>• age</li> <li>• income</li> <li>• immunization record</li> <li>• IEP, if applicable</li> </ul> </li> <li>2. Staff will inform parents that they have the option of bringing information</li> </ol>

(age and income verification and applicable IEP ) to the Head Start center, SAUSD-Head Start administration office, or a designated meeting location can be arranged if needed.

3. Staff will also provide to the parent or guardian with an application information sheet, that lists additional selection criteria and inform them that a CW will be able to assist them.
4. The CW will input application information on a daily basis into Child Plus creating "New" applicant entries. A copy of the application shall be kept in a separate file at the Head Start center and administration office.
5. After the CW have entered the application into Child Plus, they will: Place the complete application packet in the accordion file, alphabetizing it by last name.
6. The following documents must be present for the CW- Administration to receive an application packet from a CW:
  - Application
  - Copy of the birth certificate
  - Copies of birth certificates for all children in the family who are dependents or tax form reporting, by the name, the dependents.
  - Copy of the immunization card
  - Income verification
  - Proof of homeless documentation (if applicable)
  - Proof of foster care documentation (if applicable)
  - IEP (if applicable)
7. The CW will drop off application packets to the CW-Administration at the Head Start administration office. The CW -administration will sign the log verifying that the packet is complete.
8. The assigned CW and the Social Services Manager will review all Child Plus **New** applicants daily through the Child Plus system. The CW-administration will contact all parents within 3 working days of their child's entry as a new applicant. The CW will immediately begin documentation of action steps, family contact notes, referrals and required follow-up on the Service Delivery Documentation Form (SDD) at the Santa Ana Unified School Head Start administration office. Family contact notes will also be documented into Child Plus.
9. When a family comes to the center to deliver the requested documentation, the CW will copy all documentation and attach it to the application and stores all materials into a cabinet. The CW will drop off documentation once a week for review to the CW-Administration.

**Eligibility Procedure:**

The CW will review age and income documentation and enter data into Child Plus within 2 working days of receipt. The CW-Administration will determine age and

income eligibility based on the following:

**Age Eligibility:**

To be eligible for Head Start, a child must be at least 3 years old at the time of enrollment and no older than five on or before the local minimum age for admittance to kindergarten or transitional kindergarten. Exception: If a child turns 5 years old during the local minimum admittance period to be kindergarten or transitional kindergarten eligible and he/she is deemed not fit to enter such a grade by a school district Individualized Education Plan (IEP) team. The IEP team is to recommend for the child to attend pre-school in order for that child to be eligible for Head Start.

**Age verification of the child:**

Staff must verify the age of the child by examining one of the following:

- Certified birth certificate
- Health Department certificate
- Other documentation may be acceptable with the approval of the Head Start Coordinator and Social Services Manager
- A copy of the verifying document will be attached to application and originals will be returned to parent or guardian.

**Income Eligibility:**

- a. When computing family income, CW-Administration will use the 12 month period immediately preceding the month in which application for enrollment in Head Start is made. For example, if the family is applying in July, the community worker administration will use the income from June of that year to June of the prior year. Alternatively, community worker administration can use the calendar year immediately preceding the calendar year in which the application is made.
- b. Calculation of income is to be completed by the CW-Administration on the Head Start Income Eligibility Work Sheet Form.
- c. CW-Administration will check income against the current Head Start Income Guidelines. (Note: A family may exceed the Health and Human Services (HHS) Poverty Guidelines, yet be eligible for the program due to public assistance or foster care and adoption payments. A family may also exceed the HHS Poverty Guidelines and yet be eligible for the Head Start program, if a child has a current IEP according to the agency's recruitment plan. In addition, [for purposes of determining eligibility to participate in Head Start programs, the income of same-sex spouses shall be considered part of a family's income and the same-sex spouse shall be included in the number of people in a household. Head Start recognizes marriages between individuals of the same sex who are lawfully married under the law of a state, territory, or foreign jurisdiction, as long as it would be recognized in at least one state, regardless of the state in which the couple resides.](#)
- d. If child has an IEP, the CW-Administration will make a copy of the IEP and any other supporting documentation and will place copies in the disabilities/education coordinator's mailbox at the Head Start administration office for review. The Head Start Eligibility Verification



Worksheet Form serves as proof of income eligibility and will be kept on file at the Head Start administration office. Copies of income verification documentation are to be kept.

- e. If an over income family does not meet any of the exception criteria, the CW or staff will refer them to another community preschool program.

**Verification of Income:**

As part of the application and selection process, the program must verify family income before determining the child is eligible. The CW will verify the income by examining any of the following:

- Individual Income Tax form 1040
- W-2 forms
- Pay stubs
- Written statements from employers
- Documentation showing current status of public assistance
- Self-declaration (Note: Parents that are unable to provide any of the official documentation of income, such as day laborers, will be asked to complete a statement self-declaring income that is signed under penalty of perjury).

**5. Additional Eligibility Factors:**

Verification of the following information may influence the selection process based on the Head Start selection criteria matrix:

- Legal documents of custody or guardianship
- Referrals from other agencies e.g., MOU with Regional Center, school districts, CCS, SSA, CHDP
- Documentation of receipt of assistance such as SSI or receipt of foster care

**Priority Wait List:**

1. When the child is determined to be eligible, the CW-Administration determines the selection criteria points based on the Head Start Selection Criteria Matrix. The criteria points will be entered into Child Plus and written on the application. The CW-Administration will change the status of the child from New to Waitlist in Child Plus. Child Plus will then rank the child on the Priority Wait List.
2. Once a child is wait listed, the CW-Administration, Head Start Secretary, or site clerk will call and/or mail the family an Application Status Letter regarding the status of their application within 2 working days of being placed on the Priority Wait List.

Note: If the family expresses an immediate need or emergency during the intake and eligibility process, center staff or CW will refer them to outside resources and/or refer them to in-house services immediately. All services provided will be documented on the SDD and in Child Plus.

**Forms**

- Application
- Eligibility Verification Form
- Income Eligibility Verification Worksheet

Application Information Sheet  
Self Declaration Income Certification  
Employer or Job Training Verification Form  
McKinney-Vento Questionnaire  
Service Delivery Documentation (Pg 1)  
Service Delivery Documentation (Pg 2)  
Child Plus Participant Notes  
Eligibility Verification Worksheet form  
Head Start Selection Criteria  
Application Status Letter  
Child Plus Priority Wait List

**Enrollment Packet**

SAUSD Center File Checklist  
Physical Examination  
Required Oral Examination Form  
Parent & Personal Rights-English  
Acknowledgement of Forms Required by Licensing  
Parent Directory  
Parent Guardian Permission Form for use of child's photograph  
Immunization Record  
California School Immunization Record (blue card)  
Student Emergency Information Card  
Admissions Agreement  
Health history  
Family Partnership Agreement Plan  
Volunteer Clearance Form



# Santa Ana Unified School District

Early Childhood Education  
Head Start

Rick Miller, Ph.D. Superintendent

## Service Area Plans, Policies, & Procedures

<b>SAPPP Subject</b>	<b>Attendance Monitoring</b>	<b>SAPPP #:</b>	ER-5
<b>Part:</b>	1305	<b>Approval Date:</b>	3/24/15
<b>Subpart:</b>	B	<b>Effective Date:</b>	3/24/15
<b>Section Title(s):</b>	Age of Children and Income Eligibility	<b>Last Reviewed Date:</b>	3/24/15
<b>Related Performance Standard(s):</b>	1305.8 (a)(b)(c) 1308.4 (j)	<b>Lead Responsibility</b>	Social Services Manager

<b>(A) <u>Policy:</u></b>	Federal Performance Standards require Head Start programs to track daily attendance and analyze the causes of absenteeism when the monthly average daily attendance rate falls below 85%. Santa Ana Unified School District Head Start (SAUSD HS) strives to provide a consistent educational experience by ensuring required attendance.
<b>(B) <u>Rationale:</u></b>	Children enrolled in Head Start programs are expected to attend school on a consistent basis. Teachers, community workers, and lead teachers are expected to encourage parents/guardians to bring their children to school at least 85% of the scheduled school days per month. Staff will provide support and resources when necessary to assist parents/guardians in bringing their child to school regularly.
<b>(C) <u>Responsibility:</u></b>	Social services manager, coordinator, assistant coordinator of education and disabilities, secretary, lead teacher, teacher, and community worker.
<b>(D) <u>Procedure:</u></b>	<p>Parents must sign in and out on the Sign-In/Out sheet each day. They must also include the time that the child arrives and departs. The teacher in each class will monitor to ensure that parents/guardians sign in and out on a daily basis.</p> <ul style="list-style-type: none"> <li>• The parent/guardian is expected to call the Community Worker (CW) if the child cannot attend school and give a reason for the absence.</li> <li>• The CW will record the specific reason for absence i.e., fever, ear infection, family illness etc., on the Child Plus Daily Attendance and Meals Worksheet.</li> <li>• The Daily Attendance Sheets are turned into the CW-Administration at the Head Start administration office weekly. The Daily Attendance Sheets are reviewed daily by the CW.</li> </ul>

**Initial steps to follow in case of absence**

When a parent does not call in the absence a community worker will call the family, on the same day of the absence, to obtain the reason for the absence.

If the parent is unable to be reached, the CW will continue to attempt phone contact for three consecutive school days. They will call numbers on the emergency card to attempt to locate the parent. The attempts to contact will be documented on the Daily Attendance and Meals Worksheet which the CW will store. The teacher or lead teacher shall inform the CW of any absences exceeding three days.

**If contact is not made by the fourth day, the following steps will be taken:**

1. The CW will make a home visit to attempt to contact the family. If contact is made with the family, the CW will try to determine the reason(s) for the child not attending and offer assistance. The specific reason for absence i.e. fevers, ear infection, family illness etc., will be documented on the Daily Attendance and Meals Worksheet, Service Delivery Documentation (SDD), and Child Plus.
2. The CW will conduct a home visit to families that have not contacted the center regarding children's absences of more than 3 consecutive days within one month to determine what barriers are preventing the family from bringing the child to school. The CW will provide support and resources to help improve the child's attendance. The home visit contact will be documented on the SDD in the child's file and Child Plus. All efforts to contact the family will be documented on the SDD and Child Plus.

**If contact through a home visit is not made by the 5<sup>th</sup> day, the following steps will be taken:**

1. The CW will send a letter to the family. The letter will ask the family to contact the center immediately. A deadline date will be specified in the letter notifying the parent/guardian that the child may be dropped from the program if contact is not made.

**If contact is not made by the tenth day, the following steps will be taken:**

1. The CW will notify the Social Service Manager of the intent to drop the child. With-approval, the CW will assign a drop date to the child and process the child's file as a termination.
2. The CW will enter the termination dates and reasons for termination into Child Plus within two working days.

**If a child shows below 85% attendance for two consecutive months, the following steps will be taken:**

1. The CW will generate an individual attendance report at the

end of each month.

2. The teacher and/or CW will schedule a conference or home visit with the parent to discuss the importance of attendance for the child to benefit from the program. The home visit/conference contact will be documented on the SDD in the child's file and Child Plus. Child Plus notes will be included in the file.
3. If the teacher and/or CW identify concerns or barriers that the parent is experiencing, the CW will attempt to assist the parent and document any assistance on the Service Delivery Documentation Sheet, Child Plus, and/or Family Partnership Agreement. If applicable the CW may make a referral request for services, as necessary. All community referrals will be documented on the FPA Assessment Timeline, Service Delivery Documentation Sheet, and Child Plus. The community worker will involve the Social Service Manager, as necessary for support and guidance.
4. If after a month, attendance still remains sporadic, the CW will notify the Social Service Manager. The Social Service Manager will bring the family to a case management team meeting which will consist of appropriate managers and coordinators to determine a plan for the family to improve the child's attendance.
5. If the family notifies the teacher or CW that the child will be absent for 10 days, consecutively, due to illness, vacation, parental visitation etc.:
  - The teacher/CW will notify the Social Services Manager in order to obtain a determination if the child will remain enrolled.
  - The family will complete a Limited Leave Request.
  - Extensions beyond the 10 consecutive days must be submitted to the social services manager for review and approval.

### **Recording Attendance and Absences**

The CW will submit the Daily Attendance Sheets on a weekly basis to the CW- administration who will input attendance and absences into the Child Plus Data Base Management System. The teachers are to complete attendance sheets daily and turn them in at the end of each month.

Entering attendance in Child Plus:

1. When you first log in, click on *Attendance*.
2. Click on *Individual Attendance & Meal Counts*.
3. Use the *Site* drop-down menu to select which site you wish to record attendance.
4. Use the *Classroom* drop-down menu to select which classroom you wish to record attendance.
5. Use the *Attendance For* drop-down menu to select which date you wish to record attendance.
6. Click *OK*.

7. All children enrolled in the class will appear. All children are defaulted as present. Record absences only. If there aren't any absences, go to step 12.
8. To record an absence, click on the child's name. The child's row will be highlighted in blue. Under the *Attendance* column, click on the drop-down menu for that child (next to the "P"). Click on *Absent*.
9. If the child is on a modified schedule and doesn't attend 5 days per week, click on *Not Scheduled* for the days the child is not scheduled to attend.
10. Under the *Absence* column, click on the drop-down menu to select the reason for the child's absence, if known.
11. Repeat steps 8-10 to enter attendance information for each absent child in that class.
12. When you finish the attendance information for that class, click *Save*.
13. On holidays or non-student days, repeat steps 1-6. On the bottom right-hand corner, click on the *Classroom Status* drop-down menu to select the reason for "no class" on that day.

#### **Attendance Monitoring**

- For center-based programs, an Average Daily Attendance (ADA) Report will be generated from Child Plus and submitted to the Head Start coordinator for review and signature monthly. The Head Start coordinator will compare the Sign-In/Sign-Out sheets with the ADA report to verify accuracy on a monthly basis. The community worker-administration will generate a monthly ADA report for each center and give it to the social services manager/Head Start coordinator to verify ADA is at or above 85%.
- If a plan of action is necessary, the social services manager will involve all applicable managers/coordinators in the development and implementation of the action plan.
- On-going concerns are shared with the Head Start coordinator monthly for review and plan of action, if necessary. The Monthly Progress Report, which includes ADA information, is shared with the governing bodies.

#### **Attendance For Children With Disabilities**

Children may spend part of the day in Head Start and part in a specialized program, such as, a special day class at the School District or Braille Institute. They may attend Head Start four days a week or on specific days of the week. The amount of time spent in the program is flexible and is determined by the needs of the child and the Individualized Education Plan (IEP).

Attendance options can be determined during the IEP. If the child enters with an IEP, and program staff was not in attendance for the IEP, a meeting will be held before or after enrollment as needed. The

decision about attendance is based on what is ~~in~~ the best interest of the child and, as determined, by the IEP team. The decision on attendance days and time is documented and included in the child's center file.

Forms:

Daily Attendance Sheets

Daily Attendance and Meals Worksheet

Service Delivery Documentation Sheet

Child Plus Participant Notes

Family Partnerships Agreement Eng-Span

Limited Leave Request

Sign-in/Out Sheet



## Santa Ana Unified School District Head Start 2015-2016 Head Start Selection Criteria (3 to 5yrs old)

### INCOME OR CATEGORICAL ELIGIBILITY STATUS

Child Plus Code	<b>CATEGORICALLY ELIGIBLE</b> (If more than one category applies, highest points supersedes.) <b>If a family is Categorically Eligible, income does not apply and should not be verified.</b>		
	HMLS	400	Homeless
	FOST	135	Foster (i.e., Foster Group, Foster Home, SS Placement)
	PAR	100	Public Assistance Recipient (i.e., Cal WORKS-TANF, SSI)
	<b>OR INCOME ELIGIBLE</b> (Please select ONLY ONE alternative.)		
	-100%	60	Low income 75-100% below poverty guidelines
	-74%	50	Low income 50 – 74% below poverty guidelines
	-49%	40	Low income 25 – 49% below poverty guidelines
	-24%	30	Low income 0- 24% below poverty guidelines
	+24%	20	Mid-income 1- 24% of 130% poverty guidelines
	+49%	15	Mid-income 25- 49% of 130% poverty guidelines
	+74%	10	Mid-income 50-74% of 130% poverty guidelines
	+100%	5	Mid-income 75-100% of 130% poverty guidelines
+101%	0	Over-income 101% and over poverty guidelines	

### PARENTAL STATUS

Child Plus Code	FOST GRP	50	Group Home (e.g., Olive Crest, Orangewood)
	FOST HOME	40	Foster Home
	RC	40	Relative Care (e.g., Grandparents)
	ONE	30	One Parent
	TWO	15	Two Parents

### DISABILITY (Please select ONLY ONE alternative)

Child Plus Code	IEP	75	Diagnosed Disability (Diagnosed with IEP)
	NON	0	No Disability

### AGE (Please select ONLY ONE alternative)

Child Plus Code	EHS Trans	50	Transitioning EHS child (Including RCCC children)
	#yr#m	40	4 years, 6 months-compulsory school age (Dec. 3 <sup>rd</sup> )
	#yr#m	30	4 years, 0 months- 4 years, 5 months
	#yr#m	15	3 years, 6 months- 3 years, 11 months
	#yr#m	10	3 years, 0 months – 3 years, 5 months

### ADDITIONAL FACTORS (If more than three apply, please select the three highest points)

Child Plus Code	TP	50	Teen Parent (at application date)
	NI	40	No Income
	IHSSA	30	In-Home Care (Social Services Supervision)
	NEPC	20	Non-English Proficient Child
	LTDP	10	Long-term Disabled Parent
	SSR	10	Social Service Agency Referral



**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Approval of Head Start Period One Monitoring Corrective Action Plan for 2014 -15 Program Year

**ITEM:** Consent

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

**PREPARED BY:** Charlotte Ervin, Coordinator, Head Start Program

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the Head Start Period One Monitoring Corrective Action Plan, which complies with the federal regulations of the Performance Standards and Head Start Act. The regulations state the corrective action plans and findings must be approved by the Board of Education. Orange County Head Start grantee reviews all program areas for compliance in the following areas: education, health, safety, nutrition, family and community partnerships, program design and management, and eligibility, recruitment, selection, enrollment, and attendance (ERSEA).

**RATIONALE:**

This period covers the following months: August through January, in which the Orange County Head Start grantee reviews the District Head Start program and completes a report. A corrective action plan must be developed based on the non-compliances. This review is conducted to ensure the program is in compliance with federal regulations and meeting contract obligations.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the District Head Start Period One Monitoring Corrective Action Plan for the 2014-15 program year.

# CORRECTIVE ACTION PLAN (CAP)

Santa Ana Unified School District  
Program Name

March 31  
Month/Day

2015  
Year

Reason for the CAP (choose one): Self-Assessment Self-Monitoring OCHS Grantee Monitoring (Period 1) Federal Review  
48-Hour Health and Safety

**DISABILITIES & MENTAL HEALTH - No Areas of Non Compliance**

**FAMILY AND COMMUNITY ENGAGEMENT—No Areas of Non Compliance**

**HEALTH - No Areas of Non Compliance**

**NUTRITION**

Monitoring Question #	HS/EHS Regulation Performance Standard Head Start Act Other Regulation	Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target (Date)	Validation Steps	Validation of Completion (Date)
	1304.20	Procedure for follow-up on children with high BMIs unclear based on documented follow-up and related SAPPPs.	Review and update Service Area Plans Policies and Procedure ( SAPPPS) to ensure practice is consistent with policy. Policy updates will be reviewed at the Policy Committee meeting in April.	Head Start Coordinator Social Services Manager	April 29,2015 Ongoing	Head Start Coordinator Validation folder and all necessary documentation will be reviewed.	May 1,2015

**EDUCATION**

Monitoring	HS/EHS Regulation	Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target	Validation Steps	Validation of Completion
E2 E9 E19c E22d	1304.20	<u>Individualization</u> At 3 centers, 20% or more files rev individualizing and/or related reco time of the review documentation located at one site.	To ensure accuracy and completeness all teachers will submit individualization documentation notes weekly to the Assistant Coordinator of Education and Disabilities to be reviewed .Individualization Binders will be located in a labeled locked cabinet at the site .	Assistant Coordinator of Education and Disabilities Teachers	April 29,2015 Ongoing	Assist Coordinator Monitoring Tracking Sheet will be reviewed by the Head Start Coordinator.	May 1,2015

			The key will be located in an area hanging and labeled.				
E2 E9 E19c E22d	PS/1304.21	<b>Classroom Materials:</b> Five centers had lack of adequate more classrooms. Classroom were dolls , family pictures , paper block	All Classrooms received materials and placed orders for materials at the beginning of the school year. Teachers are to assess their environment and place orders to replenish materials in the various areas as the year progresses.  Each classroom teacher will assess their environment using the ECERS Early Childhood Rating Scale. Coordinator, Assistant Coordinator and Lead Teachers. Teachers will assess areas in the classroom on Fridays and submit an order form to the Fiscal Assistant to purchase supplies.	Assistant Coordinator of Education and Disabilities Teachers	April 29,2015	Classroom purchase ordered will be reviewed.  Classroom materials assessment sheet	May 1,2015
E 26	1304.20	<b>Developmental Screening</b> Developmental Screening was incomplete at one of the Head Start sites. Answer sheets were not completed by the teaching staff.	Findings will be addressed with each staff member to ensure that they understand the process and are making sure screening are completed in a timely manner and areas where the child scored low are addressed. Staff will be monitored by the Coordinators.	Assistant Coordinator of Education and Disabilities Teachers	April 29,2015	Meeting with staff conducted by the coordinators. Sign In sheet will be reviewed.	May 1,2015

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Approval of Head Start Self-Assessment Corrective Action Plan for 2014-15 Program Year

**ITEM:** Consent

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

**PREPARED BY:** Charlotte Ervin, Coordinator, Head Start Program

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the Head Start self-assessment corrective action plan for 2014-15 program year, which complies with the federal regulations of the Performance Standards and Head Start Act. The regulations state the self-assessment corrective action plans and findings must be approved annually by the Board of Education. The self assessment reviews all program areas for compliance in the following areas: education, health, safety, nutrition, family, community partnerships, program design, management, and eligibility, recruitment, selection, enrollment, and attendance (ERSEA).

**RATIONALE:**

Each year the Head Start program completes a self assessment and a corrective action plan must be developed. This self assessment is a review of all program areas and is different from the review completed by the Grantee-OCHS which monitors for compliance and quality. It is a self review that ensures that the program is in compliance with federal regulations of the Head Start Act and Appendix A of the performance standards.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the Head Start self-assessment corrective action plan for 2014-15 program year.

**SANTA ANA UNIFIED SCHOOL DISTRICT-HEAD START  
ANNUAL PROGRAM SELF-ASSESSMENT CORRECTIVE ACTION PLAN 2014-2015**

**Program Design & Management**

**REVIEWER(S):** Charlotte S. Ervin, Diana Colwell

<b>HS/EHS Regulation Citation No. &amp; Brief Description</b>	<b>Area of Concern or Non-Compliance</b>	<b>Corrective Action Plan</b>	<b>Person(s) Responsible</b>	<b>Completion Target Date</b>	<b>Validation of Completion</b>
1304.51 (g) 1304.20	Recordkeeping and Reporting Data.  Data recorded in the files is not consistent with documentation in the Child Plus data system in the program service area of mental health, disabilities, and health.	Twice a month the Program Services Clerk and Health Consultant will run various Child Plus reports to verify information is consistent with the documentation in the file. Validation visits will be conducted once a month and the reports submitted to the coordinator who will monitor using the Child Plus data and tracking sheets to ensure information is accurate.	Head Start Coordinator Health Consultant  Senior Administration Clerk	June 30,2015	June 30,2015
1304.51 (g)	In review of the personnel files staff had expired TB Test and Blood borne Pathogens training was not completed for three staff members.	Head Start Coordinator will work in partnership with SAUSD Human Resources Department to ensure that all staff is up to date with health requirements. All Personnel Information will be tracked in the Child Plus data system which will be programmed to send reminders of expired events. This will ensure that record is accurate and up to date. Files will be reviewed by the Coordinator monthly	Head Start Coordinator	April 30,2015	May 1,2015
PS 1304.51(g)	Services Area Plans Policies and Procedures were not up to date on the website and did not include the last date that they were reviewed by the Policy Committee.	Staff will be trained on how to effectively update the site website. There will be designated staff member that will be responsible for ensuring that the information on the website is current and up to date. Training will be provided on April 1,2015	Head Start Coordinator Head Start Secretary	April 30,2015 Ongoing	May 1,2015

**SANTA ANA UNIFIED SCHOOL DISTRICT-HEAD START  
ANNUAL PROGRAM SELF-ASSESSMENT CORRECTIVE ACTION PLAN 2014-2015**

HS Act.642 (d) (3) PS 1304.50	Governance - There was no evidence that the SAUSD Board had training on Shared Governance.	Training will be provided for Board Members on the shared governance and their role governing the Head Start Program.	Head Start Coordinator	May 12,2015	May 12,2015
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**Mental Health**

**REVIEWER(S):** Charlotte Ervin, Martha Alarcon, Gladys Smith, Diana Colwell, Luvy Laurence

HS/EHS Regulation Citation No. & Brief Description	Area of Concern or Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target Date	Validation of Completion
1304.24	Mental Health referrals for parents and children are on the same form which makes it difficult to identify who the services are provided for.	Changes will be made to the mental health referral system to include a separate referral process for children and parents.	Head Start Coordinator Social Services Manager Assistant Coordinator of Education and Disabilities	April 30, 2015	May 1, 2015

**Nutrition/Health**

**REVIEWER(S):** Charlotte Ervin, Martha Alarcon, Gladys Smith, Diana Colwell, and Luvy Laurence

HS/EHS Regulation Citation No. & Brief Description	Area of Concern or Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target Date	Validation of Completion
1304.23 (b)(4)	There was not timely follow up for children with a high BMI. Children were identified in October and referrals for service weren't sent out until end of November.	Coordinator will with meet with SAUSD Nutrition Services Registered Dieticians to develop a plan to address issue of overweight children and develop effective methods for follow up and better outcomes.	Head Start Coordinator Registered Dietician	May 1,2015 Ongoing	May 1, 2015

**SANTA ANA UNIFIED SCHOOL DISTRICT-HEAD START  
ANNUAL PROGRAM SELF-ASSESSMENT CORRECTIVE ACTION PLAN 2014-2015**

**Safe Environments**

**REVIEWER(S):** Victor Guzman, Kathleen Ngo, and Paul Salazar

<b>HS/EHS Regulation Citation No. &amp; Brief Description</b>	<b>Area of Concern or Non-Compliance</b>	<b>Corrective Action Plan</b>	<b>Person(s) Responsible</b>	<b>Completion Target Date</b>	<b>Validation of Completion (Date)</b>
1304.53	No alarms or lock on the gates prevent the children from leaving the site.	All alarms will be installed to prevent children from leaving the premises	Assistant Coordinator of Education and Disabilities Building Services	April 30,2015	April 30,2015
1304.53	Jackson there is a 3 inches or more gap in the fence that could be a head entrapment.	Gap will be assessed to determine safety of the gate by Building Services and will be corrected if necessary.	Assistant Coordinator of Education and Building Services	April 30,2015	April 30,2015

**Education**

**REVIEWERS:** Paul Salazar, Karen Cardenas, Guadalupe Delgado, Martha Lopez, and Heather Lawton -CLASS

<b>HS/EHS Regulation Citation No. &amp; Brief Description</b>	<b>Area of Concern or Non-Compliance</b>	<b>Corrective Action Plan</b>	<b>Person(s) Responsible</b>	<b>Completion Target Date</b>	<b>Validation of Completion (Date)</b>
CLASS Observation	CLASS Score is below the national average in Emotional Support and Classroom Organization National Average 6.10 SAUSD-5.98	Training will be conducted on the CLASS Tool specifically in the areas of Emotional Support and Classroom Organization. Teachers will be provided with support and strategies. CLASS Coaches will provide	Assistant Coordinator of Education and Disabilities  CLASS Coach	June 18 2016  Ongoing	June 18, 2016

**SANTA ANA UNIFIED SCHOOL DISTRICT-HEAD START  
ANNUAL PROGRAM SELF-ASSESSMENT CORRECTIVE ACTION PLAN 2014-2015**

		strategies to increase the scores and provide quality learning environments.			
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**Disabilities**

**REVIEWER(S): Charlotte S. Ervin**

<b>HS/EHS Regulation Citation No. &amp; Brief Description</b>	<b>Area of Concern or Non-Compliance</b>	<b>Corrective Action Plan</b>	<b>Person(s) Responsible</b>	<b>Completion Target Date</b>	<b>Validation of Completion (Date)</b>
1304.20	There is not timely follow up and documentation on referrals sent to SAUSD-Child Find.	A meeting will be planned with SAUSD Special Education to strategize on how the Head Start Program can have access to information and follow for children that are referred in the program. Program Services Clerk as well as special education teacher will be responsible for tracking and documenting services.	Assistant Coordinator of Education and Disabilities. Program Services Clerk Special Education Teacher	May 15,2015	May 16,2015

**Family and Community Engagement**

**REVIEWER(S): Osiel Madrigal, Daicy Cruz, Lizet Ruelas, Karen Bernal, Anabel Valdez**

<b>HS/EHS Regulation Citation No. &amp; Brief Description</b>	<b>Area of Concern or Non-Compliance</b>	<b>Corrective Action Plan</b>	<b>Person(s) Responsible</b>	<b>Completion Target Date</b>	<b>Validation of Completion (Date)</b>
	<b>No areas of non compliance or concern.</b>	No corrective action is needed			



**SANTA ANA UNIFIED SCHOOL DISTRICT-HEAD START  
ANNUAL PROGRAM SELF-ASSESSMENT CORRECTIVE ACTION PLAN 2014-2015**

**Eligibility, Recruitment, Selection, Enrollment & Attendance**

**REVIEWER(S):** Osiel Madrigal, Camha Bui

<b>HS/EHS Regulation Citation No. &amp; <u>Brief</u> Description</b>	<b>Area of Concern or Non-Compliance</b>	<b>Corrective Action Plan</b>	<b>Person(s) Responsible</b>	<b>Completion Target Date</b>	<b>Validation of Completion (Date)</b>
PS 1305	At one site there were numerous absences and the average daily attendance was below 85%.	Community Workers will report absences to the Social Services Manager weekly and the report will be submitted to address chronic absences HS Coordinator. Social Services Manager will address families with chronic attendance problems.	Social Services Manager	April 30,2015  Ongoing	May 1, 2015

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Approval of Second Assessment Child Outcomes and School Readiness Action Plan

**ITEM:** Consent

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

**PREPARED BY:** Charlotte Ervin, Coordinator, Head Start Program

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the Child Outcomes and School Readiness Action Plan. The Head Start Program must comply with the Federal Regulations, Performance Standards, and the Head Start Act Section 641A (g) (2) (A) which requires that each Head Start program establish program goals for improving the school readiness of participating children.

The program is also required to ensure that it is aligned with the Head Start Child Development and Early Learning Framework, State Early Learning Standards, and the requirements and expectations of the District.

In addition to developing goals, Head Start programs must develop an action plan after each assessment period based on data from the desired results developmental profiles - preschool assessment to ensure children are kindergarten ready.

**RATIONALE:**

Head Start students are assessed three times a year during the program year to determine their needs in the areas of language, literacy, math, science, creative arts and social emotional skills. Results of the assessment are used to guide in the development of a child outcomes and school readiness action plan, which will inform Head Start staff as to their work in ensuring that all students are prepared and ready to enter kindergarten.

The third and final assessment and action plan will be presented to the Board in Spring.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the second child outcomes and school readiness action plan second assessment.



**Head Start School Readiness Goals/Child Outcomes -2<sup>nd</sup> Assessment  
Action Plan 2014-2015**

<i>Domain/Goal</i>	<i>Action Plan</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion</i>	<i>Outcome</i>
<p><b>Overall Goal</b></p> <p>Children transitioning to kindergarten from the Santa Ana Unified School District Head Start programs will be able to demonstrate abilities and knowledge as stated in the expectations described in the California Department of Education Preschool Foundations at 60 months. These are aligned with the Head Start Child Development Early Learning Framework. Below are specific goals for program improvement for school readiness in the areas described: Social Emotional Development, Cognition and General Knowledge, Language and Literacy, Physical Development and Health and Approaches to Learning.</p>	<p>The Desired Results Developmental Profile (DRDP) Assessment will be completed three times per year</p> <p>Parents and teachers will develop school readiness goals</p> <p>Teachers will implement the High Scope Curriculum to address all 11 Domains in the Head Start Child Development Early Learning Framework on a weekly basis according to assessments and observations of children in their assigned class</p> <p>Lesson plans will be developed weekly to address all areas of development.</p>	<p>Assistant Coordinator of Education and Disabilities</p> <p>Teachers</p> <p>Lead Teachers</p>	<p>At the end of each assessment period.</p> <p>Ongoing</p>	<p>An Individual School Readiness Goal Form will be completed with the parent with home activities to support development in the goal areas. Parents will complete home activity reports to give teachers updates on children's progress.</p> <p>Assistant Coordinator of Education and Disabilities will review Lesson Plans and observe classrooms to ensure the curriculum is being implemented appropriately.</p> <p>Assessment and training and technical assistance will be provided to the staff as needed.</p>	<p>Parents and teachers have set up individual school readiness goals for each child in the program.</p> <p>Weekly teachers are providing literacy and math activities as well as providing a curriculum that meets all domains of the Head Start Child Development Learning Framework.</p>

<i>Domain/Goal</i>	<i>Action Plan</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion</i>	<i>Outcome</i>
<p><b>Social Emotional Development</b></p> <p>Children will be able to negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. (California Preschool Foundations - 2.0 Interactions with Peers - 2.3 at 60 months)</p>	<p>Conflict Resolution cards will be utilized in the classrooms to encourage problem solving and conflict resolution</p> <p>Training on building healthy relationships with children to promote an emotionally healthy environment will be conducted by the mental health consultant.</p> <p>Teaching staff will follow the guidelines for engaging children in problem solving and implement daily to increase children's problem solving skills.</p>	Assistant Coordinator of Education and Disabilities	Ongoing	<p>Measured with the DRDP-PS Measures #11 Conflict Negotiation</p> <p>An increase in scores by one level.</p> <p>Measured with the CLASS with an average score across all observed of 5 in the Emotional Support</p> <p>Minimum of 1 class per center will be observed and scored.</p>	<p>In the second assessment, <u>Measure #11 Conflict Negotiation</u></p> <p>49% of the children scored at a level 3 which indicates that the children have mastered the skill.</p> <p>4%-scored at level 4 which indicates kinder readiness.</p> <p>40% scored a level 2 which means they are developing the skills.</p> <p>The CLASS Tool was completed at each Head Start Program, of the 6 classrooms reviewed</p> <p>The score in Emotional Support was a 5 or higher.</p>
<p><b>Cognition and General Knowledge</b></p> <p>Children will be able to recognize and duplicate simple and repeating patterns. (California Preschool Learning Foundations. Vol 1. Mathematics 2.1)</p>	<p>The Numbers Plus High Scope Curriculum will be utilized to plan appropriate activities to increase children's skills in recognizing numbers, understanding number quantities, and developing patterns.</p> <p>All classrooms will be expected to implement activities from the Numbers Plus curriculum weekly.</p> <p>6 week STEM Institute after school program will be available</p>	Assistant Coordinator of Education and Disabilities High Scope Consultant	June 18,2015 Ongoing	<p>DRDP Measure #32 and #37 average aggregate score for children will be 3 which indicate mastery of the skill.</p> <p>Assistant Coordinator of Education and Disabilities and Lead Teachers will review lesson plans and ensure</p>	<p><u>32-Number Sense of Quantity and Counting</u></p> <p>36% of the children scored at a level 3 which indicates that the children have mastered the skill.</p> <p>26%-scored at level 4 which indicates kinder readiness.</p> <p>27% scored a level 2 which means they are developing the skills.</p>

<i>Domain/Goal</i>	<i>Action Plan</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion</i>	<i>Outcome</i>
	<p>to all Head Start parents children which will focus on science, technology, engineering, and literacy. Parent and child activities will be provided weekly</p> <ul style="list-style-type: none"> <li>• Focused monitoring, mentoring and training and technical assistance will be provided to teaching staff to ensure implementation.</li> </ul>			<p>implementation of curriculum activities.</p> <p>Parent meeting sign in sheets</p>	<p><u>Patterning Measure #37</u>  41% of the children scored Level 3  8% of the children scored at level 4  In both measures children are developing the skills necessary to be kindergarten ready.</p> <p>40% of the children scored at Level 2 which means they are developing the skill</p> <p>Weekly teachers are providing literacy and math activities in the classroom.</p> <p>There were 20 parents and children that completed the STEM Institute at the Broadway Head Start.</p> <p>Math Nights in March</p> <p>Literacy Nights -</p>

<i>Domain/Goal</i>	<i>Action Plan</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion</i>	<i>Outcome</i>
<p>Language and Literacy</p> <p>1. Children will be able to orally blend and delete words and syllables without the support of pictures or objects. (Ca. Learning Found Vol1. Phonemic Awareness 2.1)</p> <p>2. Children will be able to begin to recognize letters, and that letters have corresponding sounds. (Ca. Learning Found. Vol 1. Alpha and Work/Print Recog. 3.3)</p>	<p>Teaching staff will be provided with training on phonological awareness and strategies for implementation in the classroom</p> <p>Teaching staff will implement and develop appropriate lessons on phonemic awareness and lessons will be conducted weekly during Literacy Time on the daily schedule</p> <p>Jump Start Literacy Nights” will be implemented monthly and the focus is phonemic awareness and literacy concepts.</p> <p>Parent child activities will be provided literacy activities weekly to complete in the home.</p>	<p>Assistant Coordinator of Education and Disabilities</p> <p>Teachers</p> <p>Lead Teachers</p>	<p>June 18, 2015 Ongoing</p>	<p>DRDP-PS Measure #20 and #21 will score and aggregate average score of 3</p> <p>Assistant Coordinator of Education and Disabilities and Lead Teachers will review lesson plans and ensure implementation of curriculum activities.</p>	<p>The Second Assessment</p> <p><u>Measure 20-Phonological Awareness</u> 60% of the children scored at a level 2 25% of the children scored at level 3. 2 percent scored at a level 4.</p> <p><u>Measure 21 -Letter and Word Knowledge.</u> 46 % of the children scored at Level 2 29% of the children scored at Level 3 9% of the children scored at level 4 In both measures children are developing the skills necessary to be kindergarten ready.</p>
<p>Physical Development</p> <p>Children will receive a dental exam prior to entry into kindergarten.</p>	<p>Health staff will identify children that need dental services to ensure each child receives a dental exam</p> <p>Children/parents will participate in <b>Smile Day activities to include</b> Oral hygiene, dental screenings, dental referrals, and parent education</p>	<p>Health Consultant</p>	<p>June 18,2015 Ongoing</p>	<p>Child Plus Reports</p>	<p>Based on the reports from the Child Plus Data Base System, 356 children have a dental exams completed.</p>

<b><i>Domain/Goal</i></b>	<b><i>Action Plan</i></b>	<b><i>Person(s) Responsible</i></b>	<b><i>Completion Target Date</i></b>	<b><i>Validation of Completion</i></b>	<b><i>Outcome</i></b>
<b>Approaches to Learning</b>  Children will be able to persist in mastering and understanding a self selected activity even if challenging or difficult.	Teachers will provide children with activities that will be focused on children's ability to be persistent and stay on task. The length of small group activities will be gradually increased ad more challenging activities provided.	Assistant Coordinator of Education and Disabilities  Teachers  Lead Teachers	June 18,2015 And ongoing	Children will average a 3 in Measure 31 of the DRDP-PS	<b>2<sup>nd</sup> Assessment #31 Engagement and Persistence</b> 56% of the children scored at level 3 in Measure 31 and 7% are at a level 4 which means that the children have mastered the skill which indicates kinder readiness. 30% are still developing the skill.

## **SAUSD Head Start**

### **Child Outcomes Data Second Assessment 2014-2015**

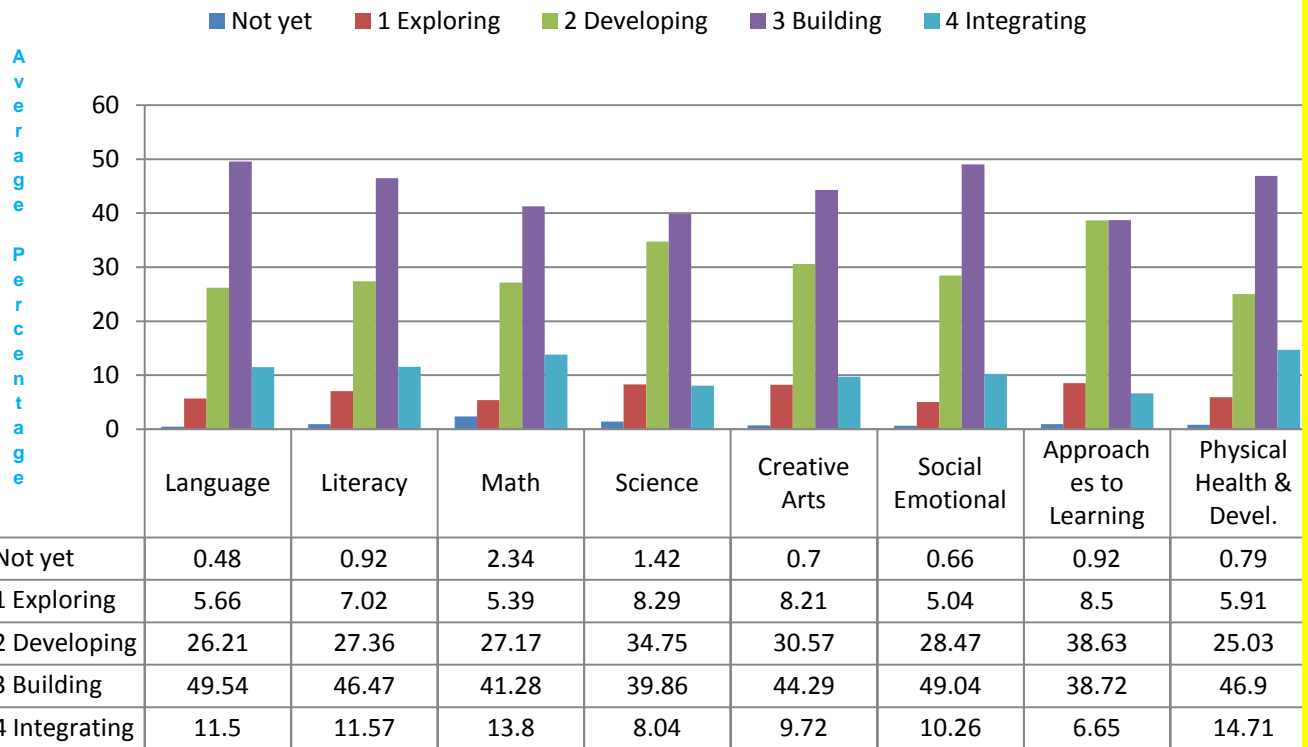
**Overview:** Each year, Head Start Programs are required to report Child Outcomes data to the governing bodies (School Board and Policy Committee). The tool that is used to measure Child Outcomes for preschool children is the Desired Results Developmental Profile© (2010) Assessment. It is used to assess children's development and to measure Child Outcomes for the program. Children are assessed three times a year.

**DRDP - Preschool (DRDP-PS):** All DRDP-PS (2010) Preschool measures have four Developmental levels: (1) Exploring; (2) Developing; (3) Building; and (4) Integrating. Exploring and Developing are the lowest developmental level. Building and Integrating are the highest developing level. The DRDP-PS (2010) measures specific Indicators of progress toward the four Desired Results for children. The Indicators correspond to areas or domains of development. Each Indicator is reflected in a set of Measures, which are the observational items on the DRDP-PS (2010). The DRDP-PS (2010) is comprised of seven developmental domains that align with the Head Start Child Development and Early Learning Framework:

DRDP-PS (2010) Domains	Head Start Child Development and Early Learning Framework
<ol style="list-style-type: none"> <li>1. Self and Social Development (SSD)</li> <li>2. Language and Literacy Development (LLD)</li> <li>3. English Language Development (ELD)</li> <li>4. Cognitive Development (CD)</li> <li>5. Mathematical Development (MATH)</li> <li>6. Physical Development (PD)</li> <li>7. Health (SAFE)</li> </ol>	<ol style="list-style-type: none"> <li>1. Physical Development and Health</li> <li>2. Social and Emotional Development</li> <li>3. Approaches to Learning</li> <li>4. Logic and Reasoning</li> <li>5. Language Development (including English Language Development)</li> <li>6. Literacy Knowledge and Skills</li> <li>7. Mathematics Knowledge and Skills</li> <li>8. Science Knowledge and Skills</li> <li>9. Creative Arts Expression</li> <li>10. Social Studies Knowledge and Skills</li> </ol>
<b>Not Yet</b>	Child is beginning to demonstrate interest in the concept.
<b>Exploring Level</b>	Child starts to become familiar with a new knowledge area and, in a basic way, try out skills that he/she is starting to learn. Continues self-selected activities on own for a while, but needs help and reminders to keep doing activities requested by another person.
<b>Developing Level</b>	Child begins to demonstrate basic mastery in a knowledge and skill area. Continues self-selected activities on own even in a distracting environment
<b>Building Level</b>	Child refines and expands their knowledge and skills in an area of learning to various settings. Usually works through difficulties encountered in activities.
<b>Integrating Level</b>	Child connects the knowledge and skills they have mastered in one area with new knowledge and skills in other areas. Returns to challenging or multi-step activities



## Child Outcomes Domain Averages - Santa Ana 2<sup>nd</sup> Assessment 14-15 School Year



**Assessment Results:** This fall children were assessed in all domains and a majority of the children scored at a level 3- Building which meant the children mastered the basics skills necessary for Kindergarten (refer to table). Teaching staff will continue to provide weekly lessons in numeracy and literacy and individualize curriculum to meet the needs of the children to prepare them for transition to kindergarten.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Orange County Department of Education Countywide Expulsion Plan for Providing Educational Services for Expelled Students in Orange County**

**ITEM:**                   **Consent**

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

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

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the updated triennial Countywide Expulsion Plan, which focuses on countywide services for expelled students. Education Code Section 48926 requires that the Orange County Department of Education (OCDE) Superintendent of Schools develop an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. Beginning in 1997, each Orange County school district's governing board adopted the OCDE Expulsion Plan and subsequently approved the triennial updates. To demonstrate coherence with the Countywide Plan, the District's expulsion plan is included for Board review. The District Plan includes the County's expulsion process and educational alternatives, which also incorporates additional District activities aimed at preventing student expulsions.

**RATIONALE:**

School districts within Orange County and the OCDE provide a continuum of alternatives for students who are in need of traditional and/or alternative education options. Collaboration between the 28 school districts and the OCDE helped to remediate the gaps identified in the previous 2012-2015 County Expulsion Plan. This revised 2015-2018 Orange County Expulsion Plan for Educational Services provides a framework for educational programs and services to all expelled students in Orange County, by:

- Updating educational alternatives for expelled pupils in Grades K-5, with an expanded section listing District activities related to the prevention of expulsion,
- Addressing limited special education placements in the OCDE ACCESS schools,
- Strengthening support to improve the success of students' rehabilitation,
- Coordinating mental health services and college course preparation access for county ACCESS and District students

The 2015-18 County Expulsion Plan will be submitted to the California Department of Education by June 30, 2015.

**FUNDING:**

There is no funding associated with implementation of this Expulsion Plan.

**RECOMMENDATION:**

Approve the Triennial Countywide Expulsion Plan for providing educational services to all expelled students in Orange County.

# **PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN ORANGE COUNTY 2015 - 2018**

## **General Provisions**

As required by Education Code 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2015-16, 2016-17 and 2017-18. The current plan has been adopted by the governing board of each school district in Orange County and the Orange County Board of Education. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school, and 3) not housed at the school site attended by the student at the time of the offense (E.C. 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, local control accountability plans and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

## **Educational Alternatives for Expelled Students**

The governing board of each school district will determine which educational alternatives are appropriate and available pursuant to Education Code section 48916.1. Educational alternatives throughout Orange County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus [E.C. 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. 48917 (a)].
3. Expulsion with referral to a district community day school program, if available [E.C. 48660].
4. Expulsion with subsequent transfer to another district.
5. Expulsion with referral to the Orange County Department of Education, Division of Alternative, Community and Correctional Education Schools and Services (ACCESS) [E.C. 1981].

A specific referral to a district community day school or county community school is made by the school district with recommendations from the district discipline review board, School Attendance Review Board (SARB), or by another established district referral process as required by statute.

The school district of residence maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to district of residence programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission may continue to be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Orange County Department of Education ACCESS program.

## **Charter School Requirements and Expulsion**

Charter schools develop their own policies and procedures regarding student expulsion and student dismissal. They are not required to follow Education Code section 48900 et seq. as the basis of their discipline or expulsion policy. Charter schools have the option to adopt their chartering district's policy and procedures in regard to expulsion and may include the option of an appeal to the County Board of Education.

A student who is expelled from a charter school returns to the jurisdiction of the school district of residence. As set forth in Education Code section 47605 (d)(3), if a pupil subject to compulsory full-time education pursuant to Education Code section 48200 is expelled or leaves a charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

## **Expelled Students Who Commit Subsequent Violation(s)**

The placement of expelled students who commit subsequent expellable violations will be placed in one of the following options:

- If the student commits a subsequent violation of Education Code 48900, the student may be referred to another district alternative program or to the Orange County Department of Education.
- If the expelled student commits another violation of the Education Code while enrolled in the Orange County Department of Education ACCESS program, the student will be placed at another community school site within the Administrative Unit (AU) or transferred to another AU operated by the Orange County Department of Education, in accordance with Orange County Department of Education Policy and Procedures.

## **Expelled Students Who Fail District Community Day School**

An expelled student who fails his/her placement in a district community day school program may be placed in one of the following options:

- Other existing district educational alternatives.
- Orange County Department of Education, ACCESS program or a program operated by the Orange County Department of Education Division of Special Education Services.

## **Special Education Students**

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Orange County Department of Education pursuant to the Individualized Education Program (IEP) process outlined in Education Code section 48915.5 and Orange County Department of Education procedures. Students eligible under Section 504 of the Rehabilitation Act of 1973 may also be referred to the Orange County Department of Education program in accordance with Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the school district to convene an IEP meeting. The IEP team identifies a special education program and related services appropriate for the student. Placement options may include district, special education local plan area (SELPA), or county-operated programs.

- If the district refers the expelled student to the Orange County Department of Education, the district shall convene an IEP meeting prior to the referral to jointly identify an appropriate special education program and related services. A representative from the Orange County Department of Education shall participate in the IEP meeting. The district or Orange County Department of Education, as identified in the SELPA Plan, will provide special education services in accordance with the student's IEP.
- When the IEP cannot be implemented within the Orange County Department of Education, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA plan.
- The Orange County Department of Education also provides an interim alternative educational setting while school districts search for permanent placements for students eligible under the IDEA (not excluding county options). [34 C.F.R. section 300.530(g)]

## **Orange County Department of Education Options**

The Orange County Department of Education is committed to providing a spectrum of educational options for students expelled from Orange County school districts. Educational options are provided through the Division of Alternative Education, known as Alternative, Community, and Correctional Education Schools and Services (ACCESS), a Western Association of Schools and Colleges-accredited (WASC) program, and the Division of Special Education Services. The Orange County Department of Education's mission is to ensure that all students are equipped with the competencies they need to thrive in the 21st Century. In addition, ACCESS's mission is to care for, teach, and inspire all students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.

The policy of each individual school district affects how the Orange County Department of Education will meet the needs of that particular school district. Some districts use the Orange County Department of Education programs as educational options for those students expelled under Education Code 48900. The Orange County Department of Education also works with Orange County school districts to provide information and data in support of local control accountability plan goals and priorities, including but not limited to pupil engagement, school climate and pupil outcomes.

The Orange County Department of Education Division of Special Education Services provides special education programs and services to individuals with exceptional needs requiring intensive educational

services. Referrals to the Division of Special Education Services shall be made in accordance with current procedures.

The ACCESS program provides options for expelled youth at over 70 sites contained within 9 Administrative Units located throughout the county. Regional options may include:

- Classroom instruction serving grades 9-12, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Classroom instruction serving grades 6-8, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Contracted learning/independent study programs for students who elect, with parent/teacher approval, not to participate in daily classroom instructional programs. These contracted learning/independent study programs require students to complete a minimum of 20 hours per week of educational product.
- Parent directed home instruction independent study programs through the Community Home Education Program (CHEP) serving students in transitional kindergarten (TK) through grade 8 and Pacific Coast High School, a University of California (UC) approved and National Collegiate Athletic Association-accredited program serving students in grades 9-12.

### **Referral Process to the Orange County Department of Education Alternative Community Correctional Education Schools and Services (ACCESS)**

ACCESS Administrators regularly meet with school district representatives and agency partners to collaborate and coordinate placement of expelled students. Regional meetings of the Child Welfare and Attendance Directors as well as district Student Attendance Review Board members provide an avenue for district and Orange County Department of Education representatives to discuss potential placement challenges, explore regional options and address the needs of expelled students.

Referrals to the Orange County Department of Education ACCESS program may be made directly to the ACCESS Administrative Units listed below. Referrals of students eligible under the IDEA shall be made through the IEP process and in accordance with ACCESS Special Education Procedures.

An Individual Learning Plan (ILP) will be developed for expelled students referred to ACCESS. Part of this plan includes a goal of assisting the student with meeting the requirements stated in the district rehabilitation plan to facilitate returning the student to the school district of residence at completion of the district expulsion.

## ACCESS Administrative Units (AU)

<b><u>Administrative Units</u></b>	<b><u>Address</u></b>	<b><u>Phone</u></b>	<b><u>Contact Person</u></b>
<b>AU 101-North</b>	505 N. Euclid Street Suite 500 Anaheim, CA 92801	(714) 245-6795 Fax: (714) 781-5891	Dave Connor
<b><u>Administrative Units (AU)</u></b>	<b><u>Address</u></b>	<b><u>Phone</u></b>	<b><u>Contact Person</u></b>
<b>AU 102 Anaheim Las Palmas</b>	505 N. Euclid Street Suite 500 Anaheim, CA 92801	(714) 245-6545 (714) 781-5891 fax	Dave Connor
<b>AU 103 Southeast</b>	621 W. 1st Street Tustin, CA 92780	(714) 245-6680 (714) 731-7269 fax	Janeen Antonelli
<b>AU 103-Southeast South County Enrollment Office</b>	23436 Madero Suite 100B Mission Viejo, CA 92691	(949) 425-2170 (949) 707-0569 fax	Janeen Antonelli
<b>AU 104 Garden Grove</b>	12822 Garden Grove Blvd. Suite D Garden Grove, CA 92843	(714) 245-6450 (714) 796-8817 fax	Chris Alfieri
<b>AU 105 Santa Ana / Newport Mesa</b>	15872 Harbor Blvd. Building A Fountain Valley, CA 92708	(714) 245-6535 (714) 966-1685 fax	Karen Hudgins
<b>AU 108 Pacific Coast High School</b>	14262 Franklin Ave. Suite 100 Tustin, CA 92780	(714) 245-6500 (714) 508-0215 fax	Machele Kilgore
<b>AU 109 CHEP</b>	11095 Knott Ave. Suite L Cypress, CA 90630	(714) 327-1000 (714) 327-1030 fax	Jane Doney
<b>AU 114 Harbor Learning Center / Fountain Valley</b>	15872 S. Harbor Blvd. Building C Fountain Valley, CA 92708	(714) 245-6440 (714) 418-1914 fax	Vern Burton

*\* Institutions/Court Schools (Placement through the Juvenile Justice Department)*

## ACCESS Support Services

<b>Special Education</b>	1715 E. Wilshire Ave. Suite 708 Santa Ana, CA 92705	(714) 547-7931 (714) 796-8811 fax	Lynn Garrett
<b>Title I</b>	1735 E. Wilshire Ave. Suites 801 & 802 Santa Ana, CA 92705	(714) 836-0301 (714) 836-1920 fax	Kelly Gaughran
<b>Assessment Center</b>	1715 E. Wilshire Ave. Suite 706 Santa Ana, CA 92705	(714) 835-2776 (714) 835-3861 fax	Dianne Blackburn
<b>Attendance and Records</b>	1669 E. Wilshire Ave. Suite 601 Santa Ana, CA 92705	(714) 547-9972 (714) 547-2344 fax	Sharon Lakin
<b>Educational Programs and Services</b>	1715 E. Wilshire Ave. Suite 702 Santa Ana, CA 92705	(714) 647-2593 (714) 543-8962 fax	Tony Gibson
<b>Curriculum and Instructional Support Services</b>	1735 E. Wilshire Ave. Suite 806 Santa Ana, CA 92705	(714) 558-3380 (714) 558-8245 fax	Rick Martin



## **Summary of Gaps in Education Services to Expelled Students and Strategies for Filling Those Gaps**

Previously identified gaps have been addressed and considerable improvement has been made through a collaborative process between the 28 Orange County School Districts and the Orange County Department of Education. The 28 School Districts in Orange County and the Orange County Department of Education have committed themselves to an ongoing process to resolve the remaining identified gaps.

### **Service Gap 1: Expelled Students in Grades K-5**

Students in grades K-5 who are expelled do not have as many educational options available as do expelled youth in grades 6-12. In some instances, it has been difficult to place elementary school students who are expelled, especially at the K-4 level. The number of community day schools at the elementary school grade level is very limited.

#### **Progress from 2012**

A common practice for students expelled in grades K-5 is for the school district to suspend the expulsion order and refer the student to another school within the district. School districts also collaborate with each other to facilitate enrollment of an expelled elementary school student into a school in a different school district, when appropriate. School districts continue to have the available option of referring expelled students to Skyview Elementary and Middle School, an Orange County Department of Education ACCESS program serving grades K-8. Skyview is a community elementary/middle school program designed to meet the needs of at-risk children, including homeless children and offers community support programs for both the students and their families.

The low number of elementary students in grades K-5 who need alternative placements due to expulsions continue to make it difficult to sustain multiple school sites throughout the county.

#### **Ongoing Strategies for Addressing This Gap**

Students in grades K-5 who are expelled, may be served through the following school district or Orange County Department of Education options:

- Transfers within the home district which may include district community day school.
- Skyview Elementary and Middle School, formerly known as the Shaffer Learning Center and Project Hope, located in the city of Orange, is operated by the OCDE ACCESS program and serves students in grades K-8. The location of the school site in proximity to the district of residence may pose a challenge to student attendance.
- Students in grade 5, on a case by case basis, may be referred to other ACCESS school sites depending upon class composition at the time of referral.

The Orange County Department of Education continues to review the on-going need for an elementary level regionalized community school program to serve elementary aged students who may be expelled from their school district. To date, an insufficient number of elementary students have been expelled to warrant such a program. This type of regionalized program could be pursued in the future, with sufficient district support and need. In the event such a program would be developed, transportation would be a challenge for students not living in close proximity to the regionalized program.

Orange County school districts continue to support one another and offer alternative placement options whenever possible, taking students who were expelled for non-mandatory expellable offenses especially in larger districts with community day school options or special classrooms on their sites. School districts are

also expanding positive behavior intervention programs and supports, resulting in limited expulsions at the elementary grade level.

## **Service Gap 2: Limited Special Education Placements in ACCESS**

The Orange County Department of Education is committed to expanded program options for students with exceptional needs that have been expelled from school district programs. As identified through communications with SELPA and District-Special Education Directors, programs for emotionally disturbed and dual diagnosis (Emotionally Disturbed and Developmentally Delayed) students have been developed in some school districts as well as the OCDE Special Schools program. In addition, ACCESS continues to evaluate its Special Education services to provide a continuum of placement options. When a student's unique needs cannot be accommodated through existing OCDE program alternatives, the district of residence will continue to facilitate placement to meet the unique needs of individual students through district and non-public agency/school placements.

### **Progress from 2012**

The ACCESS program restructured its special education division to include a Director of Special Education as well as several Special Education Administrative Liaisons to facilitate participation in district IEP team meetings when a referral for an expelled student is made. In addition, ACCESS has continued to increase its special education staff including a focus to address the increased mental health issues for students with special needs. ACCESS is able to provide more intensive counseling services provided by licensed mental health professionals. Group therapy programs have also been developed to address issues that impact a student's social functioning with in the classroom and community, such as social skills, anger management and various coping skill strategies.

All ACCESS Special Education and Safe Schools clinicians have been provided training in Trauma Focused Therapy. OCDE has also expanded its professional development for special education staff, for example specific training has been provided in the Remedial Reading program, both on line and in hard copy form. The on-going challenge continues to be the difficulty in establishing a regionalized program that can be operated and maintained based on an unpredictable number of student referrals. In previous years OCDE opened a regionalized Dual Diagnosis program that had to close due to too few students being enrolled to maintain the program.

### **Ongoing Strategies for Addressing This Gap**

Orange County School Districts have continued to expand efforts to provide services to students within their attendance area reducing the need for placements in ACCESS. The Orange County School Districts and OCDE will provide ongoing monitoring of the need for additional Special Education services for expelled students. The ACCESS program is prepared to respond to increased demands as conditions warrant in the future.

#### *Programs for Emotionally Disturbed Students:*

- Continued expansion of programs for emotionally disturbed students is contingent upon location of school sites that can accommodate such programs and sufficient enrollment to maintain such programs. Additional training in various behavior management programs for both general education and special education teachers can support the increased needs of students being enrolled with social/emotional and behavioral needs.

#### *Programs to Expand Continued Services for Special Education Students:*

- Expanding program options for special education students continue to be evaluated through OCDE, Orange County SELPA Directors and Orange County School Districts.

### **Service Gap 3: Rehabilitation Failures**

Students sometimes do not meet the provisions of the expulsion rehabilitation plan and fall behind in their academic studies. In these cases, they are at high risk of not completing their necessary credits and are at a higher risk of dropping out of school.

#### **Progress from 2012**

Based on a recent survey of Orange County School Districts, concerns about students failing to satisfy school district rehabilitation plans during the expulsion period were not prevalently expressed. Over the past three years, OCDE has engaged in continuing discussions with the Orange County School Districts to identify systematic approaches to facilitate the regular transfer of the rehabilitation plan upon referral of an expelled student, as well as identify community resources available to support students in meeting their district rehabilitation plan requirements. There continues to be a need to identify the availability of intervention services for students to meet the specific requirements of their rehabilitation plans. Pacific Coast High School and CHEP continue to be frequently used options within the ACCESS program.

A challenge continues to be communication between the districts and ACCESS in ensuring that the district's rehabilitation plan is completed by the student. Regional Administrative Units help to promote communication between the districts and the county community schools, and ACCESS principals and assistant principals attend county Student Services meetings to facilitate ongoing communication. In addition, the ACCESS Student Attendance Review Board (SARB) process has been coordinated more efficiently and ACCESS utilizes one of its staff members in truancy court to make sure students attend school and are connected to community resources.

#### **Ongoing Strategies for Addressing this Gap**

Districts will be asked to provide ACCESS a copy of the rehabilitation plan when referring an expelled student. ACCESS staff will review the rehabilitation plan with the student and, as appropriate, the student's parents, and will assist the student in completing his/her plan requirements. School staff will continue to monitor student achievement toward rehabilitation plan requirements. For students struggling to meet rehabilitation plan requirements, the student consultation team process could be considered to provide additional support. Continued communication and collaboration with school district personnel will continue to be a priority. Enhanced communication promotes student success and early intervention when students are not meeting the terms of the rehabilitation plan. In addition, communication is vital between the districts and ACCESS regarding the status of students who are returning to the district.

OCDE will continue to explore with districts how to utilize and expand existing collaborations to ensure student success with completion of the rehabilitation plan. This includes the use of community non-profits and private programs to assist in carrying out individual student rehabilitation plans.

### **Service Gap 4: Mental Health Services**

Historically, there has been a concern of how to utilize Orange County Health Care Agency-Mental Health Services for expelled students, particularly during the summer months.

#### **Progress from 2012**

Districts have been working to develop mental health community resources including those that would help students who are expelled or at risk for student discipline. 211 OC has partnered with school districts to allow access to their database. The Orange County Health Care Agency has initiated a referral phone line: 1-855-OC-Links (625-4657). Districts have also been able to exercise greater control of their funding to support mental health services under the Local Control Funding Formula and other legislative changes such as Assembly Bill 114, which repealed AB

3632 and allocated funding directly to the school districts. Districts and OCDE have been able to expand mental health services and hire additional mental health service providers. In addition, through the adoption of Local Control Accountability Plans, districts have identified long term goals related to hiring additional school counselors, school social workers, nurses and other support personnel to address pupil engagement, school climate and parent involvement, which allows for enhancement of district resources to address mental health issues.

**Ongoing Strategies for Addressing this Gap**

The Orange County Department of Education will continue to work to promote school and community partnerships and professional development to address the mental health needs of students. The development of Local Control Accountability Plans will give greater attention to the mental health needs of students and the county office will assist districts as they strive to find ways to address the social emotional needs of their students and support the “whole child.” This is one of OCDE’s strategic initiatives articulated in its 2014 -2019 Strategic Plan. The ACCESS program will continue to work with districts to identify and assist expelled students who have mental health issues. The Orange County SELPAs, school districts and OCDE continue to assess any gaps resulting from changes in the funding structures to ensure the availability of appropriate mental health services for both general education and special education students expelled from school.

**Service Gap 5: College Course Preparation Access for County Community Students**

Within the ACCESS program there is limited availability of college-preparatory courses satisfying the “a-g” subject requirements for admission into the University of California and California State University systems. This poses difficulty for some students returning to their district of residence following their expulsion period in regard to completing the required courses prior to graduation.

**Ongoing Strategies for Addressing this Gap**

ACCESS is in the process of implementing an online program that provides “a-g” approved courses as well as credit recovery options and electives, including career technical education. This program is planned to launch in January 2015 and will expand the options available to expelled students seeking to satisfy the “a-g” requirements or other college-preparatory courses. ACCESS will continue to provide professional development to teachers to effectively utilize the new on-line program. In addition, Pacific Coast High School offers a full range of college-preparatory courses satisfying the “a-g” requirements.

**COUNTYWIDE BEHAVIOR INTERVENTIONS AND BEST PRACTICES TO PREVENT SUSPENSIONS AND EXPULSIONS**

Orange County schools seek to minimize the number of expulsions by establishing prevention and early intervention practices. School districts pursue a variety of strategies in an effort to educate students and establish a safe and caring climate to prevent student misconduct. When warranted, disciplinary measures are implemented consistent with district policies and procedures to ensure fair and consistent disciplinary measures. These efforts will continue to prevent any disproportionate representation of minority students recommended for expulsion.

Expulsions occur when student and campus safety is threatened or when remediation efforts have not been successful. Districts engage in a number of preventative and proactive strategies including but not limited to the following:

- Positive Behavior Intervention and Supports
- Restorative Justice Practices
- Violence Prevention Education Services
- Alternate Suspension Classrooms (ATS)
- Annual Notice of Parent Rights and Responsibilities
- Student Study Teams
- Special Education Services
- Counseling
- Student Contracts
- School Signs and Notices
- Red Ribbon Week
- School Attendance Review Board (SARB)
- Parent Meetings and Information Nights
- In-school Suspensions
- Check-in, check-out
- Adult Mentoring of Students
- Peer Assistance League (PAL)
- Friday Night Live
- Tutoring
- Homework Clubs
- Online Classes and Credit Recovery Opportunities
- Community Partnerships
- Student Clubs and Organizations
- Peer Court
- Conflict Mediators/Conflict Resolution Services
- Juvenile Alcohol and Drug Education (JADE), PRYDE Program, Outreach Concern, Straight Talk, Western Youth Services and Other Community Counseling Partnerships
- Anti-bullying Programs
- After School Programs
- Saturday School
- Crisis Response Network (CRN)
- Automated Telephone Notifications
- Violence Prevention Curricula
- Athletic Drug Testing
- Police Cadet Programs
- Grad Night Activities
- Every 15 Minute Program
- Gang Resistance Intervention Partnership (GRIP)

*L:\CWA\Countywide Expulsion Plan\2015-2018 Expulsion Plan Draft Dec 5 2014.doc*

**PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL  
EXPELLED STUDENTS IN  
SANTA ANA UNIFIED SCHOOL DISTRICT  
2015-2018**

**General Provisions**

As required by Education Code 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2015-16, 2016-17 and 2017-18. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan, which ensures placement in an educational program and establishes the criteria for return to the Santa Ana Unified School District. All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs; all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school, and 3) not housed at the school site attended by the student at the time of the offense (E.C. 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, local control accountability plans and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

The Santa Ana Unified School District Governing Board has established policies BP 5144.1 and BP 5144.2 and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. District policies and school site rules clearly identify district behavior standards.

Expulsion is an action taken by the Governing Board for severe or prolonged breaches of discipline by a student. Except for single acts of grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or other students. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion is specified in administrative regulation.

Each principal annually informs all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion. (Education Code 35291, 35291.5)

The Governing Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administration and staff shall comply with procedures for notices and appeals as specified in regulations. Procedures governing student due process shall conform in all aspects to provisions in law. (Education Codes 48911, 48915 and 48915.5)

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or discretionary expulsion for a student subject to discipline under this administrative regulation including, but not limited to, counseling and an anger management program. (Education Code 48900.6)

Alternatives to suspension or expulsion will be used for students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code 48900)

## **Expulsion Process**

The school district of residence maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to district of residence programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Orange County Department of Education.

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.

Upon ordering an expulsion, the Governing Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion," this date shall be one year from the date the expulsion occurred, except that the Governing Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Governing Board shall recommend a plan or the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review and assessment at the time of application for readmission.

2. Recommendations for improved academic performance, tutoring, special education assessments, counseling community service and other rehabilitation programs.
3. Such other recommendations as the Governing Board approves.

### **Educational Alternatives for Expelled Students**

The governing board of each school district will determine which educational alternatives are appropriate and available pursuant to Education Code section 48916.1. Educational alternatives throughout Orange County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus [E.C. 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. 48917 (a)].
3. Expulsion with referral to a district community day school program, if available [E.C. 48660].
4. Expulsion with subsequent transfer to another district.
5. Expulsion with referral to the Orange County Department of Education, Division of Alternative, Community and Correctional Education Schools and Services (ACCESS) [E.C. 1981].

### **Santa Ana Unified School District Prevention Activities**

The Santa Ana Unified District activities relating to the prevention of expulsions are outlined in the following chart:

<b>Title of Activity</b>	<b>Description of Activity</b>	<b>Grade Level</b>
Behavior Assemblies	Explanation of school rules and policies to students	1-6
Second Step Lessons	Universal classroom program	K-6
Too Good For Drugs Lessons	Universal classroom program	1-6
Positive Behavioral Support (PBIS)	Districtwide behavior management framework	K-6
Parent and Pupil Rights Handbook and Review	Start of the year communication regarding policies	K-6
Elementary School Counseling	Group and individual counseling services on campus	K-6
Parent Education	Parent nights and classes	K-12
Restorative Practices	Community Circles, Conferencing	K-12



Toward No Drugs:	Other Means of Correction for school age students who have committed a drug or alcohol offense.	6-8, 9-12
DIS Counseling	Educationally Related Mental Health Counseling	K-12
REACH CDS Reentry Program	Wraparound services at CDS to support expelled youth: agencies involved: SAUSD PD, DSS, Probation, Latino Health Access, Saddleback College, Work Center Santa Ana, Public Library OC Bar Foundation, Boys Town, Phoenix House, Health Care Agency	7-12
Stop and Think Curriculum	Universal classroom program	K-8
Skills streaming Curriculum	Universal classroom program	9-12
Office Discipline Referral, SWIS and Aeries DATA chats	District-wide review of data: daily, weekly, monthly, yearly	K-12
Attendance Focus Program	Identify students disengaging from school through Attendance Notification System	K-12
Positive Action	Universal classroom program	K-12
Trauma Training for Counselors	Counselors trained on impact of trauma and assessing risk factors	
Engage 360 and Think Together	Afterschool Program	K-12
AmeriCorps Mentor	Individual mentorship for students in need of additional support: individual and group activities	6-12
Project Toward No Drug Abuse	10 week session for drug diversion	10
Turning Point Counseling	Individual and group mental health counseling	K-12
Administration CWA meetings	Discussion of legislation, preventative practices and other means of correction to support youth of promise	
OCDE SOS Mental Health Clinicians	Individual and group mental health counseling	6-12
GRIP- Gang Resistance Intervention Program	Early gang and intervention classroom program and parent awareness meetings	3-5
OCDE Gang Prevention	Individual, group and school wide interventions	5-12
Threat Assessment/Management	Assess threat level and determine risk	K-12
SEiP Team	Social-Emotional Intervention Program (SEIP) Team to provide timely assessments of youth	K-12
Deescalation training for teachers, DSO's , administration and psychologist	Conflict Cycle and patterns of escalation training	K-12
Bully Prevention We TIP Hotline	24 hour anonymous anti-bullying hotline	K -12
Anti-Bullying Assemblies	Explanation of school rules and policies to students	K-12
Joven Noble/Xinatchil Curriculum	10 week culturally relevant social emotional curriculum	7-12
Community Parent Liaisons	Support to parents to facilitate access to	6-12

	resources and educational information to support youth	
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Actual referral to a district alternative suspension/expulsion classroom or county community school is made by the Santa Ana Unified School District governing board with recommendations from the District’s Administrative hearing panel, School Attendance Review Board (SARB), Pupil Placement Committee, or by another established district referral process as required by statute.

### **Charter School Requirements and Expulsion**

Charter schools develop their own policies and procedures regarding student expulsion and student dismissal. They are not required to follow Education Code section 48900 et seq. as the basis of their discipline or expulsion policy. Charter schools have the option to adopt their chartering district’s policy and procedures in regard to expulsion and may include the option of an appeal to the County Board of Education.

A student who is expelled from a charter school returns to the jurisdiction of the school district of residence. As set forth in Education Code section 47605 (d)(3), if a pupil subject to compulsory full-time education pursuant to Education Code section 48200 is expelled or leaves a charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

### **Expelled Students Who Commit Subsequent Violation(s)**

The placement of expelled students who commit subsequent expellable violations will be placed in one of the following options:

- If the student commits a subsequent violation of Education Code 48900, the student may be referred to another district alternative program or to the Orange County Department of Education.
- If the expelled student commits another violation of the Education Code while enrolled in the Orange County Department of Education ACCESS program, the student will be placed at another community school site within the Administrative Unit (AU) or transferred to another AU operated by the Orange County Department of Education, in accordance with Orange County Department of Education Policy and Procedures.

### **Expelled Students Who Fail District Community Day School**

An expelled student who fails his/her placement in a district community day school program may be placed in one of the following options:

- Other existing district educational alternatives.

- Orange County Department of Education, ACCESS program or a program operated by the Orange County Department of Education Division of Special Education Services.

## **Special Education Students**

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Orange County Department of Education pursuant to the Individualized Education Program (IEP) process outlined in Education Code section 48915.5 and Orange County Department of Education procedures. Students eligible under Section 504 of the Rehabilitation Act of 1973 may also be referred to the Orange County Department of Education program in accordance with Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the school district to convene an IEP meeting. The IEP team identifies a special education program and related services appropriate for the student. Placement options may include district, special education local plan area (SELPA), or county-operated programs.

- If the district refers the expelled student to the Orange County Department of Education, the district shall convene an IEP meeting prior to the referral to jointly identify an appropriate special education program and related services. A representative from the Orange County Department of Education shall participate in the IEP meeting. The district or Orange County Department of Education, as identified in the SELPA Plan, will provide special education services in accordance with the student's IEP.
- When the IEP cannot be implemented within the Orange County Department of Education, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA plan.
- The Orange County Department of Education also provides an interim alternative educational setting while school districts search for permanent placements for students eligible under the IDEA (not excluding county options). [34 C.F.R. section 300.530(g)]
- Santa Ana Unified School District has established classes for K-12 students with emotional disturbance.

The Santa Ana Unified School District Governing Board desires to enhance student-learning by providing an orderly, caring, and engaging educational and social environment in which all students feel safe, secure and take pride in their school and personal achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

Staff is expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student, colleagues and parents. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyber bullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

The District's curriculum shall include age appropriate character education, which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty and citizenship. Teachers are encouraged to employ cooperative learning strategies, as well as other positive interactions in the classroom, familiar to students from diverse backgrounds.

Schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

Professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians, including persons of diverse backgrounds shall be provided to school site staff.

## **Orange County Department of Education Options for Placement**

The Orange County Department of Education is committed to providing a spectrum of educational options for students expelled from Orange County school districts. Educational options are provided through the Division of Alternative Education, known as Alternative, Community, and Correctional Education Schools and Services (ACCESS), a Western Association of Schools and Colleges-accredited (WASC) program, and the Division of Special Education Services. The Orange County Department of Education's mission is to ensure that all students are equipped with the competencies they need to thrive in the 21st Century. In addition, ACCESS's mission is to care for, teach, and inspire all students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.

The policy of each individual school district affects how the Orange County Department of Education will meet the needs of that particular school district. Some districts use the Orange County Department of Education programs as educational options for those students expelled under Education Code 48900. The Orange County Department of Education also works with Orange County school districts to provide information and data in support of local control accountability plan goals and priorities, including but not limited to pupil engagement, school climate and pupil outcomes.

The Orange County Department of Education Division of Special Education Services provides special education programs and services to individuals with exceptional needs requiring intensive educational services. Referrals to the Division of Special Education Services shall be made in accordance with current procedures.

The ACCESS program provides options for expelled youth at over 70 sites contained within 9 Administrative Units located throughout the county. Regional options may include:

- Classroom instruction serving grades 9-12, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.

- Classroom instruction serving grades 6-8, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Contracted learning/independent study programs for students who elect, with parent/teacher approval, not to participate in daily classroom instructional programs. These contracted learning/independent study programs require students to complete a minimum of 20 hours per week of educational product.
- Parent directed home instruction independent study programs through the Community Home Education Program (CHEP) serving students in transitional kindergarten (TK) through grade 8 and Pacific Coast High School, a University of California (UC) approved and National Collegiate Athletic Association-accredited program serving students in grades 9-12.

**Referral Process to the Orange County Department of Education  
Alternative Community Correctional Education Schools and Services  
(ACCESS)**

ACCESS Administrators regularly meet with school district representatives and agency partners to collaborate and coordinate placement of expelled students. Regional meetings of the Child Welfare and Attendance Directors as well as district Student Attendance Review Board members provide an avenue for district and Orange County Department of Education representatives to discuss potential placement challenges, explore regional options and address the needs of expelled students.

Referrals to the Orange County Department of Education ACCESS program may be made directly to the ACCESS Administrative Units listed below. Referrals of students eligible under the IDEA shall be made through the IEP process and in accordance with ACCESS Special Education Procedures.

An Individual Learning Plan (ILP) will be developed for expelled students referred to ACCESS. Part of this plan includes a goal of assisting the student with meeting the requirements stated in the district rehabilitation plan to facilitate returning the student to the school district of residence at completion of the district expulsion.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 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: April 28, 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	329489	McFadden/8	B	2	Community Day Int.	01/30/16
2	321329	Valley/9	C	4	County	06/18/15
3	336525	Spurgeon/8	A, .7	2	Community Day Int.	01/30/16
4	358477	Spurgeon/6	A, G	4	Special Education	06/18/15
5	344782	Spurgeon/7	A, G	2	Special Education	01/30/16
6	330446	Willard/8	A	2	Community Day Int.	01/30/16
7	366718	Willard/8	C	2A	County	04/28/16

## 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**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Payment and Reimbursement of Costs Incurred for Related Services 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 payment and reimbursement of costs incurred for related services for students with disabilities.

**RATIONALE:**

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

**FUNDING:**

Special Education: Not to Exceed \$3,070

**RECOMMENDATION:**

Approve the payment and reimbursement of costs incurred for related services for students with disabilities for the 2014-15 school year.



**Reimbursement of Costs Incurred for Related Services for Students with Disabilities for  
2014-15 School Year**

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**Board Meeting: April 28, 2015**

Student ID#:	Amount:	Expenditure:	Parent of:
346957	\$3,070	Mental Health Services	346957

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of March 10, 2015 through April 27, 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 March 10, 2015 through April 27, 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 March 10, 2015 through April 27, 2015.

## 2014-15 LISTING OF CONSULTANTS/CONTRACTED SERVICES

Submitting Division: Educational Services

April 28, 2015

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED
1.	Triple Threat Mentoring	<b>Garfield Elementary School:</b> Will provide after school enrichment and mentoring for students to develop confidence, character and life skills through innovative programs and events in the areas of athletics, academics, and arts.	April 29, 2015 Through June 18, 2015		No Cost to the District	N/A
2.	Padres Promotores	<b>Garfield Elementary School:</b> Will provide workshops for parents that will engage them to help their students prepare for college and career readiness.	April 30, 2015 Through June 18, 2015		No Cost to the District	N/A



## Triple Threat Mentoring

*Empowering urban youth*

### Who We Are

Triple Threat Mentoring is a nonprofit empowering urban youth to develop confidence, character and life skills through innovative programs and events in Athletics, Academics and Arts. Triple Threat's Mission is to equip urban youth to realize their potential and inspire volunteers to leave a lasting legacy. Since 2007, over 20,000 at-risk youth have been connected through youth development programs and events. Originally serving Chicago area youth, Triple Threat has gone multi-site in 2015 with the launch of our second location in Santa Ana, CA.

### Collaboration is Key

As we establish roots in Santa Ana, Triple Threat is actively seeking out schools to partner with to offer program opportunities for youth in arts, athletics and academics. Collaboration provides program sustainability, creates measurable impact for youth and engages a community. Below is a SAMPLE of what we offer.

### 3A Events Overview

Youth are introduced to Triple Threat programming through themed large and mid-size events that serve 100 – 200 youth. Events generally run 2 – 3 hours and can be adapted for indoor (gym) or outdoor open space. Students participate in individual and group activities at various stations that each focus on an area of arts, athletics or academics. Event examples include but are not limited to:

- Art stations where students explore art mediums to create individual art or work together on a group mural.
- Athletic stations that feature timed obstacle courses and sports fitness exercises.
- Academic stations where students work on interactive science experiments like building balloon rockets or learn calculation "quick tricks" to improve their math skills.

All events are scalable and adaptable to space, student needs and ages of participants. Triple Threat events and programs are offered at **no cost** to students. Registration is required for participation.

**To learn more about Triple Threat events or our passion-based youth programs, please contact Stefanie Evans at: [Stefanie@triplethreat.org](mailto:Stefanie@triplethreat.org), or 630-849-3492.**

## A SANTA ANA PARTNERSHIP FACTSHEET

California State University, Fullerton-Santa Ana College-Santa Ana Unified School District-University of California, Irvine

Santa Ana  
Partnership



# Padres Promotores de la Educación

## KEY PARTNERS

Santa Ana Unified School District, Santa Ana College's Office of School and Community Partnerships and School of Continuing Education, UC Irvine, CSU Fullerton, Latino Health Access, Delhi Community Center, OC Business Council's Latino Educational Attainment, and others.



## PROGRAM DESCRIPTION

The parent promoters or "Padres Promotores de la Educación" actively link parents to school services and deliver information on higher education to the community through non-traditional methods such as home visits, existing neighborhood associations and informal educational dialogues. The program began in January 2001 and is housed at Santa Ana College. All nine SAUSD middle schools and nine high schools participate in the program. Every year Padres Promotores has 40 active participants with over 400 parents having been trained to date. The Promotores are organized in teams of 5-10 individuals who are led by 2 *Promotores Líderes*, graduates from the previous cohorts who now make up the "Leadership Network". The group of 6 *Líderes* guides the work of the promotores with support from SAC staff.

## LEADERSHIP NETWORK

*Alberta Ramirez*  
*Gloria Iwaki*  
*Silvia Acevedo*

*Elfy Gaona*  
*Maria Tapia*  
*Paula Ocampo*

## 2010 PROMOTORES

*Otilia Garcia*  
*Maria de J. Soto Aguilar*  
*Laura Medina*  
*Romana Espinoza*  
*Juanita Ortega*  
*Josefa Muñoz*  
*Yolanda Carrillo*  
*Maria E. Allen*  
*Maria C. Rangel*  
*Nelly Terrones*  
*Pedro Ortiz*  
*Anabell Parra*  
*Maria del C. flores*  
*Francisca López*  
*Celia Monroy*  
*Susana Barba*  
*Mayra Amaral*  
*Rosalía Quintero*  
*Alejandro Hernández*  
*Lidia Diezmo*  
*Emma Armenta*  
*Ramona Alvarez*

*Aida Alvarado*  
*Martha Pérez*  
*Albina Brito*  
*Yolanda Bravo*  
*Francisca Morales*  
*Jacobe Murillo*  
*Raquel Franco*  
*Zoila Vergara*  
*Gabriela Regaldo*  
*Maria de J. Ayala*  
*Marielena Gonzalez*

## PROGRAM FUNDING

Since inception, the Padres Promotores de la Educación have been funded by ENLACE, a national initiative of the W.K. Kellogg Foundation, the Department of Education's GEAR-UP grant, the Ford Foundation's Collaborating for Education Reform Initiative, and funds from each partner institution.

The Santa Ana Partnership, an inter-segmental collaboration promoting access to higher education, includes the Santa Ana Unified School District, Santa Ana College, California State University Fullerton, the University of California Irvine, and community-based organizations.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Approval of Agreement between HighScope Foundation and Head Start Program for the Period of April 29, 2015 through June 30, 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 of the agreement between HighScope Foundation and the Head Start Program for the period of April 29, 2015 through June 30, 2015.

**RATIONALE:**

The HighScope Foundation will provide trainings to staff on scaffolding children in Math and Literacy concept development, the instructor will provide strategies and concepts to enhance teachers' ability to provide quality instruction and promote positive outcomes for a child in literacy and math.

**FUNDING:**

Head Start: \$4,000

**RECOMMENDATION:**

Approve the agreement with HighScope Foundation and the Head Start Program for the period of April 29, 2015 through June 30, 2015.

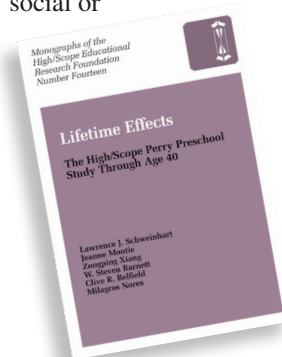
the HighScope

# Difference!

The HighScope Educational Research Foundation is an independent nonprofit organization which focuses on curriculum development, child and program assessment, publishing, professional development, and research for early childhood education.

## Research

HighScope's **Perry Preschool Study** is the best-known, most widely cited study of the long-term effects of a high-quality, interactive preschool program for young children living in poverty — improving school success and adult employment, preventing crime, and returning \$16 for every taxpayer dollar invested in it. Its return — one of the best returns on any social or



educational program — applies to any preschool program that is similar to the Perry program, with qualified teachers, a research validated child development curriculum, strong outreach to parents, and regular assessment of program.



## Curriculum

HighScope's approach to early childhood education is based on an open framework model that organizes the learning environment, daily routine, and adult-child interactions. This open framework gives the teaching team a systematic method for planning, organizing, and carrying out their responsibilities, and for supporting children's active learning experiences.

The HighScope Curriculum is comprehensive and addresses all areas of development. They include: approaches to learning; language, literacy, and communication; social and emotional development; physical development, health, and wellbeing; and arts and sciences (including mathematics, science and technology, social studies, and the arts).

## Professional Development

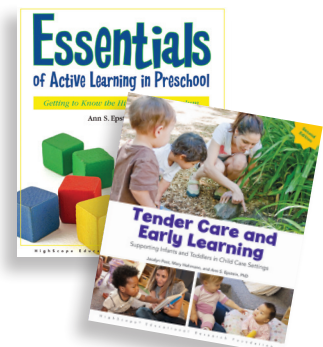
HighScope offers extensive course work to teachers in early childhood programs in the United States and abroad. HighScope's training philosophy is that teachers



who work with children during their most critical years of development can benefit from comprehensive training. All teachers can succeed, even though their learning styles may differ. Our trainers are sensitive to individuals' needs, and as a result, they provide participants with a varied range of opportunities to learn, including interactive workshops with on-site experiences for teachers and children, interactive online courses, and training conferences.

## Publishing

HighScope publishes over 300 titles in the form of resource materials and assessment tools to help support early childhood teachers, programs, and families in their efforts to provide high-quality experiences with positive child outcomes.



## For More Information

For information on HighScope and its wide range of activities, please visit our Web site at [highscope.org](http://highscope.org).

If you have further questions, please write to [info@highscope.org](mailto:info@highscope.org), or contact Kathleen Woodard, Director of Marketing and Communication at **734.485.2000, Ext. 255**.



March 9, 2015

Charlotte S. Ervin  
Head Start Program Director  
(714) 431- 7576

To Whom it May Concern,

The HighScope Foundation is the only authorized agent that can offer training on the HighScope Curriculum. The Curriculum remains the intellectual property of HighScope and, therefore, any services pertaining to this content are protected by the United States Office of Trademarks and Copyrights. Any duplication or use of such material must be approved by the Executive Vice President of the HighScope Educational Research Foundation.

Furthermore, HighScope's reputation for presenting high quality experiences to educators extends for more than thirty years. Thousands of educators participate in HighScope's courses each and every year. And, the Foundation prides itself on remaining available to provide teachers with the support they need long after course work is complete.

HighScope is the sole source for HighScope Workshops, HighScope combined Preschool Curriculum Course and the Training of Trainers Course, and the HighScope Curriculum.

If there are questions regarding HighScope's work, please do not hesitate to contact me.

Sincerely,

Marianne McDonnell  
Director of Educational Services  
HighScope Educational Research Foundation



**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Approval of Agreement Between Agile Mind and Educational Services for April 29, 2015 through June 30, 2015

**ITEM:** Consent

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

**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 of the agreement between Agile Mind and Educational Services for April 29, 2015 through June 30, 2015. LCAP goal 1c is that all students will demonstrate readiness for Algebra 1 before entering 9<sup>th</sup> grade. To help students reach that goal, we need high quality, research-based curriculum and programs to help improve student learning. Agile Mind is a company that has a proven track record, having served nearly three million students and 30,000 educators. Their approach is:

- 1) Comprehensive, aligned system for teaching and learning
- 2) Teachers at the heart of instructional leadership
- 3) Built for next-generation standards, not just aligned to them
- 4) Explicit design for 21st Century Skills
- 5) Embedded formative assessments

**RATIONALE:**

We are currently piloting the Academic Youth Development (AYD) program at three high schools with four teachers participating. The observational data from district math curriculum staff and the anecdotal feedback from teachers and students indicates that this program will have its intended impact on 9<sup>th</sup> graders in preparing them to pass Algebra 1 the first time they take it. In addition, we will have concrete assessment data through Measure of Academic Progress (MAP) assessment by June 2015.

In looking carefully at the AYD program, the program will be better situated as an 8<sup>th</sup> grade support class or summer transition class so that students struggling with math will not have to wait until 9<sup>th</sup> grade to receive support. Thus, in Phase 2 of this pilot, we will be piloting AYD in 8<sup>th</sup> grade and during summer school. Simultaneously, we are offering 9<sup>th</sup> graders with Agile Mind Intensified Algebra 1 (IA) course that embeds AYD directly into Algebra 1 and will enable students to take Algebra 1 in the normal sequence, rather than waiting until 10<sup>th</sup> grade.

The pilot for AYD will include up to nine teachers and the opportunity will be offered to all intermediate schools. The cost of this component of the pilot will be \$50,540.

The pilot for IA will include up to 18 teachers and the opportunity will be offered to all SAUSD high schools. The cost of this component of the pilot is \$120,852.

**FUNDING:**

Bechtel Grant: \$171,392

**RECOMMENDATION:**

Approve the agreement between Agile Mind and Educational Services for April 29, 2015 through June 30, 2015

# AYD

## Academic Youth Development

The Agile Mind logo features the word "agile" in a blue, lowercase, sans-serif font, and the word "Mind" in a larger, multi-colored, uppercase, sans-serif font. The letters in "Mind" are colored: M (blue), i (green), n (red), d (blue). A registered trademark symbol (®) is located to the upper right of the word "Mind".

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**Reshape** Students' Academic Identities.  
**Enhance** Academic Engagement.  
**Transform** Student Achievement.

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*"AYD was the catalyst to a district-wide conversation about changing classroom practice to reflect a growth mindset. It was the voices of our AYD students—and their success in algebra and other classes—that helped convince us that we needed to begin to influence beliefs and practices throughout the district."*

*—Kate Jamentz, Ed.D., Academic Deputy Superintendent, Fremont Union High School District*

As states implement more rigorous academic standards, district and school leaders nationwide grapple with difficult decisions about how to invest diminishing budgets to increase the number and diversity of students who succeed in mathematics and science and who graduate college and career ready.

Emerging research shows that even modest interventions in student belief systems and learning environments can have a powerful and positive effect on student motivation and success. Equally important, these interventions help create productive relationships with peers and teachers that encourage student participation, productive persistence, and mutual accountability in the classroom.

Academic Youth Development—created by Agile Mind in collaboration with the Charles A. Dana Center at the University of Texas at Austin and with leading psychologists—translates the latest psychological and learning sciences research on student motivation, engagement, and learning into practical strategies and tools that can be enacted by teachers and students every day, in every classroom. AYD changes how students understand intelligence and their own ability to achieve. AYD also drives a cultural change in the classroom by instilling in students a willingness to share their ideas and to engage productively with their teacher and with other students.

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**Agile Mind** is committed to enhancing both equity and high achievement in mathematics and science in our nation's middle and high schools. Founded in 2002, the company works in collaboration with leading educators to develop comprehensive programs, tools, and services that enable educators and education systems to support rigorous instructional experiences for all students. In addition to Academic Youth Development, Agile Mind offers comprehensive programs—encompassing, under one umbrella, job-embedded professional development, curricula, formative assessment, and data analytics and reporting—for middle school mathematics through AP Calculus and Statistics, as well as high school Biology.

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### Students change.

AYD helps teachers and students understand that intelligence isn't a fixed quality—being smart is about how you think and what you do, not about who you are. Students learn how their brains change as they learn and how effective effort, productive persistence, skills of collaboration, and motivation can change their academic success. Students also learn how to manage their own engagement in schoolwork, thus taking responsibility for their own learning.

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### Teachers change.

AYD transforms the way teachers approach their students and their practice. Through professional development, teachers are equipped with new knowledge and new teaching strategies, as well as with comprehensive tools for successfully enacting the curriculum and supporting the potential success of all students. Participating teachers credit the program for significant growth in their satisfaction and in their growth as professional educators.

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### Classrooms change.

AYD goes beyond individual students and transforms classroom engagement. It creates student leaders with skills and information to share with their peers, thus improving the learning culture—and outcomes. The program gives students and teachers an explicit set of tools and strategies for applying new ideas in daily learning. In addition to providing social and cognitive learning curricula, AYD builds critical thinking skills with learning activities that center on logical reasoning and problem solving in mathematics and across the curriculum.

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### Results change.

Independent evaluations of AYD have documented significant achievement gains in middle and high school mathematics, with particularly strong gains among low-income and minority students. In Cupertino, CA, fewer than 10 percent of AYD students repeated Algebra I, compared with 24 percent of non-AYD students. Similarly, in Evanston, IL, AYD students achieved a 12-point increase on the state assessment, and fully 85 percent met the district's growth target, while non-AYD students recorded just a 6-point increase on the assessment.

# The AYD Family of Programs for Educators and Their Students

The programs in Agile Mind's AYD family share common foundations in the latest research on student motivation, engagement, and learning, and each program is designed to increase the number and diversity of students who succeed in STEM courses and in high school. The AYD programs stimulate interest in learning through interactive animations of key concepts, rich instructional materials, and problem-solving scenarios that create novel opportunities to apply new learning. With these common foundations and outcomes, the resources, structures, and design of each program is tailored to meet the specific needs of its intended audience.

## Summer-Start AYD

Summer-Start AYD, for students and teachers who are preparing for Algebra I in the fall, prepares students to excel in high school, constructing a positive learning environment for themselves and their peers. Beginning in a relaxed rather than high-stakes setting, Summer-Start AYD introduces key ideas and strategies from the psychology of learning that students can use to explore and practice problem-solving activities and engage in challenging work known to be associated with success in algebra and higher-level mathematics. Program activities directly align with the standards for college readiness, and the knowledge and skills students gain in the summer session are reinforced, strengthened, and shared with peers during the academic year.

*[65 curriculum hours for students, 60 hours of blended professional development for teachers]*

## School-Year AYD

School-Year AYD, for students in grades 8-10 and their teachers, is taught during advisory, homeroom, and after-school programs. With rich facilitative protocols for teachers to use, the curriculum, enriched with interactive simulations and problems, teaches students strategies to manage their learning and to persist in the face of challenging schoolwork. Students are guided through problem-solving activities and small-group discussions that teach them key concepts from the psychology of learning and help them build trust, teamwork, and collective responsibility for learning. As a result, students become more knowledgeable, effective, and reflective about their learning.

*[65 curriculum hours for students, 60 hours of blended professional development for teachers]*

## Educator's Course in AYD

An Educator's Course in Academic Youth Development, for faculty teams in schools and districts interested in learning about the powerful emerging research and strategies, includes a one-day face-to-face seminar focused on what key research reveals about how adults can shape student learning and achievement, and independent study of the research coupled with participation in a facilitated online learning community.

*[Educators earn 15 hours of CPE credit through The University of Texas at Austin]*

## AYD outcomes:

### Schools can expect:

- Significant achievement gains in middle and high school mathematics courses, with particularly strong gains among low-income and minority students

### Students report changes in attitudes, beliefs, and behaviors:

- Higher self-confidence and greater feeling of support from peers and teachers
- Greater motivation and persistence in the face of frustration with challenges
- Increased use of learning strategies that benefit achievement, such as the purposeful selection of approaches to problem solving
- Understanding that with effort, they can increase their intelligence and capacity for academic achievement

### Teachers can expect:

- Students taking more responsibility for creating and sustaining positive, productive learning environments
- Better student-to-student communication that enables students to talk through ideas and solve problems together
- Higher levels of student engagement—especially among those who were previously disengaged in school

**Agile educators. Agile learners. Agile tools to support high achievement.**





# Intensified Algebra I | An intervention program for struggling students

Help struggling students *catch up* and *succeed* in algebra and beyond. Equip teachers with cohesive, integrated resources to enable them to help students in need to achieve. Transform academic beliefs and behaviors.



A collaboration between the Charles A. Dana Center at The University of Texas, the Learning Science Research Institute at the University of Illinois at Chicago, and Agile Mind

In districts nationwide, as many as 50% of students fail Algebra I the first time and must repeat it—some more than once. What happens to those who are one or more grade levels behind before they *begin* Algebra I?

*Intensified Algebra I* is a comprehensive program for an extended-time Algebra class that helps students who are significantly behind become successful in algebra *within one academic year*. It transforms the teaching of algebra to students who struggle in mathematics.

## Help students succeed.

Central to the program is the idea that struggling students need a powerful combination of additional time, a challenging curriculum, and cohesive, targeted supports and interventions. *Intensified Algebra I* addresses the need for a robust Algebra I curriculum that provides embedded review-and-repair support for the many dimensions of learning mathematics, including social, affective, linguistic, and cognitive learning strategies.

*Intensified Algebra I* uses an asset-based approach that builds on students' strengths and helps students to develop academic skills and identities by engaging them in the learning experience. The program is designed to help struggling students succeed in catching up to their peers, equipping them to be successful in Algebra I and their future math and science courses.

## Help teachers succeed.

Helping students to catch up is highly demanding work. *Intensified Algebra I* supports 70-90 minutes of daily classroom instruction and includes professional services, embedded professional supports, assessment tools, classroom instruction tools, curriculum, and real-time reports on student progress.

## Transform beliefs and behaviors.

*Intensified Algebra I* melds best practices in algebra instruction with advances in developmental and social psychology and in research on struggling learners to shape students' engagement, confidence, and commitment to challenging academic programs.

## Intensified Algebra I

- Targets conceptual understanding, associated skills, and related problem-solving and reasoning capabilities
- Provides integrated, effective review/repair strategies
- Supports ongoing, distributed practice
- Re-engages learners through multiple representations of mathematical ideas
- Integrates interventions from social psychology to motivate and build students' positive beliefs about their academic abilities
- Encompasses enhanced formative assessment strategies and real-time data to inform instruction
- Includes supports for struggling students and for literacy and language development

## For teachers...

New and experienced teachers benefit from comprehensive support:

- **Research-based and standards-aligned instructional resources**, enriched by visualizations of key mathematical concepts, that increase student engagement and learning
- **Resources, tools, and classroom routines** that enable teachers to establish positive learning environments in an extended-period class, while intensifying students' progress
- **Ongoing online assessment tools** that provide immediate feedback and real-time reporting
- **Tools for higher-quality class preparation**, including lesson plans, teaching advice, and strategies for improving student performance
- **Professional services** facilitated by master teachers—face-to-face seminars, supplemented with monthly, web-based seminars



## For students...

*Intensified Algebra I* helps students thrive with a challenging mathematics curriculum:

- **In-depth, hands-on exploration tools**, including animations, simulations, and practice problems, to build comprehension of key concepts
- **Continuous feedback** with interactive animations, formative assessments, tips, and self-test questions and answers
- **Differentiated instruction** that targets needed practice and review through rich visualizations, multiple representations of concepts, and daily small-group activities
- **Strategic routines and structures** to access and organize students' growing understanding of crucial mathematics content

**For more information on how to bring *Intensified Algebra I* services to your school or district:**

Call toll free: (866) 284-4655 select "2"

Email us at [info@agilemind.com](mailto:info@agilemind.com)

## Development History

The *Intensified Algebra I* program responds to an urgent request from members of the Urban Mathematics Leadership Network (UMLN), an organization of mathematics leaders in twenty-five of the nation's largest school districts. Mathematics directors and superintendents from UMLN districts identified the high failure rate in ninth-grade algebra classes as their top mathematics priority and called for development of a program to address this need.

Developed through a deep collaboration of the Charles A. Dana Center at the University of Texas at Austin, the Learning Sciences Research Institute at the University of Illinois at Chicago, Agile Mind, and leading educators throughout the country, *Intensified Algebra I* is funded with support from the National Science Foundation, the Searle Funds of the Chicago Community Trust, the Bill and Melinda Gates Foundation, and the Carnegie Corporation of New York.

**Agile educators. Agile learners. Agile tools to support high achievement.**

agile  
Mind®

## What Teachers Think About Intensified Algebra I

### A Study of Teacher Experience

External Evaluation by Inverness Research, Inc.

To complete an external evaluation of the Intensified Algebra I Project, Inverness Research developed and administered a survey to document the experiences and opinions of teachers who piloted Intensified Algebra I (IA) materials in their classrooms from 2008 to 2011.

### Major Contributions of the Intensified Algebra I Program: Survey Highlights

- ❖ At least 90% of teachers say IA benefitted their students in:
  - Deeper conceptual learning of mathematics
  - Learning mathematics content
  - Developing problem-solving skills
  - Communicating mathematical ideas
  - Perseverance in solving mathematical problems
- ❖ At least 75% say IA also benefitted their students in:
  - Preparation for future math courses
  - Acquisition of mathematics skills
  - Reading and writing skills
  - Positive attitudes and dispositions toward mathematics
- ❖ 88% of teachers say IA materials are likely to benefit students who have traditionally not been successful in mathematics.
- ❖ 88% report that using IA materials influenced how they teach mathematics.
- ❖ 73% rate the IA materials “good” or “excellent” in terms of being teacher friendly.
- ❖ 73% found IA materials to work well in a double-period structure.
- ❖ 69% say IA materials are superior to alternatives for teaching double-period algebra.

**Intensified Algebra I**, a comprehensive program used in an extended-time algebra class, helps students who are one to two years behind in mathematics become successful in algebra. It is a research and development initiative of the Charles A. Dana Center at The University of Texas at Austin, the Learning Sciences Research Institute at the University of Illinois at Chicago, and Agile Mind that transforms the teaching of algebra to students who struggle in mathematics.

Central to the program is the idea that struggling students need a powerful combination of a challenging curriculum; cohesive, targeted supports; and additional well-structured classroom time. Intensified Algebra I seeks to address the need for a robust Algebra I curriculum with embedded, efficient review and repair of foundational mathematical skills and concepts. It aims to address multiple dimensions of learning mathematics, including social, affective, linguistic, and cognitive.

Intensified Algebra I uses an asset-based approach that builds on students’ strengths and helps students to develop academic skills and identities by engaging them in the learning experience. The program is designed to help struggling students succeed in catching up to their peers, equipping them to be successful in Algebra I and their future mathematics and science courses.

*My view on teaching has changed immensely, as I see my Intensified Algebra students really engaged in important math content. While fluency with skills has its obvious place in the curriculum, the avenue for getting there should be through the conceptual understanding. My students don't see my class as a typical math class where they 'take notes,' but rather, they solve problems.*

— Teacher response

# Survey Results

## BENEFITS FOR STUDENTS

∞ Teachers report that their students' math skills and understanding benefit from the Intensified Algebra I curriculum, along with their confidence and attitudes toward mathematics.

At least 90% of teachers report that their students benefit mathematically in the following areas, either to some extent, a large extent, or a very great extent:\*

- Communicating mathematical ideas (94%)
- Developing a deeper conceptual learning of mathematics (93%)
- Developing problem solving skills (93%)
- Perseverance in solving mathematic problems (91%)
- Learning mathematics content (90%)
- Development of self-confidence in mathematical ability (90%)

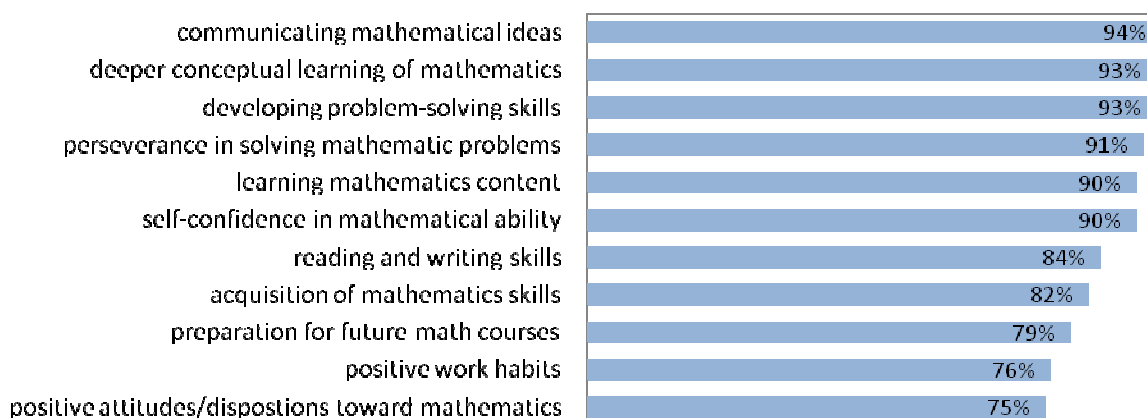
*The IA materials are really good at making the kids write and think about what they're doing. Instead of just giving them problems and having them work them 50 times, they have to explain their answers and rely on previously learned materials.*

— Teacher response

Teachers see student benefits in other important areas as well:\*

- Reading and writing skills (84%)
- Acquisition of mathematics skills (82%)
- Preparation for future math courses (79%)
- Positive work habits (76%)
- Positive attitudes and dispositions toward mathematics (75%)

### Perceived Benefits to Students in IA Classes



\*Rated 3, 4, or 5 on a 5-point scale.



## BENEFITS FOR STUDENTS (continued)

- ∞ Based on their experiences using IA in the classroom, 88% of teachers say the materials are likely to benefit students who have traditionally not been successful in mathematics.

More than half (52%) of the teachers indicate that IA materials are likely or very likely to help students who have traditionally not been successful in mathematics. Another 36% say that they are somewhat likely to help these students. A few of the survey comments follow:

- *It definitely made a huge difference in my underperforming students. Some of my students will do extremely well in geometry next year. I have a very good feeling about the program and I would recommend it to other schools as well as other teachers.*
- *I have 6 students who are in the Intensified Algebra now but who failed the traditional algebra class last year and are doing great in IA!*
- *I am very excited to get to teach IA again next year! My kids are seeing amazing gains in their math abilities, confidence, and willingness to take risks in math. They are the kids who usually hide in the classroom, are afraid to get called on, and are now feeling good about their math abilities!*

- ∞ Teachers say Intensified Algebra I units are engaging for students and teach important math content.

Most teachers say the IA units are engaging for students. Even greater numbers of teachers rated the units as teaching important math content.

	Engaging for students*	Teaches important math content*
Unit 1: Getting started with Algebra	82%	83%
Unit 2: Introduction to functions and equations	88%	97%
Unit 3: Rate of change	89%	100%
Unit 4: Linear functions	83%	97%
Unit 5: Linear equations and inequalities	87%	97%
Unit 6: Systems of linear equations	78%	96%
Unit 7: Exponential and quadratic functions**	78%	100%
Unit 8: Solution methods for quadratic equations**	84%	95%

\*Rated to "some extent," "a large extent," or "a very great extent" (3, 4, or 5 on a 5-point scale).

\*\*Because of the timing of the survey, more teachers had used Units 1-6 than Units 7-8.

### Teacher Responses:

- *The quality of the program is excellent because it utilizes many strategies/resources to help students truly conceptualize the various concepts/materials. This includes but is not limited to the use of technology, partner/group activities, graphing calculators, etc.*
- *It's much more interactive and students are heavily involved and engaged. The online assignments make the kids way more involved in the class process. This is more discussion-based.*
- *We chose IA because the students start right away doing equations instead of using remedial math. That is very exciting for the kids.*
- *I liked how it makes students think. They need to understand that much of learning is dependent on themselves, not on what the teacher does.*

## BENEFITS FOR TEACHERS

**∞ 88% of teachers report that participating in the IA project was educative, and that using IA materials with their students has influenced how they teach mathematics.**

Many teachers report that their practices changed as a result of using IA materials, demonstrating that IA can deepen and shift teacher understanding of what effective mathematics instruction entails and its potential positive outcomes—even beyond the classes where they use IA materials.

- *I am finding that I want students to know how to use several different methods to solve a problem. I'm teaching them to become problem solvers rather than problem doers.*
- *It has been very helpful in causing me to develop strategies with struggling learners. It has helped me break down the lessons for the students and really give them a conceptual understanding of the material.*
- *I now feel more comfortable teaching certain topics that I used to have a difficult time getting some students to understand. It broke it down into smaller chunks so the students could understand.*
- *I think I'm better at waiting for students to see patterns, and letting them draw their own conclusions. One trick to use these materials successfully is that you can't give the students too much too early. They are the explorers on the journey, and you can't take that away from them.*
- *It revived me in the sense that I feel I actually was capable of teaching 9th grade algebra to students with a content level of understanding around 5th /6th grade on average. If you can keep them actively involved because of the spiral learning and the reading comprehension level you will get more students working IN class than I've seen in years.*

**∞ Teachers say the materials are well designed in the sense of being teacher friendly and a good fit for the double-period structure.**

Almost three-fourths of teachers (73%) rate the IA materials as “good” or “excellent” in terms of being teacher friendly, and 74% find them to work well in a double-period structure.

**∞ Teachers report that the IA materials are superior to alternatives for the double-period structure.**

Sixty-nine percent of surveyed teachers say IA materials are superior to alternatives for teaching algebra in a double-period format. Another 17% said the IA materials were as good as the alternatives.

- *We also offer another double-block period traditional algebra class paired with a basic skills drill practice period, which has not been as successful as the IA class (when compared to students' scores on state assessments and semester final tests).*
- *Even though it's been difficult for me to implement IA the way it was written due to classroom management issues, I still see more improvement in these students than in my regular Algebra 1 class. They do better on constructed response type problems than my regular algebra students do. They justify way more than the regular algebra students as well. They have a bigger toolbox with different strategies they can access and use. Finally they can tackle a problem and use multiple representations to solve it.*

## ADDITIONAL FINDINGS FROM SURVEY AND INTERVIEW DATA

### Teachers used IA materials as designed most of the time.

Fifty-nine percent of teachers indicate they follow the IA materials as designed all or most of the time. Nearly all others (37%) say they follow them closely some of the time. The percentage of teachers who reported that they were implementing with fidelity was much higher among interviewed teachers (as opposed to those who only took the survey) with one caveat: most also said that they don't do the Processing Homework as designed.

- *I do the processing homework differently because I tried using the IA process but it wasn't helpful for me. I would see students doing homework in class or cheating when we did it in class so I would rather collect it at the beginning.*

### Did all teachers succeed equally with the IA materials?

Survey responses revealed that about one-third of the teachers flourished, one-third adapted and adjusted at least in part, and one-third struggled or simply did not like the approach. This finding is understandable in that the materials are challenging, teachers did not all volunteer, and teachers' contexts vary greatly in terms of how much support they were offered both for the goals of Intensified Algebra I and its implementation. In addition, though IA was designed to be used in a double-period structure, double periods were not available to all teachers.

### What did we learn about teachers who are most positive about the IA materials?

Sub-analyses of survey data and probing during interviews helped to reveal the factors that tend to be associated with successful and positive use of the materials. Teachers who responded most positively to the survey tended to use the IA materials as designed, though there was some variation in the level of fidelity of usage by those teachers. Overall, experienced and veteran teachers tended to use the materials with more fidelity than did newer teachers, and the more experienced teachers tended to be most positive about the materials.

### What criticisms of the materials do some teachers have?

When asked what they did not like about the materials, some teachers who were generally positive nevertheless commented on pacing issues—they had to be careful to keep moving in order to complete the materials and sometimes found the authors' estimates of time required to complete lessons and units overly optimistic.

- *It was hard to get through the whole thing every day. My kids rarely got that chance to get started on their homework. So, often they wouldn't do it at all. I didn't do the processing homework the way they suggested. I went back to my standby and told them the answers to the homework.*
- *Ideally, the elements and the flow work great. The problem is that the whole section can take an hour but more difficult content could take 2 days.*
- *The homework is a little bit long in my opinion. It takes more than the recommended time. I spend between 15-20 minutes so that my students are sure to understand. I solve the problems with my kids so they get the conceptual understanding. Then the homework actually works.*
- *Some of the tests are half period but they take us a whole block. Some of the lessons are one-day lessons but it takes us two.*
- *There was just too much reading for our low students and we couldn't keep up with the pacing. What we needed to do in one day would take a week because of the low reading level of the students.*

Teachers who liked the materials less commented more often on the need to add more practice and to give greater attention in the materials to “developing skills.”

- *I need to supplement about once a week usually to give more practice and stop and do an informal assessment. I can't always wait until the end of the unit to assess, so I'll do it midcourse.*

Teachers varied in the extent to which they value the Academic Youth Development (AYD) component. Those who liked it thought it helps struggling learners understand how to succeed in math.

- *I loved the AYD part the most! We were trying to bring these important issues into our classroom. I loved that it was built in. The students responded well most of the time. I think it's one of those things that you might not see affect kids but that it's in the back of their minds niggling at them. We brought the parents in to share with them the AYD.*
- *Because of AYD, my IA students become better thinkers and have better problem-solving skills and a better work ethic.*
- *The part about what it takes to be a good learner and good effort was something that initially we weren't liking because we wondered when we would get to the math. But boy did it pay dividends, and down the road it was so helpful to be able to say "is this really your best effort?" The students would self-evaluate, and the maturity has increased ten-fold.*
- *The essential thing about AYD is the part with the Toolbox. That is so valuable and because of it my students move to the next level of rigor. I made the students walk through making a poster and solving a problem and they saw the value of 4 stages of math problem solving. The kids didn't understand that before.*
- *The students find it interesting and it gives them a chance to show success. Where they are used to being shot down in a math class it allows us to build a relationship with the students before we start. Then when I talk to them about effort I can point them back to what they wrote down in their notebook about effort. Last year was the best year of teaching I've had in a long time, and that's what the other two teachers said too. The kids have been told they are dumb and we go through a period of attitude adjustment and the way the IA is unfolded it really builds them up. I tell them that they are doing things that 11<sup>th</sup> graders are doing, and they can't believe it.*
- *Sometimes they are just too corny and it doesn't draw our students into it. The kids don't buy into it because we're trying to sell it.*

### What supports optimal usage of IA materials?

Almost three-fourths of teachers (73%) felt they were well prepared or very well prepared to use the materials. They cite the contributions of both formal professional development and collegial support. Some credited prior experience with other Agile Mind curriculum. In addition, an openness to the approach also helped prepare teachers to use the IA materials effectively.

- *I appreciated the professional development at the beginning of the year and mid-year. I also meet with another teacher after school to plan lessons, so I'm very comfortable with the material. Also, because I'm a proponent of the functions-based approach, it's easy for me to implement the materials.*

Teachers who felt less well prepared said they needed more planning time than they initially expected or than was available to them. This lack of time can lead to pacing issues.

- *Because it is a "prescribed" curriculum, it gives the illusion that you don't have to plan much, but it's actually the opposite. It requires that much more planning.*

A minority (but still substantial) number of teachers (42%)—including some who felt well prepared to use the IA materials—would have liked additional professional development or other support. They asked for an opportunity to see the materials in action and talk to other users and experts on the materials, whether through demonstration lessons, videos, or some other format. They asked for practical assistance in areas such as differentiated instructional use of the materials, assessment, and ways to engage students. Teachers may also need administrative support to understand the rationale for the curriculum and the contexts required for successful implementation.

- *I would like administrators to attend the professional development to understand the importance of a double period and how it makes this more effective.*
- *We did this program with fidelity and were happy with the results that we obtained. We accepted the fact we weren't going to cover exponents and polynomials but with the belief that if the group of students we pass on to Algebra 2 actually understand linear functions, how to solve equations and inequalities, and are capable of explaining solutions, they will far exceed those past students that barely understood a little of each piece of content that got them that passing grade. We also believe that the letter to the parents needs to stress that this course is not meant to fill in the gaps of what they did not understand in grade school or middle school and that additional tutoring should be sought to help their child's future.*

### **Some factors that led to less successful usage were identified.**

What does not work is mandated use, use by teachers who do not understand the materials well and who have not been prepared to use them, and/or use of the materials with students for whom they were not designed.

Placing all students in IA regardless of math level can be a problem. High-level students move through content much more quickly than students with very low skills, particularly struggling and emerging readers.

IA is also less successful in a single-period class, and although it is clearly designed for use in a double-block class it is used in single-period classes too.

- *From the beginning I felt like it didn't make sense to do a double period Algebra 1 program if we didn't have double periods.*

## **IN SUMMARY**

Teachers' experiences and opinions suggest that Intensified Algebra I is substantially different from most textbooks and single-period lessons. As a result, its successful implementation requires significant change on the part of the teacher and the students; therefore, it is not the easiest curriculum to implement. But survey data suggest that potential payoffs of supporting high-quality usage are substantial for teachers and their students. Teachers who are well prepared to use IA materials and who use them with lower-achieving students for whom the materials are designed tend to like the materials and find them effective.

Inverness Research concludes that the Intensified Algebra I curriculum, when well supported and well understood by both teachers and administrators, can be an effective tool to help improve the overall quality of the algebra learning experience for lower achieving students.

- *We have much work to do in refining the way the course is taught, how we assess the students and keep track of the data that we collect. As we explore new ideas on teaching this course better we should see math students with a greater understanding of mathematics when they leave high school than we have in the past.*

## About the Survey and Teacher-Respondents

Of the 167 teachers who were using Intensified Algebra I materials around the nation in 2010-2011, 67 responded to the Inverness Research survey in spring 2011, a 40% return rate. As a follow-up to the survey, Inverness also interviewed 12 teachers in-depth about their experiences using the materials. These interviews were especially helpful in illuminating the factors that contributed to—or inhibited—effective use of the materials at the school level.

The survey gathered information to help answer questions about the use and value of the IA materials, including:

- How are teachers using the IA materials?
- What do teachers think about the quality and usefulness of the materials?
- What do teachers think about the IA materials in terms of being well designed to meet the challenges and opportunities of double-period structure?
- What conditions and supports lead to optimum usage and success?
- What challenges and issues are there in using the materials?
- What are the benefits to students?
- What are the benefits to teachers?

Evaluation findings reflect the experiences of teachers at all career stages, teaching in a variety of school systems and settings, in diverse classrooms that include many students who have traditionally struggled with algebra. Teacher-respondents represent 13 states.

Nine percent of respondents were in their first or second year of teaching; 42% had been teaching 3 to 5 years; 24% for 6 to 10 years; and 25% for 11 or more years.

The majority of teachers (82%) were teaching classes of primarily ethnic minority student populations. Most were teaching low-achieving students. Forty percent of teachers indicated that half or more of students in their IA classes ranked in the bottom quartile on standardized tests. Sixty-two percent of teachers used IA materials in classrooms where 75% or more students were in the third and lowest quartiles.

The majority of teachers (75%) based their responses on 6 to 7 months' use of the IA materials. The remaining teachers had used the materials for 1½ to 2½ years.

Inverness Research (IR) is a national educational evaluation and consulting group headquartered in Northern California. IR has over 20 years' experience studying local, state, and national investments in the improvement of education.

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Published June 2012



April 1, 2015

Edward Winchester  
 Santa Ana Unified School District  
 1601 East Chestnut Ave.  
 Santa Ana, CA 92701

# Proposal Summary

Santa Ana Unified School District has expressed interest in Agile Mind’s School-year Academic Youth Development program, which helps student motivation, classroom engagement, and achievement. Agile Mind is pleased to submit this proposal for your review. We look forward to partnering with Santa Ana Unified School District to achieve these goals. The details of the programs and services appear in the appendix.

Programs and Services	Description
<b>Course programs:</b> <ul style="list-style-type: none"> <li>Academic Youth Development</li> </ul>	<ul style="list-style-type: none"> <li>Highly effective digital curriculum, lesson plans, assessments, and comprehensive instructional tools available online to all leaders, teachers and students</li> <li>Online, job-embedded professional development, including complete day-to-day guides to teaching the course topics</li> </ul>
<b>Professional development Institute for teachers and leaders</b>	<ul style="list-style-type: none"> <li>2.5-day professional development Institute or seminar, during which teachers and leaders learn high-yield teaching strategies and connect with peers from across the region</li> </ul>
<b>Advisor sessions</b>	<ul style="list-style-type: none"> <li>[18] Advisor sessions during the academic year to support teachers in successful enactment of the programs, customized to meet their needs</li> </ul>
<b>Real-time data reporting and analytics</b>	<p>Reports that let teachers automatically grade assignments, assess effort, and measure achievement for groups of students and individuals</p> <p>Enable administrators to easily manage the progress of large or small initiatives</p>
<b>Technical and engineering support infrastructure</b>	<ul style="list-style-type: none"> <li>Responsive Support Technicians ensure</li> </ul>

that the technical and logistical needs of your teachers, students, and other users are met in a timely way

**Mid-Year Reviews and Leadership Support**

- Educational experts meet with the district leadership mid-year to review implementation progress and to ensure district realizes maximum value from these programs

# Timeline

Agile Mind will work with the district to prepare for and launch a successful implementation. We know from our experience with similar districts that early collaboration and planning are key to maximizing the impact on teacher effectiveness and student achievement. We therefore recommend this broad timeline for beginning our work together.

Activities	May or Before	Jun	Jul	Aug	SY 2014/15
Project Definition	✓				
Board Approval (if required)	✓				
Agreement or Purchase Order	✓				
Implementation Plan	✓				
Leadership, coach, faculty chair training	✓	✓			
Integrate with district curriculum, benchmarks					
Teacher PD Institute		✓	✓		
PD for new hire staff – teachers, administrators				✓	
School starts					✓
Advisor support, webinars, face-to-face training					✓
Mid-Year Review					✓
Spring planning for following year					✓



# Pricing

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**Option 1 - School Year - Academic Youth Development** **\$50,540**

- Course access for 9 teachers, 9 sites, 60 students per site
- Attendance at a 2.5-day regional institute or seminar
- 9 customized advisor visits (2 days per teacher)

**Intensified Algebra** **\$120,852**

- Course access for 18 teachers and 1,080 students
  - Volume incentive (10% discount) for more than 15 teachers.
- Attendance at a 2.5-day regional institute or seminar
- 9 Customized advisor services

Next steps to begin an Agile Mind Partnership	Important Dates
1. Review proposal	4/2/2015
2. Gain Board approval, if required	4/30/2015
3. Submit Agile Mind Agreement and/or Purchase Order	4/30/2015

**The pricing in this proposal expires on 4/30/15.**

Signed Agreements or Purchase Orders can be sent to Agile Mind via:

Email: Laurie Mayhan - [lmayhan@agilemind.com](mailto:lmayhan@agilemind.com)

Fax: 817.442.8351

Mail:

Agile Mind, Inc.  
Attn: "Orders"  
1705 W. Northwest Hwy Suite 160  
Grapevine, TX 76051

We look forward to working with you to help you, your educators, and your students achieve your goals. If you have any questions or need assistance, please contact me at the phone/email below.

Respectfully,

**Cam Wigton**

Director of Educational Partnerships

[cwigton@agilemind.com](mailto:cwigton@agilemind.com)

310-489-3484

# Partnership Commitments

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Agile Mind commits to providing:

- Tools and support for you and your leadership to successfully communicate across the district about our partnership and its purpose
- Professional development Institute for your teachers to learn best practices and connect with other like-minded professionals implementing Agile Mind
- Advisor services to provide customized professional development throughout the year
- Comprehensive program resources that enable every participating teacher and student to make progress every day—in and out of class
- A dedicated team to support logistical planning, professional development, and ongoing support
- Partnership with your technology personnel to facilitate technology configuration and support
- Leadership seminar to outline our commitment to leadership and share best practices to ensure progress toward goals
- Open communication with district and school leadership as well as teachers throughout the year to monitor checkpoints on implementation progress throughout the year
- A mid-year and spring planning session for the next year's implementation
- Live technical and school support services to all participants 7 days a week

Agile Mind relies on you, as a partner, to ensure:

- You share your vision and purpose of the program with site leaders and teachers to facilitate success and use of the program
- Teachers attend the professional development Institute, on-site professional development, and advisor services
- Teachers and students have the schedule and technology necessary, as school starts, for implementing the program (See technology specifications in the appendix.)
- Leaders participate in the Leadership executive briefings provided by the Agile Mind Professional Services staff

Details of what we know, from research, to be effective, are available in ***The Leadership Guide to Success*** (available upon request).

# Appendices of Product and Service Information

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## Agile Mind Course Programs

All Agile Mind programs include a complete set of tools to help teachers work most effectively and to enable students to take responsibility for their learning:

- Job-embedded professional development with just-in-time support, lesson plans, and high-yield strategies built with the support of teachers
- Rigorous, coherent course curricula built for our next-generation standards, enriched by animations, multiple representations, and simulations of central concepts
- Comprehensive practice, homework, and test preparation resources
- Rich, next-generation formative assessments, many automatically graded
- Real-time data and reports on the progress of effort and learning

More than a decade of research shows that a comprehensive alignment of instructional resources correlates positively and powerfully to student achievement and teacher satisfaction.

## Academic Youth Development (AYD) Programs

AYD provides knowledge emerging from the psychological and other learning sciences about how students' mind-sets, motivation, and engagement can be changed to transform the effort they put into school, and, ultimately, their ability to be successful. The family of Agile Mind AYD programs shares these common foundations, and each program aims to increase the number and diversity of students who succeed in STEM courses and in school. AYD programs are tailored to meet the specific needs of its intended audience.

- **Summer-Start AYD** for students and teachers who are preparing for Algebra I in the fall readies students to excel in high school, constructing a positive learning environment for themselves and their peers
- **School-Year AYD** for students in grades 8–10 and their teachers, taught during advisory and homeroom periods, and after-school programs, equips students with knowledge and strategies to be successful across their school day
- **Educator's Course in AYD** is a professional development course for educators interested in learning about the research and strategies that are most crucial to student learning and achievement

## Professional Development Services

Our model of professional development introduces and sustains high-yield strategies in the use of our programs and tools to increase student engagement and achievement in mathematics. Through this model, our partner schools report significant gains in the number and diversity of students leaving high school ready for college and for the contemporary workplace.

To achieve those objectives with partner schools and districts while accommodating the challenges they face – such as the costs for proven resources, preparation time for teachers, and out-of-class time for professional development – we design and deliver a mix of services that leverage next-generation technology and in-person support in all of our professional development and support offerings.

## **Agile Mind Institutes**

Each year, in the spring and early summer, teachers, coaches and instructional leaders—from those who are just getting started with Agile Mind to our most experienced users—participate in face-to-face professional development institutes. Teachers learn to use and integrate Agile Mind planning and instructional tools and assessment materials into their practices, gain experience in collaborating and using common lessons and assessments, and learn ways to enhance their strategies for ensuring a successful, rigorous learning experience for all students while not sacrificing coverage of the syllabus. Experienced Agile Mind teachers also benefit from Institute attendance and learn to take their practice to increasing levels of expertise and effectiveness.

These 2-3 day regional conferences support the needs and interests of a diverse audience of educators. To support the implementation of these programs, the institutes provide

- Comprehensive walkthroughs of each of the instructional programs to develop participants' understanding of the instructional tools, assessment tools, and professional development resources for integration into their existing curriculum
- Specific instruction on how to use the online tools and engagement strategies to ensure that participating teachers have the confidence and understanding to build strong implementations
- Research on outcomes of effective practices and on setting reasonable expectations for success
- Half-day leadership sessions to equip district and campus leaders with knowledge of high-yield practices for implementation of the program and integration of Agile Mind course programs into their curriculum

Attendance at the Agile Mind Institutes is a major part of the professional support for the program, and the key training opportunity for all teachers using the program. Successful districts ensure all teachers attend the entire Institute.

## **Agile Mind Advisory Services**

In addition to institute attendance, teachers participate in customized Advisor sessions during the academic year. An Agile Mind Advisor session supports teachers in successful enactment of their program and is designed to meet their immediate needs.

- Advisors conduct pre-session analyses of school data and collaborate with district or school staff to customize advisor sessions to meet participant needs
- Either by telephone, webinar, or on site (in districts having sufficient teacher participants), Advisors share the experiences of educators in other settings and work with teachers to develop their confidence and their success using Agile Mind course programs
- After each session, Advisors provide to identified district or school leaders a written summary of session activities and outcomes, and recommended next steps to strengthen the implementation
- Advisors also make themselves available by phone and email for ongoing just-in-time support
- Districts seeking additional support can do so by purchasing additional professional services

## Minimum System Requirements

Students and educators can access Agile Mind services with a personal computer using standard Internet browsers. The minimum system requirements for the 2014-2015 school year are:

Microsoft®Windows® XP	Windows® Vista®	Windows® 7	Windows® 8	Mac® OS X	iOS on iPad®
<b>Service Pack 2 and 1 GB RAM or better</b>	Service Pack 2 and 1.5 GB RAM or better	1.5 GB RAM or better	2 GB RAM or better	Mac OS X v.10.6.8 or higher 1 GB RAM or better	iOS7 or better
<b>Pentium®450Mhz processor or faster</b>	Pentium 450Mhz processor or faster	x86 1Ghz processor or faster	x86 1Ghz processor or faster	Intel® x86 processor	iPad 2 and later, iPad Mini (1st generation and later)
<b>Internet connection</b>	Internet connection	Internet connection	Internet connection	Internet connection	Internet connection, 3G and 4G LTE not recommended
<b>Firefox® 19 or higher, Google Chrome® 25 or higher</b>	Firefox 19 or higher, Google Chrome 25 or higher, Internet Explorer® 9	Firefox 19 or higher, Google Chrome 25 or higher, Internet Explorer 9 or higher	Firefox 19 or higher, Google Chrome 25 or higher, Internet Explorer 9 or higher	Firefox 19 or higher, Google Chrome 25 or higher, Safari® 6 or higher	Safari Mobile
<b>Adobe®Reader® XI software, v11.0 or higher</b>	Adobe® Reader® XI software, v11.0 or higher	Adobe® Reader® XI software, v11.0 or higher	Adobe® Reader® XI software, v11.0 or higher	Apple Preview	Safari Mobile's built-in PDF viewer
<b>Session cookies enabled</b>	Session cookies enabled	Session cookies enabled	Session cookies enabled	Session cookies enabled	Session cookies enabled
<b>Pop-up blockers disabled</b>	Pop-up blockers disabled	Pop-up blockers disabled	Pop-up blockers disabled	Pop-up blockers disabled	Pop-up blockers enabled or disabled

Agile Mind also supports Chromebooks for the 2014-2015 school year.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Approval of Agreement with Orange County Superintendent of Schools for the Period of April 29, 2015 through June 24, 2015

**ITEM:** Consent

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

**PREPARED BY:** Alexandra Ito, Director, Learning Innovation with Technology

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the agreement with the Orange County Superintendent of Schools for the period of April 29, 2015 through June 24, 2015.

**RATIONALE:**

The 2014-15 Local Control and Accountability Plan (LCAP) identifies several goals that are related to this item:

- 1.9 - Creation of Course choice options, including online classes and a virtual school
- 2.5 - Increasing access to the core instructional program
- 2.8 - Providing self-directed professional development opportunities for staff

The Orange County Superintendent of Schools will conduct a Learning Edge Certification (LEC) course to support administrators in understanding online and blended learning concepts.

The District has a goal of developing its own online curriculum for use in online learning, blended learning, and a virtual school program. The LEC course will provide administrators with the background knowledge and skills necessary in planning digital resources for the classroom and learning classroom instructional techniques.

**FUNDING:**

Common Core Block Grant: \$12,000

**RECOMMENDATION:**

Approve the agreement with the Orange County Superintendent of Schools for the period of April 29, 2015 through June 24, 2015.

SANTA ANA UNIFIED SCHOOL DISTRICT  
INCOME AGREEMENT

This AGREEMENT is hereby entered into this 29th day of April, 2015, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and the Santa Ana Unified School District, 1601 East Chestnut Avenue, Santa Ana, California 92701-6322, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

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

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

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

NOW, THEREFORE, the Parties hereby agree as follows:

1.0 SCOPE OF WORK. DISTRICT hereby engages SUPERINTENDENT as an independent contractor to perform the described service and SUPERINTENDENT hereby agrees to perform said service upon the terms and conditions hereinafter set forth. Specifically, SUPERINTENDENT

1 shall perform the following services as described for the Educational  
2 Technology Services:

3 1.1 Conduct 8-week Leading Edge Certification course to  
4 support teachers in developing digital curricula for  
5 DISTRICT'S Local Control Accountability Plan (LCAP).  
6 Course training shall include initial 3-hour face-to-face  
7 training at DISTRICT'S office on March 11, 2015 and the  
8 remainder of the course shall take place online; weekly  
9 assignments will be evaluated by the instructor; at the  
10 end of each course, each teacher's portfolio will be  
11 reviewed; and teachers successfully fulfilling all of the  
12 requirements will receive designation and be certified as  
13 a Leading Edge Certification administrator.

14 2.0 TERM. SUPERINTENDENT shall commence providing services under  
15 this AGREEMENT on April 29, 2015, and end on June 24, 2015, subject  
16 to termination as set forth in this AGREEMENT.

17 3.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT for services  
18 satisfactorily performed pursuant to Section 1.0 of this AGREEMENT a  
19 total sum not to exceed Twelve thousand dollars (\$12,000.00).  
20 Payment shall be mailed to: Orange County Superintendent of Schools,  
21 Attn: Accounting Manager, 200 Kalmus Drive, P.O. Box 9050, Costa  
22 Mesa, California 92628-9050, or at such other place as SUPERINTENDENT  
23 may designate in writing.

24 4.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of  
25 this AGREEMENT, shall be and act as an independent contractor.  
SUPERINTENDENT understands and agrees that he/she and all of his/her



1 employees shall not be considered officers, employees or agents of  
2 the DISTRICT, and are not entitled to benefits of any kind or nature  
3 normally provided employees of the DISTRICT and/or to which  
4 DISTRICT'S employees are normally entitled, including, but not  
5 limited to, State Unemployment Compensation or Workers' Compensation.  
6 SUPERINTENDENT assumes the full responsibility for the acts and/or  
7 omissions of his/her employees or agents as they relate to the  
8 services to be provided under this AGREEMENT. SUPERINTENDENT shall  
9 assume full responsibility for payment of all federal, state and  
10 local taxes or contributions, including unemployment insurance,  
11 social security and income taxes with respect to SUPERINTENDENT'S  
12 employees.

13 5.0 HOLD HARMLESS.

14 A. SUPERINTENDENT hereby agrees to indemnify, defend, and  
15 hold harmless DISTRICT, its Governing Board, officers, agents, and  
16 employees from liability and claims of liability for bodily injury,  
17 personal injury, sickness, disease, or death of any person or  
18 persons, or damage to any property, real personal, tangible or  
19 intangible, arising out of the negligent acts or omissions of  
20 employees, agents or officers of SUPERINTENDENT or the Orange County  
21 Board of Education during the period of this AGREEMENT.

22 B. DISTRICT hereby agrees to indemnify, defend, and hold  
23 harmless SUPERINTENDENT, the Orange County Board of Education, and  
24 its officers, agents, and employees from liability and claims of  
25 liability for bodily injury, personal injury, sickness, disease, or  
death of any person or persons, or damage to any property, real,

1 personal, tangible or intangible, arising out of the negligent acts  
2 or omissions of employees, agents or officers of DISTRICT during the  
3 period of this AGREEMENT.

4 6.0 ASSIGNMENT. The obligations of the SUPERINTENDENT pursuant  
5 to this AGREEMENT shall not be assigned by the SUPERINTENDENT without  
6 prior written approval of DISTRICT.

7 7.0 COPYRIGHT/TRADEMARK/PATENT. DISTRICT understands and agrees  
8 that all matters produced under this AGREEMENT shall become the  
9 property of SUPERINTENDENT and cannot be used without  
10 SUPERINTENDENT'S express written permission. SUPERINTENDENT shall  
11 have all right, title and interest in said matters, including the  
12 right to secure and maintain the copyright, trademark and/or patent  
13 of said matter in the name of the SUPERINTENDENT. DISTRICT consents  
14 to use of DISTRICT'S name in conjunction with the sale, use,  
15 performance and distribution of the matters, for any purpose and in  
16 any medium.

17 8.0 TOBACCO USE POLICY. In the interest of public health, the  
18 SUPERINTENDENT provides a tobacco-free environment. Smoking or the  
19 use of any tobacco products are prohibited in buildings and vehicles,  
20 and on any property owned, leased or contracted for by the  
21 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to  
22 abide with conditions of this policy could result in the termination  
23 of this AGREEMENT.

24 9.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that  
25 they will not engage in unlawful discrimination in employment of  
persons because of race, color, religious creed, national origin,

1 ancestry, physical handicap, medical condition, marital status, or  
2 sex of such persons.

3 10.0 TERMINATION. Either party may terminate this AGREEMENT with  
4 or without cause with the giving of thirty (30) days written notice  
5 to the other party. DISTRICT shall compensate SUPERINTENDENT only  
6 for services satisfactorily rendered to the date of termination.  
7 Written notice by DISTRICT shall be sufficient to stop further  
8 performance of services by SUPERINTENDENT. Notice shall be deemed  
9 given when received by the SUPERINTENDENT or DISTRICT or no later  
10 than three (3) days after the day of mailing, whichever is sooner.

11 11.0 NOTICE. All notices or demands to be given under this  
12 AGREEMENT by either party to the other, shall be in writing and given  
13 either by: (a) personal service or (b) by U.S. Mail, mailed either by  
14 registered or certified mail, return receipt requested, with postage  
15 prepaid. Service shall be considered given when received if  
16 personally served or if mailed on the third day after deposit in any  
17 U.S. Post Office. The address to which notices or demands may be  
18 given by either party may be changed by written notice given in  
19 accordance with the notice provisions of this section. At the date  
20 of this AGREEMENT, the addresses of the Parties are as follows:

21 DISTRICT: Santa Ana Unified School District  
22 1601 East Chestnut Avenue  
Santa Ana, California 92701-6322  
Attn: \_\_\_\_\_

23 SUPERINTENDENT: Orange County Superintendent of Schools  
24 200 Kalmus Drive  
P.O. Box 9050  
25 Costa Mesa, California 92628-9050  
Attn: Patricia McCaughey

1 12.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to  
2 seek redress for violation of, or to insist upon, the strict  
3 performance of any term or condition of this AGREEMENT shall not be  
4 deemed a waiver by that party of such term or condition, or prevent a  
5 subsequent similar act from again constituting a violation of such  
6 term or condition.

7 13.0 SEVERABILITY. If any term, condition or provision of this  
8 AGREEMENT is held by a court of competent jurisdiction to be invalid,  
9 void, or unenforceable, the remaining provisions will nevertheless  
10 continue in full force and effect, and shall not be affected,  
11 impaired or invalidated in any way.

12 14.0 GOVERNING LAW. The terms and conditions of this AGREEMENT  
13 shall be governed by the laws of the State of California with venue  
14 in Orange County, California.

15 15.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits  
16 attached hereto constitute the entire agreement among the Parties to  
17 it and supersedes any prior or contemporaneous understanding or  
18 agreement with respect to the services contemplated, and may be  
19 amended only by a written amendment executed by both Parties to the  
20 AGREEMENT.

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IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: SANTA ANA UNIFIED  
SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

BY: \_\_\_\_\_  
Authorized Signature

BY:   
Authorized Signature

PRINT NAME: \_\_\_\_\_

PRINT NAME: Patricia McCaughey

TITLE: \_\_\_\_\_

TITLE: Coordinator

DATE: \_\_\_\_\_

DATE: March 24, 2015

SAUSD-Income-CGI(41596)15  
ZIP4

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Consultant Agreement between AVID Center and Santa Ana Unified School District for AVID College Readiness System for July 1, 2015 through June 30, 2016**

**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 AVID Center and Santa Ana Unified School District for the AVID College Readiness System for July 1, 2015 through June 30, 2016. This agreement will provide memberships, material use, and data to elementary and secondary schools.

At its, September 23, 2014 meeting, the Board approved the consultant agreement with the AVID Center with the goal of increasing academic success for elementary and secondary students.

**RATIONALE:**

The AVID College Readiness System consists of AVID Elementary, AVID Secondary, and AVID for Higher Education. AVID Elementary is a foundational component for elementary sites (grades K-8), designed as an embedded, sequential academic skills resource. It is intended for non-elective, multi-subject, multi-ability level classrooms. AVID Secondary consists of the AVID Elective class as the core and content area teachers using AVID strategies as school-wide implementation. AVID for Higher Education works with postsecondary institutions to support students with the goal of increasing academic success, persistence, and completion rates.

The AVID Center uses research-based strategies and curriculum that develop students' critical thinking, literacy, and math skills across all content areas that help prepare every student for college. AVID will provide:

- AVID Materials: Any material, in any medium, printed or electronic, as a resource for implementation of AVID Elementary and AVID Secondary.
- AVID Membership: for AVID Elementary and AVID Secondary.
- AVID Methodologies: Those methodologies that, when combined, form the core of AVID Elementary and AVID Secondary.

**FUNDING:**

General: \$64,992

**RECOMMENDATION:**

Approve the consultant agreement between AVID Center and Santa Ana Unified School District for the AVID College Readiness System for July 1, 2015 through June 30, 2016.

DM:sz

# AVID® STANDARD TERMS AND CONDITIONS

This AVID College Readiness System Services and Products Agreement ("Agreement") is entered into by and between AVID Center, a California non-profit corporation ("AVID Center") and the client named in the Quote(s) ("Client").

## Article I. Definitions

- 1.1 AVID College Readiness System Services and Products Agreement ("Agreement"): The Agreement consisting of these AVID Standard Terms and Conditions, Quote(s), Exhibit (s), and any other applicable addenda.
- 1.2 AVID College Readiness System: The AVID College Readiness System consists of AVID Elementary, AVID Secondary, and AVID for Higher Education. Client may choose to implement (order) one or more these components of the AVID College Readiness System as indicated on Quote(s).
- (a) AVID Elementary is a foundational component for elementary sites (grades K-8), designed as an embedded, sequential academic skills resource. It is intended for non-elective, multi-subject, multi-ability level classrooms.
- (b) AVID Secondary consists of the AVID Elective class as the core and content area teachers using AVID strategies as school-wide implementation.
- (c) AVID for Higher Education works with postsecondary institutions to support students with the goal of increasing academic success, persistence and completion rates.
- 1.3 AVID Materials: Any material, in any medium, printed or electronic, produced by AVID Center as a resource for Client's implementation of AVID Elementary, AVID Secondary, or AVID for Higher Education.
- 1.4 AVID Member Site: Any Client that implements (orders membership corresponding to) AVID Elementary and/or AVID Secondary, or AVID for Higher Education.
- 1.5 AVID Methodologies: Those methodologies that, when combined, form the core of AVID Elementary, AVID Secondary, or AVID for Higher Education.



- 1.6 AVID Programs: Other AVID offerings that are supplementary to AVID Elementary, AVID Secondary, or AVID for Higher Education. The specific AVID Programs are further defined in their corresponding Exhibit. This list is subject to change without notice: AVID Excel (AVID Secondary); AVID Roadtrip Nation Experience (AVID Secondary); AVID Summer Bridge (AVID Secondary); AVID Weekly (versions for each: AVID Elementary, AVID Secondary, AVID for Higher Education. AVID Elementary and AVID for Higher Education subscriptions are included as part of membership; AVID Secondary subscriptions are included in Middle Level and High School Libraries, if so ordered by Client).
- 1.7 Exhibit: The document with terms and conditions that relate specifically to a corresponding service or product ordered on the Quote(s).
- 1.8 Payment Terms: The terms of when payment is due; as listed on the Quote.
- 1.9 Quote: The order document that is fully incorporated into this Agreement by reference.

## **Article II. Period of Agreement**

- 2.1 Term: The Term ("Term") of this Agreement shall be July 1, 2015 to June 30, 2016 unless earlier terminated as provided herein.

## **Article III. Licenses and Proprietary Rights**

### 3.1 Copyright License:

Subject to Client's performance of all the provisions of this Agreement, AVID Center hereby grants to Client a non-transferable license, without the right to sublicense, to distribute, reproduce, and display the AVID Materials and the AVID Methodologies solely to implement AVID Elementary and/or AVID Secondary, or AVID for Higher Education as ordered on Quote(s), during the period listed in the corresponding Exhibit, and for no other purpose.

(a) Client may distribute, reproduce, and display the AVID Materials only to appropriate staff and students of the AVID Member Sites listed in Quote(s), for the sole purpose of implementing the specified AVID service or product at the AVID Member Sites and for no other purpose. Client will not permit any of the AVID Materials or AVID Methodologies to be used by anyone other than the AVID Member Sites.

(b) Further, Client will only distribute, display, photocopy, reproduce or otherwise duplicate, those AVID Materials and AVID Methodologies corresponding to the specific AVID service or product listed for each AVID Member Site in Quote(s). (For example, if Quote(s) specifies both AVID Elementary and AVID Secondary membership at ABC School Site, but only specifies AVID Elementary membership at XYZ School Site, Client will not distribute, display, photocopy, reproduce, duplicate, or otherwise make available the AVID Secondary Materials and Methodologies to XYZ School Site).

(c) Client and any AVID Member Sites will not distribute, display, photocopy, reproduce or otherwise duplicate, all or any part of the AVID Materials or AVID Methodologies to anyone other than the AVID Member Sites without AVID Center's prior written consent.

(d) Should Client wish to make any of the AVID Materials or AVID Methodologies accessible to its AVID Member Sites through the Internet, it will do so on a password-protected website, and it will ensure that only appropriate staff and students of the AVID Member Sites are allowed access to the website.

(e) Should Client wish to make electronic versions of any of the AVID Materials or AVID Methodologies available for download by its AVID Member Sites, it will ensure that only appropriate staff and students of the AVID Member Sites are allowed access to those materials, and it will require that those staff and students agree not to distribute, reproduce, display, or transfer those materials to anyone other than appropriate staff and students of the AVID Member Sites before downloading those materials.

(f) Client and any AVID Member Sites shall not modify or otherwise alter the AVID Materials or AVID Methodologies in any way, or create or distribute any derivative works of the AVID Methodologies or the AVID Materials in any way. Client also agrees not to use or adopt the AVID Methodologies or AVID Materials with respect to any educational or other program except solely to implement AVID under the provisions of this Agreement.

Client and any AVID Member Sites acknowledge that they do not have the right to sell, sublicense, transfer, or lease any of the AVID Materials or AVID Methodologies to any person or entity.

- 3.2 Trademark License: Subject to Client's performance of all the provisions of this Agreement, AVID Center hereby grants to Client during the Term a non-exclusive, non-transferable, indivisible license, without the right to sublicense, to use the AVID trademarks (collectively "AVID Trademarks"), (a) only as they are incorporated in the AVID Materials, and (b) only on advertising flyers and written promotional materials created by Client or the AVID Member Sites listed in Quote(s) in order to promote and implement AVID at those AVID Member Sites. Client agrees that it will use its best efforts to use the AVID Trademarks in a professional manner in order to preserve and enhance AVID Center's substantial goodwill associated with the AVID Trademarks. Client agrees that it or its AVID Member Sites will not use any of the AVID Trademarks as a corporate or business entity name, as a fictitious business name or as a trade name, and will not use any name in such capacity that is confusingly similar to the AVID Trademarks. Client further acknowledges and agrees that it and its AVID Member Sites cannot modify or otherwise alter any of the AVID Trademarks or use any other designs or logos in conjunction with its use of the AVID Trademarks. Client cannot use the AVID Trademarks for any educational or other program other than to implement AVID at the Member Sites listed in Quote(s) consistent with the above license. Client and its AVID Member Sites will always use the proprietary symbol ® immediately adjacent to the respective AVID Trademarks as noted above with respect to their use of the AVID Trademarks. If Client or its Member Sites desire to use or place the AVID Trademarks on any products, things, or other merchandising items in order to promote AVID, it must first seek and obtain permission from AVID Center by completing AVID Center's Request to Use AVID Center Trademark Form and complying with any of AVID Center's conditions for approval. Any such additional uses of the AVID Trademarks approved by AVID Center shall also be subject to the terms of this license and the other provisions of this Article III.
- 3.3 Rights Reserved: Notwithstanding anything to the contrary in this Agreement, all rights not specifically granted in this Agreement to Client shall be reserved and remain always with AVID Center.
- 3.4 Proprietary Rights: The parties agree that AVID Center shall solely own and have exclusive worldwide right, title and interest in and to the AVID Trademarks, AVID Materials and AVID Methodologies, to all modifications, enhancements and derivative works thereof, and to all United States and worldwide trademarks, service marks, trade names, trade dress, logos, copyrights, rights of authorship, moral rights, patents, know-how, trade secrets and all other intellectual and industrial property rights related thereto ("Intellectual Property Rights"). Client shall not challenge, contest or otherwise impair AVID Center's ownership of the AVID Trademarks, AVID Materials or AVID Methodologies, or any of AVID Center's applications or registrations thereof, or the validity or enforceability of AVID Center's Intellectual Property Rights related thereto. Client also agrees not to submit any applications or otherwise attempt to register for itself or others any of the AVID Trademarks, AVID Materials or AVID Methodologies.
- 3.5 Enforcement: The parties agree that except to the limited extent expressly set forth in Paragraphs 3.1 and 3.2 above, AVID Center will be irreparably harmed and money damages would be inadequate compensation to AVID Center in the event Client breaches any material provision of Article III. Accordingly, all of the provisions of this Agreement shall be specifically enforceable by injunctive and other relief against Client without the requirement to post a bond, in addition to any other remedies available to AVID Center, for Client's breach of any provision of this Agreement.

- 3.6 Proprietary Notices: Client agrees not to remove, alter or otherwise render illegible any trademark, copyright or other proprietary right notices or other identifying marks from the AVID Materials or any permitted copies thereof.
- 3.7 Infringement: Client agrees to notify AVID Center of any conduct or actions on the part of third parties of which it becomes aware that might be deemed an infringement or other violation of AVID Center's rights in the AVID Trademarks, AVID Materials or AVID Methodologies. In such event, AVID Center shall have the sole right to bring an action for infringement or other appropriate action with respect thereto. AVID Center shall exclusively control the prosecution and settlement of any such action. Client agrees to fully cooperate with AVID Center in any such action and provide AVID Center with all information and assistance reasonably requested by AVID Center.
- 3.8 Compliance with Laws: Client agrees that the AVID Trademarks, AVID Materials and AVID Methodologies will be used in accordance with all applicable laws and regulations and in compliance with any regulatory or governmental agency that has jurisdiction over Client and its educational programs.
- 3.9 Sole Source: AVID Center affirms that it is the sole source of the AVID College Readiness System to which competition is precluded due to the existence of a patent, copyright, secret process, or monopoly. AVID Center's sole source development includes intellectual property - copyrights and trademarks - in the AVID Materials, licensing for reproduction of student activity sheets associated with the curriculum, technical assistance, training to teachers and administrators, and coordination of the AVID College Readiness System through consultation, data collection and certification processes.

#### **Article IV. Compensation**

- 4.1 Quotes--Invoicing and Payment: During the Term of this Agreement, Client may request Quote(s) for AVID services and/or products. Client indicates its acceptance of a Quote by signing the respective Quote or issuing a Purchase Order in the amount of the Quote. Should Client issue Purchase Order(s) for such Quote(s), the terms and conditions of this Agreement shall control for all Purchase Orders; no terms and conditions on Purchase Orders will apply to any part of this Agreement. AVID Center will invoice Client according to the terms listed in the accepted Quote(s).

#### **Article V. Status of Parties**

5.1 Independent Contractors:

AVID Center and Client are independent contractors and their relationship is that of a licensor and licensee. This Agreement is not intended to create a relationship of employment, agency, partnership, joint venture, or similar arrangement between the parties. Neither party shall have any power or authority to bind or commit the other party in any respect, contractually or otherwise. In no event shall either party, or any of its respective officers, agents, or employees, be considered the officers, agents, or employees of the other party.

**Article VI. Authority**

6.1 AVID Center Warranty: AVID Center warrants that the person signing this Agreement is authorized to enter into this Agreement on behalf of the non-profit AVID Center and to bind AVID Center to perform all of its obligations under this Agreement.

6.2 Client Warranty: Client warrants that it has obtained all necessary approvals and taken all necessary steps to enter into this Agreement. The person signing on behalf of Client warrants that he or she has the authority to enter into this Agreement on behalf of Client and to bind Client to perform all of its obligations under this Agreement.

**Article VII. Termination**

7.1 Termination for Cause: Subject to the last sentence of this Paragraph 7.1, either party has the right to terminate this Agreement at any time if the other party is in material breach of any warranty, term, condition or covenant of this Agreement and (i) fails to cure that breach within thirty (30) days of receiving notice from the non-breaching party which specifies such material breach and demands cure thereof, or (ii) fails to provide the non-breaching party assurance that the breach will be cured within a longer period of time which is acceptable to the non-breaching party. In the case of a breach by Client that is not cured as described above, AVID Center shall have the right to terminate Client's right to conduct all or part of an AVID product or service at one or more specific AVID Member Sites, by giving written notice to Client of the sites so terminated, without terminating this Agreement with respect to the other products or services at the particular AVID Member Site and/or other AVID Member Site(s) subject to this Agreement. Any termination under this Paragraph 7.1 will become effective automatically upon expiration of the cure period in the absence of a cure or mutually agreed-upon resolution. Notwithstanding the foregoing, any material breach by Client, which is further defined as a breach of any of the provisions of Article III, shall be deemed non-curable and AVID Center shall have the right to immediately terminate this Agreement upon such material breach by Client.

7.2 Termination for Convenience: Notwithstanding Paragraph 7.1 above, either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.

- 7.3 Cessation of Use: Upon termination or expiration of this Agreement: (a) the licenses in Article III shall automatically terminate and revert to AVID Center, (b) Client shall thereafter immediately discontinue AVID in all of its school sites, and cease using the AVID Materials, AVID Methodologies or the AVID Trademarks in any way, and (c) Client shall pay any unpaid balances to AVID Center and remain liable for its obligations or other actions that accrued or occurred prior to the termination date.
- 7.4 Cumulative Remedies: All rights and remedies conferred herein shall be cumulative and in addition to all of the rights and remedies available to each party at law, equity or otherwise. In addition, Sections 3.3, 3.4, 3.5, 3.6, 4.1, and all of the provisions of Articles VII and VIII shall survive the termination or expiration of this Agreement.

### **Article VIII. General Provisions**

- 8.1 Governing Law and Venue: If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement, then (i) if Client is the party initiating that action (e.g., as plaintiff), this Agreement shall be interpreted under California law, the action shall be submitted to the exclusive jurisdiction of the applicable court in San Diego, California, and venue for the action shall be San Diego, California; and (ii) if AVID is the party initiating the action (e.g., as plaintiff), this Agreement shall be interpreted under the law of the State in which Client is located, the action shall be submitted to the exclusive jurisdiction of the applicable court in the city and State where Client is located and venue for the action shall be that city and State.
- 8.2 Entire Agreement: All Quotes, Exhibits, and other addenda to this Agreement are fully incorporated herein. This Agreement, including all addenda, constitutes the entire agreement between the parties regarding this subject matter hereof and supersedes all prior oral or written agreements or understandings regarding this subject matter. This Agreement can only be amended by a written document signed by both parties.
- 8.3 Limitation of Liability: NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES, WHETHER FORESEEABLE OR NOT, THAT ARE IN ANY WAY RELATED TO THIS AGREEMENT, THE BREACH THEREOF, THE USE OR THE INABILITY TO USE THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, THE RESULTS GENERATED FROM THE USE OF THE AVID COLLEGE READINESS SYSTEM SERVICES AND PRODUCTS, LOSS OF GOODWILL OR PROFITS AND/OR FROM ANY OTHER CAUSE WHATSOEVER.
- 8.4 Force Majeure: Neither party shall have any liability to the other hereunder by reason of any delay or failure to perform any obligation or covenant if the delay or failure to perform is occasioned by force majeure, meaning any act of God, storm, fire, casualty, unanticipated work stoppage, strike, lockout, labor dispute, civil disturbance, riot, war, national emergency, act of Government, act of public enemy, or other cause of similar or dissimilar nature beyond its control.
- 8.5 Severability: If any provision of this Agreement is judicially determined to be invalid, void or unenforceable, the remaining provisions shall remain in full force and effect.

- 8.6 Attorney Fees: In the event a dispute arises regarding this Agreement and a legal proceeding is brought by either party, each party shall be responsible for paying their own attorney fees regardless of the outcome or resolution of the dispute.
- 8.7 Assignment: Client acknowledges that the favorable terms of this Agreement were granted solely to Client, and that the substitution of any party by Client would destroy the intent of the parties. Accordingly, Client shall have no right to assign, delegate, transfer or otherwise encumber this Agreement or any portion thereof without AVID Center's prior written consent, which can be withheld in its sole discretion.
- 8.8 Notice: All notices, requests or other communications under this Agreement shall be in writing, and shall be sent to the designated representatives of the parties at the addresses set forth below in Quote(s), and shall be deemed to have been duly given on the date of service if sent by facsimile or electronic mail, or on the day following service if sent by overnight air courier service with next day delivery and with written confirmation of delivery, or five (5) days after mailing if sent by first class, registered or certified mail, return receipt requested. Each party is required to notify the other party in the above manner of any change of address.
- 8.9 Counterparts: This Agreement may be executed in several counterparts that together shall be originals and constitute one and the same instrument.
- 8.10 Waiver: The failure of a party to enforce any of its rights hereunder or at law or in equity shall not be deemed a waiver or a continuing waiver of any of its rights or remedies against the other party, unless such waiver is in writing and signed by the party to be charged.
- 8.11 Facsimile and Electronic Signatures: The parties hereto (i) each agree to permit the use, from time to time and where appropriate under the circumstances, of signatures sent via facsimile or electronically in a .pdf file or other digital format in order to expedite the transaction(s) contemplated by this Agreement; (ii) each intend to be bound by its respective signature sent by that party via facsimile or electronically in a .pdf file or other digital format; (iii) are each aware that the other, and the other's agents and employees, will rely on signature pages sent via facsimile or electronically in a .pdf file or other digital format; and (iv) each acknowledge such reliance and waive any defenses to the enforcement of this Agreement or of other documents effecting the transactions contemplated by this Agreement based on the signature page being a facsimile, .pdf copy or other digital format. The parties covenant to each other that each time they send a signature page via facsimile or electronically in a .pdf file or other digital format; they will in a timely manner send the other party the countersigned signature page(s).

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates below their signatures, but such dates shall not alter the Term of this Agreement as specified herein:

AVID Center,  
a California Non-Profit Corporation 501(c)(3)

Santa Ana Unified School District  
CA

\_\_\_\_\_  
Signature: AVID Center Authorized

\_\_\_\_\_  
Signature: Client Authorized

\_\_\_\_\_  
Printed or Typed Name

\_\_\_\_\_  
Printed or Typed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title of Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

AVID Center  
9246 Lightwave Avenue, Suite 200  
San Diego, CA 92123  
Employer ID # 33-0522594



**Exhibit to AVID College Readiness System Services and Products Agreement for  
AVID District Leadership for Elementary Training**

As per AVID District Leadership (or "ADL") for Elementary Training being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for ADL for Elementary Training ("AVID District Leadership for Elementary Training Exhibit") is hereby fully incorporated into the Agreement by and between AVID Center and the Client named on the Quote. The following terms and conditions are in addition to the Standard Terms and Conditions; in the event of a conflict between the Standard Terms and Conditions and this Exhibit, the terms and conditions of this Exhibit shall apply.

**Article I. ADL for Elementary Training**

1.1 AVID District Leadership for Elementary Training: AVID provides ADL for Elementary Training as part of the ADL fee. ADL for Elementary Training sessions are designed to prepare and support the District Director Elementary. The four sessions are taken in sequential order over a two year period. The location of the trainings may vary (the Client should periodically check [www.avid.org](http://www.avid.org) for listings). ADL for Elementary Training includes two small-group trainings per year which consist of AVID methodologies, understanding the role and responsibilities of the District Director Elementary, and learning about the AVID College Readiness System, as well as our online resources, data collection, certification, and professional learning opportunities.

The ADL for Elementary Training Schedule is as follows:

	Training Level	Time
<b>Year 1:</b>	Summer Institute	3 Days, Summer
	Session 1	2 ½ days, fall
	Session 2	2 ½ days, spring
<b>Year 2:</b>	Summer Institute	3 Days, Summer
	Session 3	2 ½ days, fall
	Session 4	2 ½ days, spring
	Summer Institute	3 days, Summer

1.2 Summer Institute: The District Director Elementary leads the district's AVID site team facilitation at the AVID Summer Institute. The District Director Elementary attends Summer Institute as part of their ongoing training; therefore, the Summer Institute registration fee for the District Director Elementary is included in the total ADL Price.

1.3 Materials: The District Director Elementary will be provided with an Elementary Curriculum Package at about the same time the site(s) will get their order per the Quote.

1.4 AVID National, Divisional, State Office Support: AVID Center will provide support from our national office, divisional offices, state offices, and/or independent consultants. This support will consist of phone calls, emails, and visits at the discretion of AVID Center.

**Article II. Term of Exhibit**

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2015 to June 30, 2016 unless earlier terminated as provided for in the Standard Terms and Conditions ("Term").

**Exhibit to the AVID College Readiness System Services and Products Agreement for AVID District Leadership for Secondary Training**

As per AVID District Leadership (or "ADL") for Secondary Training being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID District Leadership for Secondary Training ("AVID District Leadership for Secondary Training Exhibit") is hereby fully incorporated into the Agreement by and between AVID Center and the Client named on the Quote. The following terms and conditions are in addition to the Standard Terms and Conditions; in the event of a conflict between the Standard Terms and Conditions and this Exhibit, the terms and conditions of this Exhibit shall apply.

**Article I. ADL for Secondary Training**

1.1 ADL for Secondary Training: AVID provides AVID District Leadership (ADL) for Secondary Training as part of the ADL fee. ADL for Secondary Training sessions are designed to prepare and support the AVID District Director Secondary. The four sessions are taken in sequential order over a two year period at various facilities throughout the country (the Client should periodically check [www.avid.org](http://www.avid.org) for listings). The District Director Secondary is to maintain a portfolio and additionally participate in online and web-hosted meetings coordinated by AVID Center. ADL for Secondary Training is for district level personnel responsible for start-up and quality assurance of the AVID College Readiness System as described above. ADL includes two small-group trainings per year which consist of AVID methodologies, understanding the role and responsibilities of the District Director; and learning about our online resources, data collection, certification, and continued professional learning.

The ADL for Secondary Training Schedule is split into two years as follows:

	Training Level	Time
Year 1:	Summer Institute	3 days, summer
	Session 1	2 ½ days, fall
	Session 2	2 ½ days, spring
Year 2:	Summer Institute	3 days, summer
	Session 3	2 ½ days, fall
	Session 4	2 ½ days, spring
	Summer Institute	3 days, summer

1.2 Summer Institute: The District Director leads the district's AVID site team facilitation at the AVID Summer Institute. The District Director Secondary attends Summer Institute as part of their ongoing training; therefore, the Summer Institute registration fee for the District Director Secondary is included in the total ADL Price.

1.3 Materials: After attending the first ADL session, the District Director Secondary will be provided with a sample set of all Middle Level and High School curriculum, materials, binders, CDs, and supplemental materials needed for district support.

1.4 AVID National Office & Divisional Support: AVID Center will provide support from our national office, divisional offices, and state offices. This support will consist of phone calls, emails, and district visits at the discretion of AVID Center.

**Article II. Term of Exhibit**

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2015 to June 30, 2016 unless earlier terminated as provided for in the Standard Terms and Conditions ("Term").

## Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Elementary Curriculum

As per AVID Elementary Curriculum Package being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Elementary Curriculum ("AVID Elementary Curriculum Exhibit") is hereby fully incorporated into the Agreement by and between AVID Center and the Client named on the Quote. The following terms and conditions are in addition to the Standard Terms and Conditions; in the event of a conflict between the Standard Terms and Conditions and this Exhibit, the terms and conditions of this Exhibit shall apply.

### Article I. AVID Elementary Curriculum

1.1 AVID Curriculum Library: The AVID teachers and students benefit from the classroom strategies and activities provided in the AVID Curriculum Library. The Elementary Curriculum Package consists of a set of AVID publications and materials.

1.2 Curriculum Library: Client agrees to purchase at least one (1) complete AVID Elementary Curriculum Package for each AVID Member Site listed on the Quote as implementing the Elementary program prior to each AVID Member Site's initial implementation of AVID. Curriculum Library prices are set forth on the Quote. Client shall be entitled to use the AVID Elementary Curriculum Package only at the AVID Member Sites listed on the Quote with the Program Name including Elementary and for which the materials were originally purchased. The AVID Elementary Curriculum Package is non-transferable. Client and its AVID Member Sites agree to ensure that each AVID classroom has adequate AVID materials. The use of the Curriculum Library, which is part of the AVID Materials, will also be subject to the provisions of the AVID Center Standard Terms and Conditions.

1.3 Curriculum Shipment(s): AVID Center will ship curriculum libraries upon full execution of the AVID College Readiness System Services and Products Agreement, once materials have been produced, upon Client provision of purchase order or form of payment (unless indicated otherwise on the Quote) and in accordance with the delivery date requested by Client as indicated on the Quote as the "Requested Delivery Date". Curriculum will be shipped to the addresses listed on the Quote as provided by Client. Client confirms that this date and location reflect the best time and location for receipt of shipment. Client should allow a few weeks on either side of the Requested Delivery Date as unforeseen circumstances may occur in the supply chain. Please allow additional time if Requested Delivery Date is within three (3) weeks of AVID Center's receipt of a fully executed copy of this Agreement and purchase order or form of payment. The Requested Delivery Date is provided for Client's convenience only. AVID Center's collection and Client's provision of such date does not constitute an affirmation of fact or promise nor does it create an obligation of law or in equity on behalf of AVID Center if materials do not arrive within the given timeframe. Client agrees that AVID Center makes no remedial promise and does not expressly intend to create a warranty or guarantee for any loss or damage, whether material or immaterial, arising from the late or early shipment of materials.

### Article II. Term of Exhibit

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2015 to June 30, 2016 unless earlier terminated as provided for in the Agreement ("Term").

## Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Elementary Membership

As per AVID Elementary Membership being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Elementary Membership ("AVID Elementary Membership Exhibit") is hereby fully incorporated into the Agreement by and between AVID Center and the Client named on the Quote. The following terms and conditions are in addition to the Standard Terms and Conditions; in the event of a conflict between the Standard Terms and Conditions and this Exhibit, the terms and conditions of this Exhibit shall apply.

### Article I. AVID Membership Benefits

1.1 AVID Membership: "AVID Members" or "AVID Member Sites" are those school sites listed on a Quote as implementing one or more AVID programs—Elementary, or Elementary/Secondary. Annual membership runs concurrently with the Term of this Exhibit.

1.2 AVID College Readiness System and Materials: Client is entitled to implement the applicable AVID program(s) only at the AVID Member Sites listed on the Quote, and to use the licensed AVID trademarks, libraries, and student materials for the AVID Member Sites' AVID College Readiness System pursuant to the provisions of this Exhibit.

1.3 AVID Center Support for AVID Elementary: AVID Center agrees to provide support to Client for its Elementary AVID Member Sites through the District Director Elementary and in conjunction with AVID Center national and/or divisional offices. AVID Elementary support includes:

- Access to training for the AVID Elementary site team(s) through AVID Summer Institute;
- Access to training for the District Director Elementary at AVID Summer Institute and through the two-year AVID District Leadership Training;
- Coaching and implementation guidance during coaching visits;
- AVID Center technical assistance for the District Director Elementary;
- Coordination with Client's District Director Elementary to collect, report, and analyze data from AVID Member Sites;
- Permission to use the AVID Trademarks as described in Standard Terms and Conditions;
- Elementary AVID Weekly, an AVID Year in Review, and ACCESS academic journals for each AVID Member Site listed on the Quote as implementing the Elementary program; and
- Assistance in disseminating information about AVID to school sites interested in implementing AVID Elementary.

1.4 AVID Reports: AVID Center agrees to provide Client with reports on AVID data collected by Client.

1.5 AVID Summer Institute: AVID Center agrees to provide Client and its listed AVID Member Sites access to AVID Summer Institute. Client and its listed AVID Member Sites may attend strands at AVID Summer Institutes including the Implementation strands appropriate for their level of implementation (i.e. Elementary and/or Secondary). Planning districts and sites are restricted from attending any of the Implementation strands offered but can attend all other strands offered for their program level.

1.6 Licensing Benefits: Membership includes a license to use the AVID Trademarks to promote the AVID Member Sites' implementation of the AVID College Readiness System, to use and implement the AVID Methodologies, and to copy the student activity sheets from the AVID Materials for educational purposes relating to AVID, all pursuant to the provisions of this Exhibit. Licensing runs concurrently with the Term of this Exhibit.

1.7 Annual Membership/License Fee: Client agrees to pay AVID Center an annual membership/license fee based on the total number of AVID Member Sites in Client's AVID program according to the pricing schedule set forth on the Quote.

### Article II. Term of Exhibit

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2015 to June 30, 2016 unless earlier terminated as provided for in the Standard Terms and Conditions ("Term").

### Article III. Client Responsibilities

3.1 AVID Elementary Methodology: AVID Elementary classrooms will embed the AVID Methodologies across the curriculum and school day as designated in the implementation resources. Client will not materially deviate from the AVID Methodologies without the prior written consent of the Chief Executive Officer of AVID Center.

3.2 AVID Elementary Staff Training: Client agrees to provide at its expense, ongoing training for all AVID Elementary administrators, classroom teachers and support staff through AVID Summer Institute teams.

3.3 AVID Summer Institute: All AVID Member Sites in Year 1 of implementing the AVID Elementary program will send a minimum of four (4) participants (unless AVID agrees to a lesser number on the Quote) to an AVID Summer Institute. The AVID Elementary site team will include a site administrator and lead teachers. The AVID District Director Elementary attends at no additional cost and shall not be included in the minimum number of participants required per site team. The AVID Summer Institute registration pricing is listed on the Quote. Client understands that travel, lodging, per diem costs and any other costs are not included in the price of the participant registration.

3.4 Data Collection: On at least an annual basis, according to the timeline established by AVID Center, Client shall collect data pertaining to student demographics, course enrollment, site characteristics and related outcomes specified by AVID Center and provide that data to AVID Center via their secure web portal. Client shall also submit such individual student academic and disciplinary data concerning AVID participants as AVID Center may specify. AVID Center's data collection process conforms to the privacy protections specified in the federal Family Educational Rights and Privacy Act (FERPA). AVID Center will maintain as confidential any personally identifiable student information or information that is privileged or confidential under federal or state law and that is conspicuously marked by Client as "privileged" or "confidential" before Client delivers to AVID Center. AVID Center will destroy all individual student data when it is no longer needed for reporting purposes. Client reserves the right to withhold, revise, and/or edit certain confidential data such as student names, Social Security numbers and any other information the disclosure of which would violate FERPA. AVID Center agrees not to use any of the data collected under this Section 3.4 in a manner that would violate, or cause Client to violate, any applicable provision of FERPA.

## Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Secondary Membership

As per AVID Secondary Membership being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Secondary Membership ("AVID Secondary Membership Exhibit") is hereby fully incorporated into the Agreement by and between AVID Center and the Client named on the Quote. The following terms and conditions are in addition to the Standard Terms and Conditions; in the event of a conflict between the Standard Terms and Conditions and this Exhibit, the terms and conditions of this Exhibit shall apply.

### Article I. AVID Membership Benefits

1.1 AVID Membership: "AVID Members" or "AVID Member Sites" are those school sites listed on the Quote as implementing one or more AVID program—Secondary, or Elementary/Secondary. Annual membership runs concurrently with the Term of this Exhibit.

1.2 AVID College Readiness System and Materials: Client is entitled to implement the applicable AVID program(s) only at the AVID Member Sites listed on the Quote, and to use the licensed AVID trademarks, libraries, and student materials for the AVID Member Sites' AVID College Readiness System pursuant to the provisions of this Exhibit and the Standard Terms and Conditions.

1.3 AVID Center Support for Secondary: AVID Center agrees to provide support to Client for its Secondary AVID Member Sites through the District Director Secondary and in conjunction with AVID Center's national and/or divisional offices. Membership for Client and AVID Member Sites implementing the Secondary Program includes support from AVID Center's national and/or divisional offices in the following ways:

- Access to training for the AVID site team(s) and AVID elective teacher(s) through AVID Summer Institute;
- Access to training for the District Director Secondary through the two-year AVID District Leadership Training (ADL), divisional/state meetings and Summer Institute;
- Access to other quality continuing professional learning trainings or services such as AVID Path to Schoolwide Trainings, AVID Weekly, AVID Roadtrip Nation Experience, and others;
- Access to the resources available through the password-protected MyAVID portal website;
- Coordination with Client's District Director Secondary to collect, report, and analyze data from Client and AVID Member Sites;
- Review the quality of implementation through the Certification process;
- Access to ongoing AVID College Readiness System development through various divisional workshops and online offerings;
- Permission to use the AVID Trademarks as described in the Standard Terms and Conditions;
- An AVID Year in Review and ACCESS academic journals for Client and each AVID Member Site listed on the Quote as implementing the Secondary Program; and
- Assistance in disseminating information about AVID to potential new AVID middle school and high school sites within Client.

1.4 AVID Reports: AVID Center agrees to provide Client with access to reports on AVID data collected by Client.

1.5 AVID Summer Institute: AVID Center agrees to provide Client and its listed AVID Member Sites access to AVID Summer Institute. Client and its listed AVID Member Sites may attend strands at AVID Summer Institutes including the Implementation strands appropriate for their level of implementation (i.e. Elementary and/or Secondary). Planning districts and sites are restricted from attending any of the Implementation strands offered but can attend all other strands offered for their program level.

1.6 Licensing Benefits: Membership includes a license to use the AVID Trademarks to promote the AVID Member Sites' implementation of the AVID College Readiness System, to use and implement the AVID Methodologies, and to copy the student activity sheets from the AVID Materials for educational purposes relating to AVID, all pursuant to the provisions of this Exhibit. Licensing runs concurrently with the Term of this Exhibit.

1.7 Annual Membership/License Fee: Client agrees to pay AVID Center an annual membership/license fee based on the total number of AVID Member Sites in Client's AVID program according to the pricing schedule set forth on the Quote.

## Article II. Term of Exhibit

2.1 Term: The parties agree that this Exhibit shall be in effect from July 1, 2015 to June 30, 2016 unless earlier terminated as provided for in the Standard Terms and Conditions ("Term").

## Article III. Client Responsibilities

3.1 AVID Secondary Methodology: Client agrees to implement AVID according to AVID guidelines and teaching methodologies (collectively "AVID Methodologies") set forth in the AVID publications, guidebooks, and materials (collectively "AVID Materials") or otherwise established by AVID Center, as the same may be modified and/or updated by AVID from time to time at AVID's discretion. Client will implement the AVID Methodologies in the AVID elective class and in academic subject area classes. Client will not materially deviate from the AVID Methodologies without the prior written consent of the Chief Executive Officer of AVID Center. Client is responsible for each of its AVID Member Sites' compliance with this Exhibit.

3.2 AVID Secondary Student Selection: Client agrees to select students for AVID in accordance with the selection criteria established in the AVID Eleven Essentials. AVID Eleven Essentials may be modified and/or updated by AVID from time to time at AVID's sole discretion. Any modifications or updates will be made available to the Client and its AVID Member Sites via the MyAVID portal.

3.3 AVID Secondary Staff Training: Client agrees to provide, at its expense, ongoing training for site coordinators and AVID site teams at AVID Member Sites.

3.4 AVID Summer Institute: Client agrees to ensure that each secondary site in their initial year of implementing AVID Secondary will send a minimum of eight (8) participants (unless AVID agrees to a lesser number on the Quote) to an AVID Summer Institute. The AVID District Director Secondary attends at no additional cost and shall not be included in the minimum number of participants required per site team. AVID Center recommends sending a site team that includes the principal, counselor, AVID coordinator, and core subject area teachers. AVID Center recommends AVID Member Sites implementing the second year of the Secondary program send teams of at least five (5) members and encourages AVID Member Sites to continue to send teams to its Summer Institute in subsequent years to maintain and enhance the quality of AVID at their sites. The AVID Summer Institute registration pricing is listed on the Quote. Client understands that travel, lodging, per diem costs and any other costs are not included in the price of the registration.

3.5 Professional Learning: Client agrees to conduct AVID professional learning for its AVID Member Sites based on AVID's national model of providing site coordinator workshops and site team conferences. Agenda for professional learning sessions will be based on school needs, on AVID's national model for coordinator workshops, on topics and agendas provided in training materials, and on the content areas related to educational reform initiatives in public schools in Client's state.

3.6 Data Collection: On at least an annual basis, according to the timeline established by AVID Center, Client shall collect data pertaining to student demographics, course enrollment, site characteristics and related outcomes specified by AVID Center and provide that data to AVID Center via their secure web portal. Client shall also submit such individual student academic and disciplinary data concerning AVID participants as AVID Center may specify. AVID Center's data collection process conforms to the privacy protections specified in the federal Family Educational Rights and Privacy Act (FERPA). AVID Center will maintain as confidential any personally identifiable student information or information that is privileged or confidential under federal or state law and that is conspicuously marked by Client as "privileged" or "confidential" before Client delivers to AVID Center. AVID Center will destroy all individual student data when it is no longer needed for reporting purposes. Client reserves the right to withhold, revise, and/or edit certain confidential data such as student names, Social Security numbers and any other information the disclosure of which would violate FERPA. AVID Center agrees not to use any of the data collected under this Section 3.6 in a manner that would violate, or cause Client to violate, any applicable provision of FERPA.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Consultant Agreement between AVID Center and Santa Ana Unified School District for AVID STEM Math and Science Summer Bridge Program for July 1, 2015 through June 30, 2016**

**ITEM:**                   **Consent**

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

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

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the consultant agreement between the Advancement Via Individual Determination (AVID) Center and the Santa Ana Unified School District for the AVID Science, Technology, Engineering and Mathematics (STEM) Math and Science Summer Bridge Program for July 1, 2015 through June 30, 2016. The Summer Bridge Program will be run at the intermediate and high school levels.

At its, September 23, 2014 meeting, the Board approved the consultant agreement with the AVID Center with the goal of increasing academic success for elementary and secondary students.

**RATIONALE:**

The AVID STEM Math and Science Summer Bridge Programs are designed to strengthen students' math and science skills and to increase the number of students who enroll and succeed in Algebra 1. Each program teaches rigorous content using Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies such as Cornell note-taking, interactive notebooks, writing and vocabulary activities, and team building to engage students in deep learning of math and science concepts. The engaging, interactive lessons and collaborative activities also incorporate strategies that provide support for English Language Learners. The curriculum for each of the programs is designed for 60 hours of student contact time. There is also teacher training included to facilitate and support implementation.

These programs are for AVID and non-AVID students, selected at each school site. They are part of the larger SAUSD Summer Extended Learning Programs

**FUNDING:**

General: \$6,500 participation fee + \$2,753 curriculum



**RECOMMENDATION:**

Approve the consultant agreement between AVID Center and Santa Ana Unified School District for the AVID STEM Math and Science Summer Bridge Program for July 1, 2015 through June 30, 2016.

DM:sz



**AVID Center HQ**  
 9246 Lightwave Ave  
 Suite 200  
 San Diego, CA 92123  
 Phone: (858) 380-4800  
 Fax: 1-800-915-6897

## Quote: Santa Ana Unified School District

To	From
Santa Ana Unified School District	Mayra Gonzalez
Stefanie P. Phillips	9246 Lightwave Ave. Suite 200
1601 E Chestnut Ave.	San Diego, CA 92123
Santa Ana, CA 92701	E-mail: mgonzalez@avidcenter.org
	Phone: 858-380-4786

## Summary

Total Amount:	<b>\$9,253.00</b>	Quote ID:	QUO-04237-L2F9N3
Shipping Method:	FedEx	Date:	4/7/2015
Payment Terms:	Net 30		
Total Number of Sites:		Number of Combo Sites:	
Number of New Sites:		Number of Elementary Sites:	
Number of Existing Sites:		Number of Secondary Sites:	
Number of SI:		Number of Elementary Libraries:	
Number of Memberships:		Number of Secondary Libraries:	
Number of AVID Weekly:			

## Details

Site	Product ID	Product	Quantity	Price	Sub Total
Site:	C SBAR	Summer Bridge Algebra Readiness	11.00	\$89.00	\$979.00
		Ship To: Terri Verhaegen 1601 E. Chestnut Avenue,  Santa Ana, CA 92701 USA			

Site	Product ID	Product	Quantity	Price	Sub Total
Site:	C SBARSIN	Summer Bridge Algebra Readiness Student Interactive Notebook Ship To: Terri Verhaegen 1601 E. Chestnut Avenue,  Santa Ana, CA 92701 USA	11.00	\$0.00	\$0.00
	C SBMP	Summer Bridge Mission Possible Ship To: Terri Verhaegen 1601 E. Chestnut Avenue,  Santa Ana, CA 92701 USA	9.00	\$89.00	\$801.00
	C SBMP	Summer Bridge Mission Possible Ship To: Terri Verhaegen 1601 E. Chestnut Avenue,  Santa Ana, CA 92701 USA	9.00	\$0.00	\$0.00
	C SBPE	Summer Bridges Pro-Phone and Environment Ship To: Terri Verhaegen 1601 E. Chestnut Avenue,  Santa Ana, CA 92701 USA	7.00	\$89.00	\$623.00
	C SBPESIN	Summer Bridges Pro-Phone and Environment Student Interactive Notebook	7.00	\$0.00	\$0.00
	SUMMER BRIDGE PARTICIPATION FE	Summer Bridge Participation Fee	2.00	\$2,166.33	\$4,332.66
	SUMMER BRIDGE PARTICIPATION FE	Summer Bridge Participation Fee	1.00	\$2,166.34	\$2,166.34

Pre Freight Amount	\$8,902.00
Total Tax	\$0.00
Freight Amount	\$351.00
<b>Total</b>	<b>\$9,253.00</b>

By signing below, Client hereby agrees to purchase all items listed on this Quote, subject to and in accordance with the AVID Standard Terms and Conditions, this Quote, and any Exhibits attached hereto, all of which comprise the AVID College Readiness System Services and Products Agreement.

Purchase Order is not required.

If Client checks the box above, Client hereby confirms that the Client does not require a Purchase Order for payment of any related invoice(s); in which case AVID Center will proceed to the fulfill services and/or products and invoice Client according to this approved Quote.

If Client does not check the box above, Client agrees to provide AVID Center with a valid Purchase Order in a timely manner, in which case AVID Center will not invoice Client until Client provides and AVID Center receives a valid copy of the Purchase Order; AVID Center will not fulfill any services or products until such Purchase Order is received.

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Client Signature

---

Title

---

Date

**Exhibit to the AVID College Readiness System Services and Products Agreement for  
AVID Math and Science Summer Bridge Program**

As per AVID Summer Bridge being listed on an approved Quote, this Exhibit to the AVID College Readiness System Services and Products Agreement for AVID Math and Science Summer Bridge Program ("AVID Summer Bridge Exhibit") is hereby fully incorporated into the Agreement by and between AVID Center and the Client named on the Quote. The following terms and conditions are in addition to the Standard Terms and Conditions; in the event of a conflict between the Standard Terms and Conditions and this Exhibit, the terms and conditions of this Exhibit shall apply.

**Article I. AVID Summer Bridge Participation**

1.1 **AVID Math and Science Summer Bridge Program**: AVID Math and Science Summer Bridge Program (Summer Bridge) is a set of four curriculum programs designed to increase students' math and science knowledge and skills. The goals of the Summer Bridge programs are to provide a means for students to have greater access to and success in eighth grade Algebra 1 and to enhance students' critical thinking, problem solving skills, and integration of math and science skills.

1.2 **AVID Summer Bridge Participation**: Client will be considered an AVID Summer Bridge "Participant" in the specific bridge programs listed on the Quote. Participation runs concurrently with the Term of this Exhibit.

1.3 **AVID College Readiness System and Materials**: Participation entitles Client to implement AVID Summer Bridge for only the bridge program(s) listed on the Quote and to use the licensed AVID trademarks, copyrights and other intellectual property strictly for the Client's AVID Summer Bridge implementation pursuant to the provisions of this Exhibit.

1.4 **AVID Center Support**: AVID Center agrees to provide support to Client through AVID Center's national and/or division offices. Participation includes support from AVID Center's national office in the following ways:

- access to on-demand training modules for teachers and an on-demand introductory module for administrators
- curriculum guide with all lessons and activities for teachers and a curriculum CD containing all handouts and student interactive notebook
- access to phone and e-mail support tailored to Summer Bridge,
- coordination with Client to collect, report, and analyze data from Participating schools,
- permission/license to use the AVID Trademarks and other intellectual property as described in the AVID Standard Terms and Conditions,

1.5 **Licensing Benefits**: Participation includes a license to use the AVID Trademarks to promote Client's implementation of AVID Summer Bridge, to use and implement the AVID Methodologies, and to copy the student interactive notebooks from the AVID Materials for the summer bridge program(s) listed as implementing on the Quote for educational purposes relating to AVID, all pursuant to the provisions of this Exhibit. Licensing runs concurrently with the Term of this Exhibit.

1.6 **Annual Participation/License Fee**: Client agrees to pay AVID Center a Participation fee according to the pricing schedule set forth on the Quote.

**Article II. Term of Exhibit**

2.1 **Term**: The Term of this Exhibit shall be April 1, 2015 to March 30, 2016.

**Article III. Client Responsibilities**

3.1 **AVID Methods**: Client agrees to implement AVID Summer Bridge according to AVID guidelines and teaching methodologies (collectively "AVID Methodologies") set forth in the AVID publications, guidebooks and materials (collectively "AVID Materials") or otherwise established by AVID Center, as the same may be modified and/or updated by AVID from time to time at AVID's discretion. Client will not materially deviate from the AVID Methodologies without the prior written consent of the Executive Director of AVID Center. Client is responsible for each of its school site's compliance with this Exhibit.

3.2 **Student Selection**: Client agrees to select students for AVID's Summer Bridge in accordance with the selection criteria established in the Summer Bridge information material and online introductory administrator information and teacher training modules.

3.3 Support Person: Client agrees to maintain, at its expense, at least one AVID Summer Bridge Support Person. The Support Person will be the point of contact for the program and will ensure that all new Bridge Program teachers attend all required trainings. This individual will also provide support to the Summer Bridge teachers in the classroom as they implement the Summer Bridge program.

3.4 Teacher Training: Client agrees to receive online training for the new Summer Bridge teachers and district Support Person during the planning period prior to the program implementation. The trainings are organized into:

- One pre-recorded on-demand module with introductory Summer Bridge information for district Support Person, AND
- One pre-recorded on-demand modules for teachers, for each specific Bridge Program

3.5 AVID Bridge Program Curriculum Set(s): Client will purchase one (1) Curriculum Set (curriculum guide and training module) for each new teacher of a Summer Bridge program listed on the Quote prior to each Client's initial implementation of AVID Summer Bridge. Client has the option to purchase Curriculum Guides for returning teachers of Summer Bridge programs previously implemented, as listed on the Quote, prior to each Client's initial implementation of AVID Summer Bridge. Client shall be entitled to use AVID Summer Bridge Curriculum Sets only for the bridge programs listed on the Quote for which the materials were originally designed. Client must first seek and obtain permission from AVID Center for additional use of the AVID Summer Bridge Curriculum beyond its original intended purpose. AVID Summer Bridge Curriculum Sets are non-transferable. Client and its individual AVID school sites agree to ensure that each AVID Summer Bridge classroom has adequate AVID curriculum materials. The use of the AVID Summer Bridge Curriculum Sets, which are part of the AVID Materials, will also be subject to the provisions in the AVID Standard Terms and Conditions.

3.6 Student Interactive Notebooks: Students participating in AVID Summer Bridge will use interactive notebooks to record and collect their individual work. Client may purchase interactive notebooks from AVID Center or print and bind the notebooks from the CD included in the curriculum guide received when implementing Summer Bridge.

3.7 Curriculum Shipment: AVID Center will ship curriculum libraries to the shipping address provided to AVID Center on the Quote once materials have been produced and prior to availability of the on-demand training modules. AVID Center's provision of such date does not constitute an affirmation of fact or promise nor does it create an obligation of law or in equity on behalf of AVID Center if materials do not arrive within the given timeframe. Client agrees that AVID Center makes no remedial promise and does not expressly intend to create a warranty or guarantee for any loss or damage, whether material or immaterial, arising from the late or early shipment of materials.

3.8 Data Collection: Client will provide data on student enrollment as described below:

- Number of student enrollments in each Summer Bridge listed on the Quote.

#### **Article IV. AVID Summer Bridge Support Person**

4.1 Role of the AVID Summer Bridge Support Person: In order to build a strong district AVID Summer Bridge program, AVID Center networks with district leaders known as AVID Summer Bridge Support Persons. The primary role of the AVID Summer Bridge Support Person is to coordinate support for AVID Summer Bridge within Client's School System. These individuals accept responsibility for ensuring the implementation of the AVID Summer Bridge program components according to the AVID Methodologies and for facilitating the development of site conditions that ensure effective AVID Summer Bridge implementation.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Consultant Agreement between Education Solutions and Results, LLC and Spurgeon Intermediate School for May 1, 2015 through June 30, 2015**

**ITEM:**                   **Consent**

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

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

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the consultant agreement between Education Solutions and Results, LLC and Spurgeon Intermediate School for May 1, 2015 through June 30, 2015. The agreement will provide professional development sessions for Spurgeon Intermediate teachers that will serve to increase student achievement.

**RATIONALE:**

Education Solutions and Results, LLC sessions for Spurgeon Intermediate teachers will focus on:

- Northwest Evaluation Association/Measure of Academic Progress (NWEA/MAP) data – teachers will understand how MAP data is to be used to plan for and implement effective instructional practices.
- Vocabulary – All teachers will understand the eight most important and effective vocabulary strategies to use during instruction so students maximize their understanding of concepts and skills as well as 'store' vocabulary terms/explanations in long-term memory storage (Eric Jensen's strategies).
- Mathematics – All math teachers will use this year to focus on the 8 Mathematical Practices – the metacognition aspect of mathematics.
- English Language Acquisition (ELA) – All ELA teachers will receive ongoing support in short sessions/opportunities to observe key aspects of CCSSELA standards such as (close reading, metacognition).
- Student motivation and engagement – All Spurgeon teachers will have the opportunity to use the school year to learn about, practice, and discuss the effectiveness of key motivational strategies using the Allen Mendler research found in the resource: "Motivating Students Who Don't Care".
- Professional development sessions will be 6 hours during department meetings, staff meetings, as well as other adult learning opportunity times.

**FUNDING:**

General: \$2,500

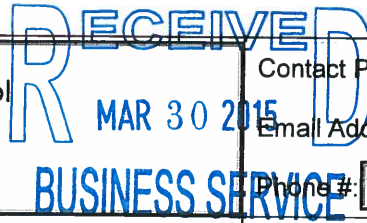
**RECOMMENDATION:**

Approve the consultant agreement between Education Solutions and Results, LLC and Spurgeon Intermediate School for May 1, 2015 through June 30, 2015.

DM:sz



# Consultant Approval Request



Site/Department	Spurgeon Intermediate School 2701 West Fifth Street Santa Ana, CA 92703		Contact Person: Todd Irving	
Consultant		Name: Sara Nan Woodson/Education Solutions and	Contact Person: Sara Nan Woodson	
Date(s) of Service		Address: 22600 East Long Drive	Email Address: nanwoodson@gmail.com	
Implications for the District/ Type of Service (Oracle Justification)		City: Aurora	Phone #: 303-570-7653	
Amount Not to Exceed		State/Zip: CO 80016	Fax #:	
		From: May 1, 2015	To: June 30, 2015	LCAP Goal Supported By This Services Goal 1
<b>Objective:</b> 1. Indicate the content of the services. 2. Indicate who will participate. 3. What is expected to be achieved as a consequence of consultant services as it relates to improving student achievement?  Consultant will provide professional development sessions for Spurgeon classroom teachers on the following topics: NWEA/MAP Data, Vocabulary, Mathematics, ELA and Student Motivation and Engagement.				
		\$ 2,500	Funding Source	010030-0-1111-1000-5810-087

**PLEASE COMPLETE THE FOLLOWING CHECK LIST PRIOR TO SUBMITTING TO DISTRICT:**  
*All items must be complete and submitted to the Business Services Department prior to the Consultant being placed on the Board Agenda for approval to begin to work.*

- Consultant Scope of Work or quote for services
- FOR CONSULTANTS WHO WILL HAVE CONTACT WITH STUDENTS**
- Certification by contractor of criminal record check
- Fingerprint Certification if available (must be received prior to Consultant beginning work)
- FOR CONSULTANTS WHO WILL HAVE LIMITED OR NO CONTACT WITH STUDENTS**
- Designation of Limited Contact

Board Approval Date Requested	District Administrator Approval	Date
April 28, 2015		
	Consultant Requested by	Date
	Todd Irving	Mar 27, 2015

**Sara Nan Woodson/Education Solutions & Results**  
**and Spurgeon Intermediate School in Santa Ana Unified School District, CA**  
**Proposal for Professional Development Services &**  
**Contract for School Year 2014 – 2015**

Item	Description, Explanation, Dates
<p><b>May 2015 – June 2015</b></p>	<p><b>May 2015 – June 2015</b>  Intermediate School - Professional Development  Sessions with classroom practitioners will serve to increase student achievement as a result of focusing on the following topics:</p> <p><b>1. NWEA/MAP Data -</b></p> <ul style="list-style-type: none"> <li>• Teachers will understand HOW MAP data is to be used to plan for and implement effective instructional practices.</li> <li>• Teachers will observe a Compelling Conversation demonstration and understand expectations for the FALL 2016 school-wide compelling conversations will take place.</li> <li>• ELA and Math teachers will receive technology support for easily accessing their MAP data and clearly understand which MAP reports/graphs are most beneficial for them to use.</li> <li>• All non-Math and ELA teachers will understand how the DesCartes Continuum of skills and concepts align to their content areas.</li> <li>• All Spurgeon staff members will comprehend the sense of urgency for collectively and collaboratively working together to shift the culture around increasing student achievement.</li> <li>• During the SY, ongoing small group and/or individual MAP support sessions will continue to achieve a high level of confidence and competence using MAP data effectively to plan and deliver high-quality lessons/student learning opportunities.</li> </ul> <p><b>2. Vocabulary</b></p> <ul style="list-style-type: none"> <li>• All teachers will understand the 8 (eight) most important and effective vocabulary strategies to use during instruction so students maximize their understanding of concepts and skills as well as ‘store’ vocabulary terms/explanations in long-term memory storage (Eric Jensen’s strategies).</li> <li>• Teachers will observe vocabulary strategies in practice through in-class demonstrations/modeling with Spurgeon students.</li> </ul> <p><b>3. Mathematics</b></p> <ul style="list-style-type: none"> <li>• All math teachers will use this year to focus on the 8 Mathematical Practices – the metacognition aspect of mathematics.</li> <li>• Throughout the year during short PD sessions and opportunities, a focus will be placed on a math practice (MP) and reading and discussing of each practice will take place in addition to modeling of specific math practices in classrooms with Spurgeon students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Math teachers will also learn specific fluency strategies to support basic arithmetic (math facts) understanding.</li> </ul> <p><b>4. ELA</b></p> <ul style="list-style-type: none"> <li>• All ELA teachers will receive ongoing support in short PD sessions/opportunities to observe key aspects of CCSSELA standards such as (close reading, metacognition).</li> <li>• The PD sessions will involve Spurgeon students during the model/demonstration time as well as the teacher practice/feedback learning opportunity.</li> </ul> <p><b>5. Student Motivation and Engagement</b></p> <ul style="list-style-type: none"> <li>• All Spurgeon teachers will have the opportunity to use the school year to learn about, practice, and discuss the effectiveness of key motivational strategies using the Allen Mendler research found in the resource: "Motivating Students Who Don't Care".</li> <li>• Teachers will learn effective facilitation methods that maximize student participation and engagement.</li> <li>• PD sessions will take place during department meetings, staff meetings, as well as other adult learning opportunities.</li> </ul> <p><b>Total Possible Days: 10</b>  <b>May 5, 2015 – Using MAP data to maximize instruction</b>  <b>Other PD Days: TBD</b></p>
<b>School Support and Materials</b>	<ul style="list-style-type: none"> <li>• The school will receive all handouts and presentation materials in advance of the professional development/support and will prepare copies for all session participants as specified during our planning conversations and discussions.</li> <li>• Additional supplies will be on hand: chart paper, white board, markers, post-it notes, any books to be the focus of the session ordered in advance by the district, data, school improvement plans, etc.</li> </ul>
<b>Fees</b>	<ul style="list-style-type: none"> <li>• May 2015 - \$2500</li> <li>• A sliding fee rate schedule will be discussed as additional dates are scheduled so that the daily rate/fee will be negotiated given that as more dates are scheduled, the daily rate will decrease.</li> </ul>
<b>Cancellation</b>	<ol style="list-style-type: none"> <li>1. If the school (Spurgeon) cancels any scheduled, on-site professional development session within 10 days prior to a scheduled date without rescheduling dates at a future time, then they agree to pay the contracted fees for the scheduled PD day.</li> </ol>
<b>Payment</b>	<p>Payment for professional development services and support are due at the conclusion of each session. A Purchase Order will be created within 48 hours after the completion of services for a check to be issued and sent to:</p> <p><b>Sara Nan Woodson/Education Solutions and Results, LLC</b>  <b>FEIN# 26 3909541</b>  <b>SSN# 263 02 8232</b>  <b>22600 East Long Drive</b>  <b>Aurora, CO 80016</b></p>
<b>Consultant/Vendor</b>	<p><i>Sara Nan Woodson/Education Solutions and Results, LLC cell: 303 570 7653</i>  <i>22600 East Long Drive</i>  <i>Aurora, CO 80016</i></p>

## Agreement and Signatures

**Sara Nan Woodson**

Vendor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### District Authorization and Approval

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

Position: \_\_\_\_\_

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

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Consultant Agreement for Dr. Robin Morris for Psycho-Educational Independent Educational Evaluation Services for 2014-15 School Year**

**ITEM:**                   **Consent**

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

**PREPARED BY:**   **Darek Jaronczyk, Director, Special Education**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the consultant agreement for Licensed Clinical Psychologist, Dr. Robin Morris, to provide a psycho-educational independent educational evaluation (IEE) for a special education student.

**RATIONALE:**

The parents of a student with a disability have the right to obtain an IEE at public expense if they disagree with an evaluation completed by the Santa Ana Unified School District. The parent may request an IEE in response to each evaluation completed by the District. If the request for an IEE comes one year or more from the date of completion of the District's evaluation, the District may seek to complete a reevaluation prior to agreeing to pay for an IEE.

**FUNDING:**

Special Education: \$3,600

**RECOMMENDATION:**

Approve the consultant agreement for Licensed Clinical Psychologist, Dr. Robin Morris, for the 2014-15 school year.

# Consultant Agreement

This AGREEMENT is hereby entered into between the Santa Ana Unified School District, hereinafter referred to as "DISTRICT" and **Dr. Robin Morris** hereinafter referred to as "CONSULTANT."

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

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

NOW, THEREFORE, the parties agree as follows:

1. Services to be provided by CONSULTANT: **Independent educational evaluation of special education student including attendance at an IEP meeting.**
2. Term. CONSULTANT shall commence providing services under this AGREEMENT on **April 29, 2015** and will diligently perform as required and complete performance by **June 30, 2015**.
3. Compensation. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AGREEMENT at total fee not to exceed **\$3,600.00** and per attached fee schedule. DISTRICT shall pay CONSULTANT 30 days after receipts of consultant invoice and with approval of a District representative.
4. Expenses. DISTRICT shall not be liable to CONSULTANT for any costs or expenses paid or incurred by CONSULTANT in performing services for DISTRICT except as follows: **none**
5. Independent Contractor. CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONSULTANT understands and agrees that he/she and all his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONSULTANT assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONSULTANT shall assume full

responsibility for payment of all Federal, State and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONSULTANT's employees.

6. Materials. CONSULTANT shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT except as follows: **none** CONSULTANT's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

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

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

9. Termination. DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONSULTANT only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONSULTANT. Notice shall be deemed given when received by the CONSULTANT or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon written notice of intention to terminate for cause. Cause shall include: (a) material violation of the AGREEMENT by the CONSULTANT; or (b) any act by CONSULTANT exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONSULTANT is adjudged bankrupt, CONSULTANT makes a general assignment for the benefit of creditors or a receiver is appointed due to CONSULTANT's insolvency. Written notice by DISTRICT shall contain the reasons for such

intention to terminate and unless within ten (10) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall, upon the expiration of ten (10) days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charged to and collected from the CONSULTANT. The foregoing provisions are in addition to, and not a limitation of, any other rights or remedies available to the DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

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

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



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

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

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

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

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

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

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

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

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

DISTRICT:

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

CONSULTANT:

**Dr. Robin Morris  
26440 La Alameda Suite 220  
Mission Viejo, CA 92691**

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

conditions of this AGREEMENT with venue in Orange County, California.

This AGREEMENT is entered into this 29<sup>th</sup> Day of April 2015.

DISTRICT:

CONSULTANT:

By:

By:

\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Signature

Stefanie P. Phillips, Ed.D.

Dr. Robin Morris

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

Deputy Superintendent, Operations, CBO

Licensed Clinical Psychologist

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

April 28, 2015

\_\_\_\_\_  
Board Approval Date

77-0643287  
\_\_\_\_\_  
Social Security or Taxpayer Identification

FEE SCHEDULE:

The District shall pay the Consultant for actual services rendered. Services shall be billed on an hourly basis as shown below:

Assessment (including IEP Attendance) \$ 3,600

\$

\$

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Approval of Consultant Agreement with Achievement Equity, Inc.,  
for Period of April 29, 2015 through June 30, 2015

**ITEM:** Consent

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the consultant agreement with Achievement Equity, Inc., for period of April 29, 2015 through June 30, 2015.

**RATIONALE:**

Achievement Equity, Inc., will provide services to assist the Board of Education and Superintendent in the process of developing and identifying goals/priorities pursuant to the Superintendent's Contract of Employment agreement. Services will include planning, preparation of materials, and facilitation of meetings and workshops, on an "as needed" basis.

**FUNDING:**

General Fund: \$4,000

Business Services Budget

**RECOMMENDATION:**

Approve the consultant agreement with Achievement Equity, Inc., for period of April 29, 2015 through June 30, 2015.

SP:mm

# Consultant Agreement

This AGREEMENT is hereby entered into between the Santa Ana Unified School District, hereinafter referred to as “**District**” and **Achievement Equity, Inc.**, hereinafter referred to as “CONSULTANT.”

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

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

NOW, THEREFORE, the parties agree as follows: **will provide services to assist the Board of Education and Superintendent in the process of developing and identifying goals/priorities pursuant to the Superintendent’s Contract of Employment agreement. Services will include planning, preparation of materials, and facilitation of meetings and workshops, on an “as needed” basis.**

Services to be provided by CONSULTANT:

1. Term. CONSULTANT shall commence providing services under this AGREEMENT on **April 29, 2015** and will diligently perform as required and complete performance by **June 30, 2015**.

3. Compensation. DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AGREEMENT at total fee not to exceed **\$4,000** and per attached fee schedule. DISTRICT shall pay CONSULTANT 30 days after receipts of consultant invoice and with approval of a District representative.

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

5. Independent Contractor. CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONSULTANT understands and agrees that he/she and all his/her employees shall not be considered officers, employees or agents

of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONSULTANT assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONSULTANT shall assume full responsibility for payment of all Federal, State and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONSULTANT's employees.

6. Materials. CONSULTANT shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT except as follows: N/A . CONSULTANT's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

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

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

9. Termination. DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONSULTANT only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONSULTANT. Notice shall be deemed given when

received by the CONSULTANT or no later than three days after the day of mailing, whichever is sooner.

DISTRICT may terminate this AGREEMENT upon written notice of intention to terminate for cause. Cause shall include: (a) material violation of the AGREEMENT by the CONSULTANT; or (b) any act by CONSULTANT exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONSULTANT is adjudged bankrupt, CONSULTANT makes a general assignment for the benefit of creditors or a receiver is appointed due to CONSULTANT's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within ten (10) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall, upon the expiration of ten (10) days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charged to and collected from the CONSULTANT. The foregoing provisions are in addition to, and not a limitation of, any other rights or remedies available to the DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

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

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

officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONSULTANT, or any person, firm or corporation employed by the CONSULTANT, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

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

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

**(Please check with DISTRICT's Risk Manager regarding any and all insurance provisions.)**

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

13. Compliance With Applicable Laws. The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONSULTANT agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become



applicable to CONSULTANT, CONSULTANT's business, and personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

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

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

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

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

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

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

DISTRICT:

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

CONSULTANT:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

**This AGREEMENT is entered into this \_\_\_\_\_ Day of \_\_\_\_\_ 20\_\_\_\_\_.**

DISTRICT:

CONSULTANT:

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

Signature

\_\_\_\_\_  
Stefanie P. Phillips, E.D.,

Printed Name

Deputy Superintendent, Operations, CBO

Title

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

Signature

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Title

\_\_\_\_\_  
Social Security or Taxpayer Identification

FEE SCHEDULE:

The District shall pay the Consultant for actual services rendered. Services shall be billed on an hourly basis as shown below:

Not to exceed: \$ \_\_\_\_\_

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Consultant Agreement Increase for School Services of California**

**ITEM:**                   **Consent**

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval to increase the funding amount of consultant agreement for School Services of California. At its June 10, 2014 meeting, the Board approved School Services of California consultant agreement in the amount of \$15,000 to provide professional services and generally advise in the area of Business Services.

**RATIONALE:**

In November 2014, School Services of California assisted Business Services in the recruitment and all other matters pertinent to the search selection of the Assistant Superintendent, Business Services. Business Services was able to utilize the existing contract for this express use. However, due to additional expenses of marketing, background checks, etc. which exceeded the previously Board approved contract amount, Business Services is requesting an increase in the amount of the contract.

**FUNDING:**

General Fund: \$7,500

**RECOMMENDATION:**

Approve the consultant agreement increase for School Services of California in the amount of \$7,500 for the 2014-15 school year.

**AGREEMENT FOR SEARCH & RECRUITMENT SERVICES**

*Search for Assistant Superintendent, Business Services*

This is an Agreement between the **SANTA ANA UNIFIED SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA, INC.**, hereinafter referred to as "Consultant," entered into as of November 14, 2014.

**RECITALS**

**WHEREAS**, the Client needs assistance with its Assistant Superintendent, Business Services search and selection process; and

**WHEREAS**, the Client has examined the abilities of employees of the district, the county office, and adjoining districts to provide these services; and

**WHEREAS**, the Client finds that these services are either not available, or not available to the same level of expertise as those offered by outside consulting assistance; and

**WHEREAS**, Consultant is professionally trained and competent to provide these services; and

**WHEREAS**, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

**NOW, THEREFORE**, the parties to this Agreement do hereby mutually agree as follows:

1. Consultant agrees to assist the Client in the selection of an Assistant Superintendent, Business Services in the following manner:

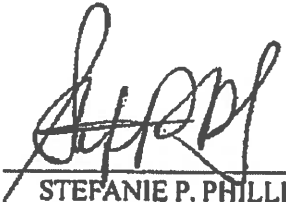
Interview appropriate district officials, print a brochure, recruit candidates, receive applications and confidential papers and assemble files, assist the expert panel in the screening process, and all other matters pertinent to assisting the Superintendent in the selection of an Assistant Superintendent, Business Services.

2. The Client agrees to pay Consultant for services rendered under this Agreement a base price of \$14,200, plus expenses. Consultant will bill the Client at appropriate intervals for services completed and expenses accrued to that date. "Expenses" are defined as actual expenses for items such as advertising, brochure printing, mailing, telephone, travel costs, duplicating, and screening and reference checking.

The terms of this Agreement are valid for sixty (60) days from November 14, 2014, unless this contract is executed. After that period, new terms may be agreed upon after further review of the needs of the District.

3. This Agreement shall be effective as of November 14, 2014, and shall terminate upon completion of the project, which is estimated to be February 28, 2015.
4. It is expressly understood and agreed to by both parties that Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor, and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below.

BY:   
\_\_\_\_\_  
STEFANIE P. PHILLIPS, Ed.D.  
Deputy Superintendent  
Santa Ana Unified School District

DATE: 11-17-14

BY:   
\_\_\_\_\_  
SUZANNE SPECK  
Associate Vice President  
School Services of California, Inc.

DATE: 11-24-14

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Renewal of Service Agreement between Santa Ana Unified School District and SchoolsFirst Federal Credit Union for Automated Teller Machine**

**ITEM:**                   **Consent**

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval for renewal of the service agreement between Santa Ana Unified School District and SchoolsFirst Federal Credit Union for the Automated Teller Machine (ATM) at the District Office at no cost to the District.

**RATIONALE:**

The SchoolsFirst Federal Credit Union currently has an ATM at the 1601 E. Chestnut site; this service agreement expires on May 25, 2015. It is necessary to renew the contract for an additional five years extending the service agreement through May 25, 2020.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the renewal of service agreement between Santa Ana Unified School District and SchoolsFirst Federal Credit Union for Automated Teller Machine at the District Office.

**Addendum No. 4 to  
Automated Teller Machine Service Agreement  
Between  
Santa Ana Unified School District and  
SchoolsFirst Federal Credit Union**

By their respective signatures below, Santa Ana Unified School District (herein called "Customer") and SchoolsFirst Federal Credit Union (herein called "SchoolsFirst") agree to modify the following terms of the Automated Teller Machine Service Agreement dated May 26, 2004, and/or incorporate the following terms into the Automated Teller Machine Service Agreement (herein called "Agreement"):

1. Section 2.0 – Term is hereby amended as follows:

Subject to the termination set forth in the Agreement, the parties hereby renew the Agreement for a period of five (5) years (herein called a "Renewal Term"). The effective date of this renewal shall be May 26, 2015, and this renewal term shall expire May 25, 2020. Subsequent renewals shall be upon the written consent of both parties.

2. Section 18.0 – Notices is hereby amended as follows:

**SchoolsFirst Mailing Address:**

SchoolsFirst FCU  
15222 Del Amo  
Tustin, CA 92780  
ATTN: Martha Monzon

Except as expressly stated above, the terms of the Agreement remain in full force and effect. This Addendum together with the Agreement and any applicable Addenda shall be the complete and exclusive statement of the arrangement between the parties as to the subject matter of the Agreement, and shall be binding upon each of the parties hereto, their respective successors and to the extent permitted their assigns. Neither this Addendum nor the Agreement can be amended or otherwise modified, except as agreed to in writing by each of the parties hereto.

**Santa Ana Unified School District**

**SchoolsFirst Federal Credit Union**

\_\_\_\_\_  
Signature

Stefanie P. Phillips, Ed.D.,

\_\_\_\_\_  
Print Name

Deputy Superintendent, Operations

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Nubia Carrillo

\_\_\_\_\_  
Print Name

VP Payment Services

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                    **Ratification of Membership between National Academy Foundation and Century High School for 2014-15 School Year**

**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 ratification of the membership between the National Academy Foundation (NAF) and Century High School for the 2014-15 school year.

**RATIONALE:**

NAF is an educational, non-profit organization, which sustains a national network of career academies to support the development of youth toward personal and professional success in high school, higher education, and throughout their careers. NAF Academies represent school partnerships that prepare students for future careers through a combination of school-based curricula and work-based experiences.

The Foundation provides Century's Engineering Design Academy with the structure for building a sustainable academy based on their 30-year, industry-focused curricula, worked-based learning experiences, and business partner expertise. They have provided Century with professional development workshops, internships for students at Verizon, and grant opportunities for students and teachers.

NAF requires yearly data collections and works with schools to use this data to develop goals and the plans to reach these goals. Through Century's association with NAF, three Century students have received paid internships with Verizon this past summer. Currently 10 students are participating in a professional mentoring program with Verizon. Teachers have participated in Project Based Learning (PBL) NAF workshops and in 2012 Century received a \$2000 Kelly Resources Grant from NAF.

**FUNDING:**

Title I: \$1,000



**RECOMMENDATION:**

Ratify the membership between the National Academy Foundation (NAF) and Century High School for the 2014-15 school year.

DM:sz

National Academy Foundation  
218 West 40th Street  
New York, NY - 10018  
Phone: 212 635.2400  
Fax: 212 635.2409

## INVOICE

Date	09/12/2014
Account	15309
Sales/Invoices	00007302

Regional Director: Mike Henson

Century High School AOE  
ATTN: Lucinda Pueblos  
1401 South Grand Avenue  
Santa Ana CA - 92705

Description	Customer ID	Amount
Membership Fee 2014-2015	15309	\$1,000.00
<b>Subtotal</b>		<b>\$1,000.00</b>
<b>Tax</b>		<b>\$0.00</b>
<b>Credit/Payment</b>		<b>(\$0.00)</b>
<b>Total Due</b>		<b>\$1,000.00</b>

We also accept the following methods of payment: VISA, MasterCard, American Express, ACH/EFT/wire.  
For further information and instructions, please call the Finance Department at (212) 635-2400.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Ratification of Consultant Agreement between Pearson and Santa Ana Unified School District for April 14, 2015 through April 15, 2015**

**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 ratification of the consultant agreement between Pearson and the Santa Ana Unified School District for April 14, 2015 through April 15, 2015. The agreement with Pearson will provide a two-day interactive training to secondary administrators and counselors on the basics needed to build a master schedule based on student needs.

**RATIONALE:**

Secondary administrators and counselors are responsible for creating a master schedule that fits the varied needs of their students, school, and staff. A school's master schedule directly impacts student achievement. This workshop is designed to impart participants with a universal skill set based on the use of highly-accurate data and systematic-manual construction methods. This hands-on approach ensures that participants gain a reliable and flexible skill set that can be put to use in almost any situation or setting.

The workshop will provide the basics needed to build a schedule and ensure:

- Student course selections are satisfied
- Multiple section courses are balanced
- Teacher credential restraints are met

**FUNDING:**

General Fund: \$9,900

**RECOMMENDATION:**

Ratify the consultant agreement between Pearson and the Santa Ana Unified School District for April 14, 2015 through April 15, 2015.

DM:sz

## Consultant Approval Request

<b>Site/Department</b>	Educational Services		Contact Person:	Susan Conway
			Email Address:	Susan.Conway@pearson.com
			Phone #:	1-800-736-4357
<b>Consultant</b>	Name: Dawn Miller		Contact Person:	Susan Conway
	Address: 1601 E. Chestnut Ave.		Email Address:	Susan.Conway@pearson.com
	City: Santa Ana		Phone #:	1-800-736-4357
	State/Zip: CA/92701		Fax #:	1-916-288-1591
<b>Date(s) of Service</b>	From: April 14, 2015	To: April 15, 2015	<b>LCAP Goal Supported By This Services</b>	Goal 2
<b>Implications for the District/ Type of Service (Oracle Justification)</b>	<p><b>Objective:</b></p> <ol style="list-style-type: none"> <li>1. Indicate the content of the services.</li> <li>2. Indicate who will participate.</li> <li>3. What is expected to be achieved as a consequence of consultant services as it relates to improving student achievement?</li> </ol> <p>Consultant will provide</p> <p>Two-day master building scheduling training for intermediate schools and high schools through Pearson.</p>			
<b>Amount Not to Exceed</b>	\$ 9,900	<b>Funding Source</b>	General - Educational Services	
<p><b>PLEASE COMPLETE THE FOLLOWING CHECK LIST PRIOR TO SUBMITTING TO DISTRICT:</b>  <i>All items must be complete and submitted to the Business Services Department prior to the Consultant being placed on the Board Agenda for approval to begin to work.</i></p> <p><input type="checkbox"/> Consultant Scope of Work or quote for services</p> <p><b>FOR CONSULTANTS WHO WILL HAVE CONTACT WITH STUDENTS</b></p> <p><input type="checkbox"/> Certification by contractor of criminal record check</p> <p><input type="checkbox"/> Fingerprint Certification if available (must be received prior to Consultant beginning work)</p> <p><b>FOR CONSULTANTS WHO WILL HAVE LIMITED OR NO CONTACT WITH STUDENTS</b></p> <p><input checked="" type="checkbox"/> Designation of Limited Contact</p>				
<b>Board Approval Date Requested</b>	<b>District Administrator Approval</b>		<b>Date</b>	
April 28, 2015				
	<b>Consultant Requested by</b>		<b>Date</b>	
	Stefanie P. Phillips, Ed.D., CBO, Deputy Super.		April 29, 2015	

## Master Schedule Building Workshop Exclusive Training Proposal

March 18, 2015

Dawn Miller  
Santa Ana USD  
1601 E. Chestnut Ave.  
Santa Ana, CA 92701

Pearson is excited to offer you an on-site Master Schedule Building Workshop. This letter outlines some of our policies and requirements. After reading this letter carefully, please sign and fax it, along with your Purchase Order, to 916-288-1591 or email it to [msbw@pearson.com](mailto:msbw@pearson.com) to confirm your workshop dates.

Our records show you have requested the following training event(s):

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Date(s): April 14-15, 2015

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Training Requested: **Master Schedule Building Workshop**

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Cost: \$5,400.00 for the first 15 attendees; plus \$200.00 for each attendee beyond the initial 15. This cost includes all travel, lodging and meal expenses for our trainer.

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Location for Workshop: Santa Ana USD, 1601 E. Chestnut Ave., Santa Ana, CA 92701

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Workshop Contact: Dawn Miller, Email: [dawn.miller@sausd.us](mailto:dawn.miller@sausd.us), Telephone: 714.558.5599

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If possible, please provide us with nearest airport information and a hotel recommendation for our trainer.

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*This proposal is current and valid for one week after the date of this letter. If you are unable to confirm in this time period, please submit a new request. **Your training session will carry a 'tentative' status until we receive both this signed training proposal and a Purchase Order.** Please issue your PO as follows: NCS Pearson, Inc. 10911 White Rock Road, Suite 200, Rancho Cordova, CA 95670. Once we receive both the signed confirmation letter and Purchase Order, your workshop dates will be confirmed as permanent. Please fax both to 916-288-1591 or email them to [msbw@pearson.com](mailto:msbw@pearson.com).*

**WORKSHOP HOURS:** The workshop normally runs from 8:30 a.m. - 4:00 p.m. on Day 1 and 8:30 a.m. - 3:00 p.m. on Day 2 with a one hour lunch break at noon. If you require different hours than these, please discuss this prior to the workshop as it may impact the workshop agenda.

**THESE MEETING ROOM SPECIFICATIONS ARE ACCURATE FOR CURRENT TECHNOLOGY, AND ARE SUBJECT TO CHANGE.**

**MEETING ROOM:** It is the sponsor's responsibility to obtain the appropriate meeting facility for the workshop. The meeting room should be large enough to accommodate the number of people attending in a classroom style set-up. **This workshop cannot be delivered in a computer lab.**

**PLEASE INITIAL EACH LINE BELOW CONFIRMING THE TRAINING ROOM MEETS THESE REQUIREMENTS:**

- \_\_\_\_\_ A 10x10 foot screen or blank unobstructed (white) wall (for classes with **more than 20** participants)

- \_\_\_\_\_ An 8 foot screen or blank unobstructed (white) wall (for classes with 20 participants or less)
- \_\_\_\_\_ No computers or Internet are needed (in fact computers must be removed from the training room)
- \_\_\_\_\_ Must have the ability to darken the room
- \_\_\_\_\_ Power Cord(s) will be available
- \_\_\_\_\_ Projector Stand: A cart or small table on which to place our LCD projector is required for both days
- \_\_\_\_\_ Work table in front of room for trainer's materials
- \_\_\_\_\_ Room set-up should be classroom style
- \_\_\_\_\_ Access to the meeting room the evening or afternoon before the workshop is required for set-up. If this cannot be arranged, we will need to discuss in advance when/how this can occur.

**SHIPPING OF MATERIALS:** The workshop material is transported in two cases. These cases, as well as any workshop related literature, will be shipped to the workshop facility or wherever you designate, and will arrive at least one day prior to the workshop. We will make arrangements to have our materials picked up at your facility upon completion of the workshop.

**WORKSHOP ATTENDANCE LIMIT:** Because of the amount of materials required, and the time required to adequately assist/advise work groups on Day 2, it is necessary to limit the workshop to 40 attendees. If this presents a problem for you, it is important we discuss this well in advance of the workshop dates.

**CANCELLATION POLICY:** If the workshop is cancelled within 14 days of the confirmed dates for any reason, you will be charged 50% of the basic workshop fee.

Our goal is to help you and your staff/clients learn how to construct a quality Master Schedule. If you have any special requests regarding the Master Schedule Building Workshop content, we will make every effort to try to address those if at all possible. Therefore, please make us aware of any such special requests as early as possible.

Please print and sign your name below, then fax this letter to 916-288-1591 to confirm you have read and agree to the workshop conditions as indicated. We look forward to providing you with the training necessary for your personnel to succeed in providing your students with a quality Master Schedule.

Name (Please print): \_\_\_\_\_

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

Fax to 916-288-1591 or email: [msbw@pearson.com](mailto:msbw@pearson.com)

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                    **Ratification of Agreement with Orange County Superintendent of Schools for the Period of December 10, 2014 through June 30, 2015**

**ITEM:**                     **Consent**

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

**PREPARED BY:**       **Alexandra Ito, Director, Learning Innovation with Technology**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board ratification of the agreement with the Orange County Superintendent of Schools for the period of December 10, 2014 through June 30, 2015.

**RATIONALE:**

The 2014-15 Local Control and Accountability Plan (LCAP) identifies several goals that are related to this item:

- 1.9 - Creation of Course choice options, including online classes and a virtual school
- 2.5 - Increasing access to the core instructional program
- 2.8 - Providing self-directed professional development opportunities for staff

The Orange County Superintendent of Schools will conduct a Leading Edge Certification (LEC) course to support administrators in understanding online and blended learning concepts.

The District has a goal of developing its own online curriculum for use in online learning, blended learning, and a virtual school program. The LEC course will provide administrators with the background knowledge and skills necessary in planning digital resources for the classroom and learning classroom instructional techniques.

**FUNDING:**

Common Core Block Grant: \$13,300

**RECOMMENDATION:**

Ratify the agreement with the Orange County Superintendent of Schools for the period of December 10, 2014 through June 30, 2015.

SANTA ANA UNIFIED SCHOOL DISTRICT  
INCOME AGREEMENT

This AGREEMENT is hereby entered into this 10th day of December, 2014, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and the Santa Ana Unified School District, 1601 East Chestnut Avenue, Santa Ana, California 92701-6322, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

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

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

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

NOW, THEREFORE, the Parties hereby agree as follows:

1.0 SCOPE OF WORK. DISTRICT hereby engages SUPERINTENDENT as an independent contractor to perform the described service and SUPERINTENDENT hereby agrees to perform said service upon the terms and conditions hereinafter set forth. Specifically, SUPERINTENDENT



1 shall perform the following services as described for the Educational  
2 Technology Services:

3 1.1 Conduct 8-week Leading Edge Certification course to  
4 support teachers in understanding online and blended learning  
5 concepts and prepare teachers in developing online curriculum. Course  
6 training shall include initial 3-hour face-to-face training and the  
7 remainder of the course shall take place online; weekly assignments  
8 will be evaluated by the instructor; at the end of each course, each  
9 teacher's portfolio will be reviewed; and teachers successfully  
10 fulfilling all of the requirements will receive designation be  
11 certified as a Leading Edge Certification teacher.

12 2.0 TERM. SUPERINTENDENT shall commence providing services under  
13 this AGREEMENT on December 10, 2014, and end on June 30, 2015,  
14 subject to termination as set forth in this AGREEMENT.

15 3.0 PAYMENT. DISTRICT agrees to pay SUPERINTENDENT for services  
16 satisfactorily performed pursuant to Section 1.0 of this AGREEMENT a  
17 total sum not to exceed Thirteen thousand three hundred dollars  
18 (\$13,300.00). Total dollars includes one (1) presenter and one (1)  
19 facilitator for the 3-hour face-to-face training for 16 - 25  
20 participants; additional fees will be incurred for every additional  
21 ten (10) participants for an extra facilitator. Payment shall be  
22 mailed to: Orange County Superintendent of Schools, Attn: Accounting  
23 Manager, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, California  
24 92628-9050, or at such other place as SUPERINTENDENT may designate in  
25 writing.

1 4.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of  
2 this AGREEMENT, shall be and act as an independent contractor.  
3 SUPERINTENDENT understands and agrees that he/she and all of his/her  
4 employees shall not be considered officers, employees or agents of  
5 the DISTRICT, and are not entitled to benefits of any kind or nature  
6 normally provided employees of the DISTRICT and/or to which  
7 DISTRICT'S employees are normally entitled, including, but not  
8 limited to, State Unemployment Compensation or Workers' Compensation.  
9 SUPERINTENDENT assumes the full responsibility for the acts and/or  
10 omissions of his/her employees or agents as they relate to the  
11 services to be provided under this AGREEMENT. SUPERINTENDENT shall  
12 assume full responsibility for payment of all federal, state and  
13 local taxes or contributions, including unemployment insurance,  
14 social security and income taxes with respect to SUPERINTENDENT'S  
15 employees.

16 5.0 HOLD HARMLESS.

17 A. SUPERINTENDENT hereby agrees to indemnify, defend, and  
18 hold harmless DISTRICT, its Governing Board, officers, agents, and  
19 employees from liability and claims of liability for bodily injury,  
20 personal injury, sickness, disease, or death of any person or  
21 persons, or damage to any property, real personal, tangible or  
22 intangible, arising out of the negligent acts or omissions of  
23 employees, agents or officers of SUPERINTENDENT or the Orange County  
24 Board of Education during the period of this AGREEMENT.

25 B. DISTRICT hereby agrees to indemnify, defend, and hold  
harmless SUPERINTENDENT, the Orange County Board of Education, and

1 its officers, agents, and employees from liability and claims of  
2 liability for bodily injury, personal injury, sickness, disease, or  
3 death of any person or persons, or damage to any property, real,  
4 personal, tangible or intangible, arising out of the negligent acts  
5 or omissions of employees, agents or officers of DISTRICT during the  
6 period of this AGREEMENT.

7 6.0 ASSIGNMENT. The obligations of the SUPERINTENDENT pursuant  
8 to this AGREEMENT shall not be assigned by the SUPERINTENDENT without  
9 prior written approval of DISTRICT.

10 7.0 COPYRIGHT/TRADEMARK/PATENT. DISTRICT understands and agrees  
11 that all matters produced under this AGREEMENT shall become the  
12 property of SUPERINTENDENT and cannot be used without  
13 SUPERINTENDENT'S express written permission. SUPERINTENDENT shall  
14 have all right, title and interest in said matters, including the  
15 right to secure and maintain the copyright, trademark and/or patent  
16 of said matter in the name of the SUPERINTENDENT. DISTRICT consents  
17 to use of DISTRICT'S name in conjunction with the sale, use,  
18 performance and distribution of the matters, for any purpose and in  
19 any medium.

20 8.0 TOBACCO USE POLICY. In the interest of public health, the  
21 SUPERINTENDENT provides a tobacco-free environment. Smoking or the  
22 use of any tobacco products are prohibited in buildings and vehicles,  
23 and on any property owned, leased or contracted for by the  
24 SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400.15. Failure to  
25 abide with conditions of this policy could result in the termination  
of this AGREEMENT.

1 9.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that  
2 they will not engage in unlawful discrimination in employment of  
3 persons because of race, color, religious creed, national origin,  
4 ancestry, physical handicap, medical condition, marital status, or  
5 sex of such persons.

6 10.0 TERMINATION. Either party may terminate this AGREEMENT with  
7 or without cause with the giving of thirty (30) days written notice  
8 to the other party. DISTRICT shall compensate SUPERINTENDENT only  
9 for services satisfactorily rendered to the date of termination.  
10 Written notice by DISTRICT shall be sufficient to stop further  
11 performance of services by SUPERINTENDENT. Notice shall be deemed  
12 given when received by the SUPERINTENDENT or DISTRICT or no later  
13 than three (3) days after the day of mailing, whichever is sooner.

14 11.0 NOTICE. All notices or demands to be given under this  
15 AGREEMENT by either party to the other, shall be in writing and given  
16 either by: (a) personal service or (b) by U.S. Mail, mailed either by  
17 registered or certified mail, return receipt requested, with postage  
18 prepaid. Service shall be considered given when received if  
19 personally served or if mailed on the third day after deposit in any  
20 U.S. Post Office. The address to which notices or demands may be  
21 given by either party may be changed by written notice given in  
22 accordance with the notice provisions of this section. At the date  
23 of this AGREEMENT, the addresses of the Parties are as follows:

24 DISTRICT: Santa Ana Unified School District  
1601 East Chestnut Avenue  
Santa Ana, California 92701-6322  
25 Attn: \_\_\_\_\_

1 SUPERINTENDENT: Orange County Superintendent of Schools  
2 200 Kalmus Drive  
3 P.O. Box 9050  
4 Costa Mesa, California 92628-9050  
5 Attn: Patricia McCaughey

6 12.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to  
7 seek redress for violation of, or to insist upon, the strict  
8 performance of any term or condition of this AGREEMENT shall not be  
9 deemed a waiver by that party of such term or condition, or prevent a  
10 subsequent similar act from again constituting a violation of such  
11 term or condition.

12 13.0 SEVERABILITY. If any term, condition or provision of this  
13 AGREEMENT is held by a court of competent jurisdiction to be invalid,  
14 void, or unenforceable, the remaining provisions will nevertheless  
15 continue in full force and effect, and shall not be affected,  
16 impaired or invalidated in any way.

17 14.0 GOVERNING LAW. The terms and conditions of this AGREEMENT  
18 shall be governed by the laws of the State of California with venue  
19 in Orange County, California.

20 15.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits  
21 attached hereto constitute the entire agreement among the Parties to  
22 it and supersedes any prior or contemporaneous understanding or  
23 agreement with respect to the services contemplated, and may be  
24 amended only by a written amendment executed by both Parties to the  
25 AGREEMENT.

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IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: SANTA ANA UNIFIED  
SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT  
OF SCHOOLS

BY: \_\_\_\_\_  
Authorized Signature

BY: \_\_\_\_\_  
Authorized Signature

PRINT NAME: \_\_\_\_\_

PRINT NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

TITLE: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

SAUSD-Income-Ed Tech(41367)15  
ZIP4

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Amendment to Service Agreement with The Regents of University of California Center for Educational Partnerships for 2013-14 School Year**

**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 amendment to service agreement for the 2013-14 school year, with The Regents of the University of California, Center for Educational Partnership. This partnership will co-fund two curriculum specialists to support the District's English Language Learner (ELL) program. University of California received a California Postsecondary Education Commission (CPEC) Improving Teacher Quality (ITQ) grant in collaboration with the District. The renewal of this service agreement was Board approved on February 11, 2014 for the amount of \$102,301.62.

**RATIONALE:**

The service agreement was Board approved to reimburse the District for salaries and benefits in the amount of \$102,301.62. Due to the salary increase for the 2013-14 school year of \$1,891.18, and amendment was made to the service agreement for a total of \$104,192.80.

**FUNDING:**

UCI Reading and Literature Project District Reimbursement: \$104,192.80

**RECOMMENDATION:**

Approve the amendment to service agreement with The Regents of the University of California Center for Educational Partnerships Reading and Literature Project for the 2013-14 school year.

AMENDMENT TO SERVICE AGREEMENT

Service Agreement Number:  
Beginning Date of Agreement: 8/22/13

AMENDMENT NUMBER: 01

Department Name: Center for Educational Partnerships  
Contractor Name: Santa Ana Unified School District  
Contractor Address: 1601 East Chestnut Avenue, Santa Ana, CA 92701

THE TERMS AND CONDITIONS OF THIS SERVICE AGREEMENT ARE AMENDED AS FOLLOWS:

SECTION III - COMPENSATION AND REIMBURSEMENT OF EXPENSES

Delete Sub-section III.A.

Replace with:

A. The University will pay the following to the Contractor for services performed:

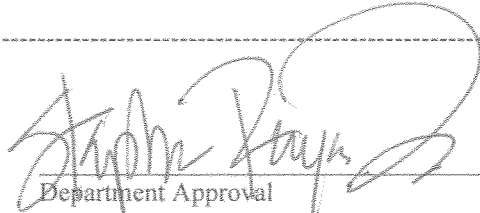
For CRLP work specified in Article I. A. 1.:

- 1) \$71,706.78 per academic year. Cost represents 50% of salary and other benefits + 3.53% direct costs for Linda Palomino.
- 2) \$32,486.02 per academic year. Cost represents 30% of salary and other benefits + 3.53% direct costs for Robyn Lee-Giuseffi.

MAXIMUM AMOUNT TO BE PAID UNDER THIS AGREEMENT IS: \$104,192.80

All other terms and conditions of the Agreement shall remain as previously agreed to by the parties.

University Internal Approval(s):

  
 Department Approval (date) 2-17-15  
 Name: Dr. Stephanie Reyes-Tuccio  
 Title: Director, Center for Educational Partnerships

IN WITNESS WHEREOF, duly authorized representatives of the parties have signed in confirmation of this Agreement.

**CONTRACTOR**

**THE REGENTS OF THE  
UNIVERSITY OF CALIFORNIA**

\_\_\_\_\_  
Signature (date)  
Name: Stefanie Phillips, Ed.D., CBO  
Title: Deputy Superintendent, Operations

\_\_\_\_\_  
Responsible Administrative Official (date)  
Rick Coulon  
Materiel & Risk Management

Amendment prepared by: Hung Pham

Phone: 949-824-5093



**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Ratification of Stipend Agreement with Partnership for Children and Youth for Period of March 23, 2015 through November 1, 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**

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board ratification of stipend agreement with Partnership for Children and Youth for the period of March 23, 2015 through November 1, 2015.

**RATIONALE:**

This program will develop a plan for aligning and complementing school day learning through Engage 360° to support social-emotional outcomes.

The \$5,000 stipend is intended to support the District and its community partners' participation in a learning community and to cover travel costs as well as other expenses related to Learning Community Team members' participation and work related to the Learning Community.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Ratify the stipend agreement with Partnership for Children and Youth for the period of March 23, 2015 through November 1, 2015.



### Stipend Agreement

This agreement describes the stipend provided by the Partnership for Children & Youth (PCY) to [DISTRICT NAME] for involvement in Expanded Learning 360/365, an initiative to improve the consistency of social-emotional learning (SEL) practices across expanded learning and school-day environments.

The \$5,000 stipend is being provided to support the district and its community partners' participation in a Learning Community. The stipend is intended to cover travel costs (e.g., airfare, hotel, food, mileage, parking), as well as other expenses related to Learning Community team members' participation and work related to the Learning Community.

As part of the ELT 360/365 Learning Community and this stipend, the district agrees to the following deliverables:

- Participation of Learning Community Team Members (as defined by PCY and the district) in 4 Learning Community meetings.
- An Action Plan describing strategies to better align social-emotional learning practices across the school day and expanded learning time.
- Completion of tasks, as needed, between Learning Community meetings to prepare for meetings and to move the Action Plan forward.

For more information about the ELT 360/365 Learning Community, please see the attached project description.

This agreement is in effect from March 1, 2015 to October 31, 2015.

By signing below, I agree to the terms and conditions of the agreement:

\_\_\_\_\_  
Signature  
Stefanie P. Phillips, Ed.D.  
Deputy Superintendent, Operations, CBO  
Santa Ana Unified School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature  
Katie Brackenridge  
Senior Director, ELT Initiatives  
Partnership for Children & Youth

\_\_\_\_\_  
Date

District EIN: \_\_\_\_\_  
(Employee Identification Number)



## A Professional Learning Community to Leverage Expanded Learning Time

### Why?

California has more than \$700 million invested in after school and summer learning programs at 4,400 schools across the state, serving 430,000 of the state's most vulnerable students. These programs bring additional funding, staffing, expertise and time to the table. Used strategically – with a plan for aligning and complementing school day learning – these expanded learning time (ELT) programs can have a dramatic impact on students' learning, particularly around the social-emotional outcomes that are increasingly important in a Common Core learning environment.

### What?

The Partnership for Children & Youth will help up to 10 districts to better align expanded learning resources and programs to improved student Social-Emotional Learning (SEL) outcomes. The work will include:

- 4 Professional Learning Community (PLC) meetings for ELT planning teams from each district
- Development of an action plan to describe strategies and next steps for improved alignment
- \$5,000 stipends to cover travel and staff time

The Partnership will:

- Present research and best practices in how to align ELT and SEL/CCSS
- Facilitate conversations to share practices across districts, assess current strengths and challenges, and plan for improvement
- Support action plan development in each district

### Who?

Each district is asked to assemble a team of 3-5 people to attend the PLC meetings. Members of this team should include:

- The district's ELT coordinator(s) (afterschool and summer)
- The assistant/deputy superintendent overseeing expanded learning programs
- Staff overseeing CCSS and SEL implementation

The PLC team will be asked to bring their plan back to their superintendent and other key cabinet-level staff for review and support.

### When?

The PLC is planned to start in March, 2015, with meetings scheduled in the spring, summer and early fall.

*The Partnership for Children & Youth is a non-profit organization that finds funding, partners and solutions to help schools better serve students, and informs state and national public policy on education issues.*

For more information, visit [partnerforchildren.org](http://partnerforchildren.org) or contact Katie Brackenridge at 510-830-4200 x1604; [katie@partnerforchildren.org](mailto:katie@partnerforchildren.org).





**Expanded Learning 360°/365**  
Skills for Success in School, Work and Life



## **Project Overview**

Expanded Learning 360/365 is a 3 to 5 year initiative to 1) improve California expanded learning time (ELT) field's understanding and expertise in social-emotional learning (SEL) and Common Core State Standards (CCSS); 2) build a common understanding across school day and ELT about the value of SEL and the contributions of ELT providers to SEL and CCSS implementation; 3) Boost the overall quality of California's publicly funded ELT programs.

## **5 Year Vision**

School day and expanded learning work collaboratively to support young people's social-emotional (and character) development and implement CCSS across school day and ELT. There is a clear, shared understanding of the assets each brings to the table. These assets are of higher quality because there's more expertise about the role, practices and process for improvement around SEL and CCSS implementation.

## **Project Description**

The project includes 4 distinct, but related, areas of work:

- Convene a **research work group** of researchers and practitioners to review and aggregate existing research on expanded learning time, SEL and CCSS. This group will draft a statement defining the role and value of expanded learning time in this new context, and based on existing research. They will also identify specific practices that ELT programs implement to support SEL and CCSS. This small, diverse group will include a mix of national and state research organizations, program practitioners with experience in SEL and CCSS implementation, and technical assistance providers with similar experience.
- Convene a **policy work group** to review and refine the statement referenced above, and to develop an action plan that defines the communication, awareness building and policy steps that need to be taken to spread this message clearly with key stakeholders. PCY staff will leverage these members' networks to reach key leadership groups. This group will be larger and more diverse than the research work group and will include advocacy organizations from expanded learning and k-12 education, Education Coalition organizations, research and evaluation organizations, program providers, and technical assistance providers.
- Build awareness and collaboration across school day/ELT within select **CORE districts** by engaging ELT coordinators and other district staff in facilitated discussions using the framework above and building off of existing promising practices.
- Provide intensive TA to **key districts** to link their expanded learning, SEL and CCSS infrastructure and practices. This work will include facilitated meetings to align goals and strengthen communication across departments that often operate in silos. It will also include consideration of professional development needs and site-level strategies to increase coordination and communication from school-day to expanded learning staff. We envision working with 1 to 2 districts in 2014-15 and expanding to 6 to 8 districts (in partnership with other TA providers in the state) by 2020.

Throughout these strands, PCY is developing tools for dissemination – video, written materials, web content – that illustrate the role and impact of expanded learning programs as supports for SEL and CCSS implementation.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Memorandum of Understanding between Digital Promise and Santa Ana Unified School District for the Period of April 29, 2015 through December 31, 2015**

**ITEM:**                   **Consent**

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

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

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of the Memorandum of Understanding (MOU) with Digital Promise and Santa Ana Unified School District (SAUSD) from April 29, 2015 to December 31, 2015. This MOU supports a variety of activities, which aim to support the implementation of successful leadership of the District's technology departments, including coaching and mentoring from leaders of districts involved in the League of Innovative Schools.

**LCAP Goal(s):**

- 2.4 – Ensure equitable access to technology in classrooms, on campus and at home
- 2.7 – Increase access to technology that is available to students at school and at home

**RATIONALE:**

This MOU with Digital Promise will provide leadership development, coaching and mentoring services to support SAUSD leadership towards transforming learning environments in our schools. Digital Promise coaches, who are leaders in some of America's top performing districts, will provide expertise and technical assistance to technology department leaders as they continue to upgrade and expand out network services.

**FUNDING:**

Unrestricted Discretionary Funds: \$35,000

**RECOMMENDATION:**

Approve the Memorandum of Understanding between Digital Promise and SAUSD for the period of April 29, 2015 through December 31, 2015.

DH:lr

# **Memorandum of Understanding**

Between

**Digital Promise**

And

**Santa Ana Unified School District**

This Memorandum of Understanding (“MOU”) sets forth the terms and understanding between Digital Promise and Santa Ana Unified School District (“Santa Ana Unified School District”) (collectively, the “Parties”) regarding Digital Promise’s provision of leadership coaching and mentoring with respect to learning through technology to the Santa Ana Unified School District (“the Project”). The MOU terms are set forth below and in the attached Schedule A (Statement of Work) and Schedule B (Applicable Law), all of which is incorporated by reference herein and made a part of this MOU.

## **1. Background & Purpose**

Digital Promise’s new Leadership Coaching and Mentoring Program (“Leadership Program”) will support Santa Ana Unified School District leaders working towards transforming learning in their districts through technology. Digital Promise coaches will provide expertise and technical assistance to leaders who want their schools to better meet student needs and leverage the power of technology.

The Leadership Program is separate and apart from the Digital Promise League of Innovative Schools (“League”). If a school district in the Leadership Program wishes to become a member of the League, the school district must comply with the League’s application process and will be subject to the same evaluation process used to review all applicants. The fact that a school district is part of the Leadership Program will have no bearing on its application for membership in the League.

## **2. Statement of Work**

Digital Promise shall provide to the Santa Ana Unified School District the professional services described in the Statement of Work attached hereto as Schedule A (“Services”). The Statement of Work shall be subject to the terms and conditions of this MOU. In the event of any conflict between the terms of this MOU and the Statement of Work, the terms of this MOU shall govern, unless the Statement of Work expressly references the conflicting provision in this MOU and provides that the provision in the Statement of Work shall govern.

## **3. Duration**

This MOU is at-will and may be modified by mutual consent of authorized officials from Digital Promise and the Santa Ana Unified School District. This MOU shall become effective upon signature by the authorized officials from Digital Promise and the Santa Ana Unified School District and will remain in effect until modified or terminated by any one of the parties by mutual consent. In the absence of mutual agreement by the authorized officials from Digital Promise and the Santa Ana Unified School District, this MOU shall end on the date set forth in Schedule A.

The timeline of deliverables may be set forth in Schedule A. Significant deviations from this timeline must be mutually approved by Digital Promise and the Santa Ana Unified School District.

#### **4. Payment**

Digital Promise shall be paid in accordance with the payment terms set forth in Schedule A.

#### **5. Independent Contractor**

In performing the Services pursuant to this MOU, each party is an independent contractor, is not an agent or employee of the other, and is not authorized to act on behalf of the other. In no event shall Digital Promise or its subcontractors who work on the Project be eligible for any fringe benefits or insurance provided to employees of the Santa Ana Unified School District.

#### **6. Taxes**

Digital Promise agrees that Digital Promise or its contractors, as applicable, will collect and timely remit to the appropriate taxing authority all taxes due under this MOU for Services.

#### **7. Intellectual Property**

Conditioned on and subject to the terms of this MOU, Digital Promise hereby grants the Santa Ana Unified School District a non-exclusive, non-sublicensable, non-transferable, perpetual license for the Santa Ana Unified School District solely to use, on an internal basis only, the content and materials provided to the Santa Ana Unified School District as part of the Services described in Schedule A. The Santa Ana Unified School District may not provide or disclose such content and materials to any third party.

Subject to the rights granted to the Santa Ana Unified School District in this Section 7, the Santa Ana Unified School District acknowledges that as between the Santa Ana Unified School District and Digital Promise, Digital Promise shall have and retain all right, title, and interest in and to all content and materials relating to the Project or otherwise provided or made available by Digital Promise, including without limitation the content and materials described in Schedule A, and all improvements, modifications, or other derivatives of such content and materials (collectively, such content, materials, and derivatives are "Digital Promise Materials"), and all associated copyrights, trademark rights, trade secret rights, patent rights, design rights, moral rights, database rights, and other intellectual property or proprietary rights of any nature. All such derivatives made by or on behalf of the Santa Ana Unified School District shall constitute "works made for hire" for Digital Promise within the meaning of the U.S. Copyright Act of 1976, as amended, and all other applicable laws, to the maximum extent permitted under such laws. To the extent the Santa Ana Unified School District nevertheless would retain any rights in any Digital Promise Materials, the Santa Ana Unified School District hereby unconditionally and irrevocably assigns and conveys to Digital Promise any and all right, title, and interest the Santa Ana Unified School District has, may have, or may acquire in and to all such Digital Promise Materials, including without limitation any intellectual property, proprietary, or other rights associated



therewith, in perpetuity. To the extent the Santa Ana Unified School District has any rights in any Digital Promise Materials that cannot be so assigned, including without limitation any moral rights, the Santa Ana Unified School District unconditionally and irrevocably waives all such rights. Upon Digital Promise's request, the Santa Ana Unified School District shall do all things necessary or appropriate, at Digital Promise's reasonable expense, to assist Digital Promise in obtaining intellectual property, proprietary, or other rights relating to such Digital Promise Materials or otherwise to evidence, perfect, defend, or enforce Digital Promise's rights hereunder.

## **8. Facilities; Equipment; Personnel**

In connection with any Services being performed at a Santa Ana Unified School District facility, the Santa Ana Unified School District shall provide Digital Promise employees and contractors with access to reasonable workspace and computer and phone equipment, as necessary, unless otherwise specified in a Statement of Work.

## **9. Confidentiality**

At all times during the term of this MOU and for a period of five (5) years following termination or expiration of this MOU, Digital Promise and the Santa Ana Unified School District shall, and shall cause their respective officers, directors, and other employees and agents to, keep confidential and not publish or otherwise disclose and not use, directly or indirectly, for any purpose, any Confidential Information (as defined in this Section 9), except to the extent such disclosure or use is expressly permitted by the terms of this MOU. The obligations of confidentiality in this Section 9 shall not extend to any Confidential Information that: (i) is or comes into the public domain without breach of this MOU by the party receiving such Confidential Information, (ii) is received by the receiving party from a third party without any obligation of confidentiality and without breach of this MOU by the receiving party, or (iii) the receiving party can demonstrate by competent evidence was already in its possession without any limitation on use or disclosure prior to the effective date of this MOU. This MOU shall not restrict Digital Promise or the Santa Ana Unified School District from complying with a lawfully issued governmental order or legal requirement to produce or disclose Confidential Information; provided, however, that Digital Promise and the Santa Ana Unified School District shall promptly notify the other party to enable that party to oppose the order or obtain a protective order and each party shall cooperate fully with the other party in any such proceeding. If Digital Promise or the Santa Ana Unified School District is thereafter required to disclose Confidential Information, both parties will endeavor to agree to a mutually satisfactory means to disclose such information. "Confidential Information" means all non-public, confidential, or proprietary information, in any form, furnished or made available directly or indirectly by one party to the other party, whether or not designated "Confidential Information."

## **10. Termination**

In the event of termination or expiration of this MOU under Section 3, the Santa Ana Unified School District agrees to pay Digital Promise for the work it has completed and

provided to the Santa Ana Unified School District up to the date of termination or expiration. Advance payment made to Digital Promise and not applicable to completed work as of the date of termination or expiration will be promptly refunded to the Santa Ana Unified School District.

### **11. Conflict**

Each attached Schedule shall be subject to the terms and conditions of this MOU. In the event of any conflict between the terms of this MOU and a Schedule, the terms of this MOU shall govern, unless the Schedule expressly references the conflicting provision in this MOU and provides that the provision in the Schedule shall govern.

### **12. Assignment**

A party shall not assign this MOU, or assign, subcontract or delegate any of its rights or obligations pursuant to this MOU, without the prior written consent of the other party, and any attempted assignment, subcontract or delegation without such prior written consent shall be of no force or effect.

### **13. Limitation of Liability**

EXCEPT WITH RESPECT TO BREACHES OF A PARTY'S OBLIGATIONS UNDER SECTIONS 7 OR 9, NEITHER PARTY WILL BE LIABLE TO THE OTHER PARTY FOR ANY LOST PROFITS, LOST DATA, OR LOST BUSINESS, COSTS OF PROCUREMENT OF SUBSTITUTE GOODS OR SERVICES, OR FOR ANY OTHER INDIRECT, SPECIAL, INCIDENTAL, PUNITIVE, OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS CONTRACT, HOWEVER CAUSED, AND UNDER WHATEVER CAUSE OF ACTION OR THEORY OF LIABILITY BROUGHT (INCLUDING, WITHOUT LIMITATION, UNDER ANY CONTRACT, NEGLIGENCE, OR OTHER TORT THEORY OF LIABILITY) EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. EACH PARTY'S TOTAL AGGREGATE LIABILITY ARISING OUT OF THIS CONTRACT WILL NOT EXCEED THE FACE AMOUNT OF THIS CONTRACT [SET FORTH IN SECTION [III.A.1 OF SCHEDULE A]. EACH PARTY ACKNOWLEDGES THAT THIS SECTION HAS BEEN INCLUDED AS A MATERIAL INDUCEMENT FOR THE OTHER PARTY TO ENTER INTO THIS CONTRACT AND THAT SUCH PARTY WOULD NOT HAVE ENTERED INTO THIS CONTRACT BUT FOR THE LIMITATIONS OF LIABILITY AS SET FORTH HEREIN. THE PARTIES AGREE THAT THE LIMITATION OF LIABILITY SET FORTH HEREIN WILL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE.

### **14. Publicity and Use of Trademarks**

A party shall not make any public statements or announcements relating to this MOU without the prior written consent of the other party. A party shall not display or use, in advertising or otherwise, any of the other party's trade names, logos, trademarks,

service marks or other indicia of origin without the other party's prior written consent (which consent may be revoked at any time).

## **15. Governing Law**

This MOU and the rights of the Parties hereunder shall be governed by and construed in accordance with the laws of the District of Columbia, exclusive of conflict or choice of law rules. The venue for any claim shall be in the District of Columbia, in accordance with the laws of the District of Columbia.

## **16. Compliance with Applicable Laws**

Digital Promise will comply with (a) all federal and state laws, rules and regulations applicable to its performance of the Services under this MOU, including, but not limited to, any confidentiality and privacy laws, rules and regulations applicable to school and student records, and (b) those local laws, rules and regulations set forth in Schedule B.

## **17. Severability**

In the event any provision of this MOU is found to be legally unenforceable, such unenforceability shall not prevent enforcement of any other provision of this MOU.

## **18. Authority**

Each party represents, warrants and covenants to the other party that it has the authority to enter into this MOU and to perform all of its obligations hereunder.

## **19. Counterparts**

This MOU may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.

## **20. Notice**

Any notice required or permitted by this MOU must be in writing and shall be deemed to have been given if sent by first class mail (postage prepaid), overnight carrier, telecopy, or personal delivery, addressed: (i) if to the Santa Ana Unified School District, to the attention of Rick Miller, Superintendent, 1601 East Chestnut Avenue, Santa Ana, CA 92701, (ii) if to Digital Promise, to the attention of Kathryn Petrillo-Smith, Chief Operations Officer, 1731 Connecticut Avenue, NW, 4<sup>th</sup> Floor, Washington, DC 20009, or (iii) at such other addresses the party to be notified has designated upon reasonable notice. Notices sent by telecopy, overnight carrier or personal delivery shall be deemed to be effective upon receipt, and notices sent by first class mail shall be deemed to be effective no later than the fifth business day following the mailing of such notice.

## **21. Survival**

The terms and conditions of this MOU that would, by their nature, survive the expiration or termination of this MOU, including without limitation, Section 5 (Independent Contractor), Section 6 (Tax), Section 7 (Intellectual Property), Section 9 (Confidentiality), Section 10 (Termination), Section 13 (Limitation of Liability), Section 14 (Publicity and Use of Trademarks), Section 15 (Governing Law), and Section 21, shall so survive the expiration or termination of this MOU for any reason.

## **22. Waiver**

Waiver by any party of performance of any provision of this MOU must be in writing and signed by the party adversely affected thereby. Such waiver shall not be a waiver, or prejudice the party's right to require performance, of the same provision in the future, or of any other provision.

## **23. Entire Agreement**

This MOU and associated schedules (all of which are incorporated herein by this reference) constitute the entire agreement between the Parties and supersede any and all prior agreements and understandings between the Parties, written or oral, not incorporated herein with respect to the subject matter of this MOU. This MOU and any associated schedules may not be changed unless mutually agreed upon by the Parties in writing.

Signed,

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

Kathryn Petrillo-Smith  
Digital Promise  
Chief Operations Officer

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

David Haglund, Ed.D.,  
Santa Ana Unified School District  
Deputy Superintendent  
Educational Services

**SCHEDULE A**  
**STATEMENT OF WORK**

**I. TERM**

Unless terminated earlier pursuant to Section 3 of the MOU, the MOU shall terminate on December 31, 2015.

**II. DIGITAL PROMISE RESPONSIBILITIES**

- Recruit coaches from districts in the League of Innovative Schools.
- Complete a needs assessment to pinpoint the focus of the coaching engagement and to match coaches with your district.
- Assign a team of three coaches to the School District's district. Manage the coaches' work.
- Lead and facilitate two 2.5-day site visits to the School District by the coaching team.
- Provide additional coaching between the site visits (3-4 webinars).
- Lead and facilitate a two and a half day Summit at a League district.
- Digital Promise shall exercise the foregoing responsibilities consistent with the more detailed description of such responsibilities in the document attached to this Schedule A entitled "Digital Promise Professional Services: Leadership Coaching and Mentoring."

**DIGITAL PROMISE DELIVERABLES**

- A final report highlighting the work accomplished and recommendations for next steps.

**SCHOOL DISTRICT RESPONSIBILITIES**

- Schedule the School District's on-site coaching at least 4, and preferably 6, weeks in advance.
- Ensure that the appropriate staff within the School District are available to work with the coaches on-site and on an on-going basis.
- Attend the Summit. (A team of three (3) staff may attend the site visit. Additional representatives from the School District may attend for the fee set forth in the Compensation section below.)

**III. COMPENSATION**

A. Leadership Coaching and Mentoring

1. \$35,000.00
2. The School District shall pay the fee in accordance with the following schedule:
  - \$10,000 due upon signing
  - \$15,000 due upon completion of the Summit (plus fees if sending additional attendees to the summit)
  - \$10,000 due upon receipt of final report

B. Additional School District Staff

1. The \$35,000 Leadership Coaching and Mentoring fee includes attendance of up to three (3) School District staff members at the Summit.
2. Up to two additional School District staff members may attend for a fee of \$250.00 per person, payable in full before the start of the Summit.

Digital Promise \_\_\_\_\_  
(Initial and date)

Santa Ana Unified School District \_\_\_\_\_  
(Initial and date)

## ATTACHMENT

### **Digital Promise Professional Services: Leadership Coaching and Mentoring**

[Note: Insert document after this page]



**SCHEDULE B**

**COMPLIANCE WITH APPLICABLE LAW**

Consistent with Section 16 of the MOU, in addition to any applicable federal and state laws, rules and regulations applicable to Digital Promise’s performance of the Services under this MOU, Digital Promise will comply with the following local law, rules and regulations:

**[INSERT]**

Digital Promise \_\_\_\_\_  
(Initial and date)

Santa Ana Unified School District \_\_\_\_\_  
(Initial and date)

**AGENDA ITEM BACK-UP SHEET****April 28, 2015****Board Meeting**

**TITLE:** **Authorization to Utilize California Multiple Award Schedule Contract with Downtown Ford Sales, Elk Grove Auto Group, Hanford Toyota, Livermore Ford, Swift Jeep Chrysler Plymouth Dodge, Winner Chevrolet, and Wondries Fleet Group for Purchase of Vehicles Districtwide**

**ITEM:** **Consent**

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

**PREPARED BY:** **Tony Wold, Ed.D., Executive Director, Business Operations  
Jonathan Geiszler, Director, Purchasing and Stores**

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board authorization to utilize California Multiple Award Schedule (CMAS) contract for the purchase of trucks, vans, and utility vehicles through Downtown Ford Sales, Elk Grove Auto Group, Hanford Toyota, Livermore Ford, Swift Jeep Chrysler Plymouth Dodge, Winner Chevrolet and Wondries Fleet Group for the purchase of vehicles Districtwide.

The District maintains a fleet of ninety-six vehicles for the Facilities and Building Services Departments and ten for the Technology Department. Further, the majority of the District vehicle fleet is comprised of vehicles that were purchased prior to 2007. During the economic downturn the purchase of replacement vehicles was not built into the operating budgets and planned replacement was not maintained resulting in an aging white fleet of vehicles. School sites currently utilize Enterprise Holdings, LLC to rent vans for athletic and extracurricular student transportation.

**RATIONALE:**

The utilization of this CMAS contract will allow the District to update the fleets in Building Services and Technology, and provide vans with a seating capacity of eight persons to the comprehensive high schools for extracurricular and athletic student transportation and reduce the fees that are paid to rent vehicles for student transportation.

Working with the Technology Department ongoing funds have been identified to maintain a vehicle replacement program beginning with the most outdated vehicles in service and will become our annual standard method of vehicle replacement. This will use existing budgeted funds. It is anticipated that the District would replace three of the ten vehicles in this fleet for the 2015-16 school year, and one vehicle each subsequent year. The approximate budget for vehicle replacement in technology will be about \$21,000 per vehicle per year.

The Building Services Department will begin to replace the most outdated vehicles utilizing ongoing funds that are required by the State to be used in the ongoing regular maintenance program and will do so in perpetuity allowing the District to maintain a current inventory of vehicles. This is built into the budget for the subsequent school years. It is anticipated that Building Services will replace approximately 20 of the ninety-six vehicles in this fleet for the 2015-16 school year and replace the same amount each subsequent year. The approximate ongoing budget within building services for vehicle replacement will be approximately \$600,000 - \$800,000 per year depending on what vehicles are to be replaced.

In lieu of renting vans from Enterprise, the District will purchase a fleet of ten vans for the 2015-16 school year for utilization for athletic and extra-curricular activity transportation. We will evaluate the need to purchase additional vehicles in subsequent years. The savings from rental fees will be utilized to purchase replacement vans in future years. The Transportation office will be monitoring the rules of use and preventive maintenance requirements of these vehicles. The current estimated annual charges for a van was approximately \$18,000/year and purchase of vans is approximately \$22,500 per van.

On February 13, 2014, the State of California awarded CMAS Contract No. 1-14-23-23 A-G which granted local government agencies the ability to purchase trucks, vans and utility vehicles through Downtown Ford Sales, Elk Grove Auto Group, Hanford Toyota, Livermore Ford, Swift Jeep Chrysler Plymouth Dodge, Winner Chevrolet and Wondries Fleet Group. This agreement is in effect through February 2, 2016 and may be extended by the State of California up to February 28, 2017.

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 Downtown Ford Sales, Elk Grove Auto Group, Hanford Toyota, Livermore Ford, Swift Jeep Chrysler Plymouth Dodge, Winner Chevrolet and Wondries Fleet Group have been assessed to be fair, reasonable and competitive by the District staff and District staff has determined that it is in the best interest of the District to utilize the contract awarded to Downtown Ford Sales, Elk Grove Auto Group, Hanford Toyota, Livermore Ford, Swift Jeep Chrysler Plymouth Dodge, Winner Chevrolet and Wondries Fleet Group as allowed under CMAS Contract No. 1-14-23-23 A-G.

#### **FUNDING:**

Implementing the vehicle replacement program will be undertaken using existing funds.

Various Budgeted Funds as Requested:

- Technology Department ongoing operation budget funds – approximately \$21,000 per year depending on vehicle
- Building Services ongoing operation budget – approximately \$600,000 - \$800,000 per year depending upon vehicle
- Reduction of rental changes will reduce current transportation budgets to fund the site van initiative – approximately \$225,000 for 10 vans.

**RECOMMENDATION:**

Authorize staff to utilize the California Multiple Award Schedule Contract No. 1-14-23-23, with Downtown Ford Sales, Elk Grove Auto Group, Hanford Toyota, Livermore Ford, Swift Jeep Chrysler Plymouth Dodge, Winner Chevrolet, and Wondries Fleet Group for the purchase of vehicles Districtwide.

SP:mm

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of March 11, 2015 through April 14, 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 March 11, 2015 through April 14, 2015.

**RATIONALE:**

The Purchase Order Summary consists of all orders created during the period of March 11, 2015 through April 14, 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 March 11, 2015 through April 14, 2015.



# Santa Ana Unified School District

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

Richard L. Miller, Ph.D., Superintendent

Date: April 16, 2015  
To: Richard L. Miller, Ph.D., Superintendent  
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO  
Subject: Purchase Order Summary: From 11-MAR-2015 through 14-APR-2015

Fund 01 General Fund	\$7,640,450.81
Fund 12 Child Development	\$39,325.86
Fund 13 Cafeteria Fund	\$1,042,687.22
Fund 14 Deferred Maintenance Fund	\$282,938.17
Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund	\$95,360.13
Fund 25 Capital Facilities Fund	\$30,677.78
Fund 26 Measure G Bond	\$171,510.08
Fund 29 Measure G	\$332,248.82
Fund 35 County School Facilities Fund	\$8,534,358.64
Fund 40 Special Reserve Fund	\$11,778,297.33
Fund 68 Workers' Compensation	\$8,926.27
Fund 81 Property & Liability	\$5,367.37
Grand Total:	\$29,962,148.48

Prepared By: Jonathan Geiszler, Director, Purchasing and Stores

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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 11-MAR-2015 Through 14-APR-2015 Page: 01 of 09

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
310157	ACE JANITORIAL			
Unrestricted	Grounds	BUILDING SERVICES		\$32,370.00
Discretionary	Maintenance			
Accounts	Supplies			
310190	TWINING CONSULTING, INC.			
OPSC School	Building Lab Tests	KING ELEMENTARY		\$19,956.07
Facilities Bond	Construction	SCHOOL		
Special Reserve	Building Lab Tests	VALLEY HIGH SCHOOL		\$17,072.00
Fund	Construction			
310210	JOHNSTONE SUPPLY			
Deferred	Electrical/	BUILDING SERVICES		\$45,000.00
Maintenance Fund	Electronics Building			
	Maintenance Supplies			
310316	MONTGOMERY HARDWARE COMPANY			
Deferred	Locks Supplies	BUILDING SERVICES		\$54,000.00
Maintenance Fund				
310324	PURCHASE POWER			
Unrestricted	Bulk Mail	DISTRICTWIDE		\$48,000.00
Discretionary				
Accounts				
310399	XEROX CORPORATION			
General Fund	Publication	PUBLICATIONS		\$30,000.00
	Inventory			
Unrestricted	Rental Contracts	PUBLICATIONS		\$24,665.84
One-time Funds				
310408	ORANGE COUNTY AUTO PARTS NAPA			
Ongoing & Major	Equipment	BUILDING SERVICES		\$65,000.00
Maintenance Account	Maintenance			
	Supplies			
310440	CDW GOVERNMENT, INC.			
Unrestricted	Equipment	TECHNOLOGY		\$28,000.00
Discretionary	Maintenance	INNOVATION SERVICES		
Accounts	Supplies			
310478	CALIFORNIA INDUSTRIAL			
Child Nutrition:	Maintenance	NUTRITION SERVICES		\$40,000.00
School Programs	Contracts Repairs			

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

From 11-MAR-2015 Through 14-APR-2015

Page: 02 of 09

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
310764	S. DANIEL HARBOTTLE dba HARBOTTLE LAW GROUP			2014/06/10
Special Education	Legal Audit and Election Contracts	SPECIAL EDUCATION		\$40,000.00
310945	OCTA			
Special Education	Transportation Contracts Other	SPECIAL EDUCATION		\$4,400.00
Special Education	Transportation Contracts Other	TRANSITION PROGRAMS		\$29,600.00
311012	ARAMARK			
Child Nutrition: School Programs	Uniforms	NUTRITION SERVICES		\$43,000.00
311109	PRIEST CONSTRUCTION SERVICES, INC.			
Measure G Series E	Building Inspection	MITCHELL CHILD DEVELOPMENT CENTER		\$101,368.00
OPSC School Facilities Bond	Building Inspection	MITCHELL CHILD DEVELOPMENT CENTER		\$49,200.00
311687	ORBACH, HUFF AND SUAREZ, LLP			
Unrestricted Discretionary Accounts	Consultant Noninstructional	FACILITIES/ GOVERNMENTAL RELATIONS		\$3,500.00
Cell Leases Facilities	Other Contracts	FACILITIES/ GOVERNMENTAL RELATIONS		\$8,000.00
SAUSD GO Bond, 2008 Election, Series A	Plans All Other Printing, etc.	FACILITIES/ GOVERNMENTAL RELATIONS		\$45,000.00
Capital Facilities Fund	Plans All Other Printing, etc.	FACILITIES/ GOVERNMENTAL RELATIONS		\$13,000.00
SCE CA Solar Initiative CSI	Plans All Other Printing, etc.	FACILITIES/ GOVERNMENTAL RELATIONS		\$7,226.00
Fund 40 Valley Sports Complex	Plans All Other Printing, etc.	VALLEY HIGH SCHOOL		\$2,000.00
Fund 40 QZAB Solar Energy Savings 2012	Plans All Other Printing, etc.	FACILITIES/ GOVERNMENTAL RELATIONS		\$20,274.00



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

From 11-MAR-2015 Through 14-APR-2015 Page: 03 of 09

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
311767	WAXIE SANITARY SUPPLY			
Unrestricted	Custodial Supplies	BUILDING SERVICES		\$85,025.32
Discretionary				
Accounts				
312041	KAREN C. TZONG			2014/08/26
LCFF	Consultant	BUSINESS SERVICES		\$58,000.00
Supplemental/ Concentration	Noninstructional	DIVISION		
312329	GOVERNMENT FINANCIAL STRATEGIES, INC.			
Unrestricted	Consultant	BUSINESS SERVICES		\$40,000.00
Discretionary	Noninstructional	DIVISION		
Accounts				
312566	ATKINSON ANDELSON LOYA RUUD & ROMO			2014/06/24
Special Education	Sub Agreements for	SPECIAL EDUCATION		\$72,000.00
	Services			
Special Education	Consultants	SPECIAL EDUCATION		\$25,000.00
	Instructional			
312849	PROCARE ONE NURSES, LLC			2014/08/26
Unrestricted	Consultant	PUPIL SUPPORT		\$60,000.00
Discretionary	Noninstructional	SERVICES		
Accounts				
Special Ed: Early	Consultants	MITCHELL CHILD		\$4,000.00
Ed Individuals	Instructional	DEVELOPMENT CENTER		
312991	OneOC			2014/06/24
Unrestricted	Consultants	THORPE FUNDAMENTAL		\$6,600.00
Discretionary	Instructional	ELEMENTARY SCHOOL		
Accounts				
Unrestricted	Consultants	WILSON ELEMENTARY		\$5,000.00
Discretionary	Instructional	SCHOOL		
Accounts				
Unrestricted	Consultants	KENNEDY ELEMENTARY		\$2,500.00
Discretionary	Instructional	SCHOOL		
Accounts				
Unrestricted	Consultants	KING ELEMENTARY		\$5,000.00
Discretionary	Instructional	SCHOOL		
Accounts				

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

From 11-MAR-2015 Through 14-APR-2015 Page: 04 of 09

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
312991	OneOC			2014/06/24
Unrestricted	Consultant	KENNEDY ELEMENTARY		\$2,500.00
Discretionary	Noninstructional	SCHOOL		
Accounts				
IASA: Title I Basic	Consultants	PIO PICO ELEMENTARY		\$5,000.00
Grants Low Income	Instructional	SCHOOL		
IASA: Title I Basic	Consultants	DIAMOND ELEMENTARY		\$5,000.00
Grants Low Income	Instructional	SCHOOL		
IASA: Title I Basic	Consultants	FREMONT ELEMENTARY		\$5,000.00
Grants Low Income	Instructional	SCHOOL		
IASA: Title I Basic	Consultants	HARVEY ELEMENTARY		\$6,600.00
Grants Low Income	Instructional	SCHOOL		
IASA: Title I Basic	Consultants	MARTIN ELEMENTARY		\$5,000.00
Grants Low Income	Instructional	SCHOOL		
IASA: Title I Basic	Consultants	MONTE VISTA		\$2,500.00
Grants Low Income	Instructional	ELEMENTARY SCHOOL		
IASA: Title I Basic	Consultants	SEPULVEDA		\$5,000.00
Grants Low Income	Instructional	ELEMENTARY SCHOOL		
IASA: Title I Basic	Consultants	WASHINGTON		\$5,000.00
Grants Low Income	Instructional	ELEMENTARY SCHOOL		
IASA: Title I Basic	Consultants	GARFIELD ELEMENTARY		\$5,000.00
Grants Low Income	Instructional	SCHOOL		
IASA: Title I Basic	Consultants	WALKER ELEMENTARY		\$5,000.00
Grants Low Income	Instructional	SCHOOL		
313880	AT&T DATACOMM, INC. dba AT&T DATACOMM			
E-Rate	Building	DISTRICTWIDE		\$336,579.62
	Improvements			
E-Rate	Replacement Other	DISTRICTWIDE		\$2,385,925.80
	Equipment			
314511	AT&T DATACOMM, INC. dba AT&T DATACOMM			
E-Rate	Replacement Other	DISTRICTWIDE		\$82,788.00
	Equipment			
314685	PROCURE AMERICA, INC.			
Unrestricted	Housekeeping	DISTRICTWIDE		\$38,667.21
Discretionary	Services Trash			
Accounts				

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

From 11-MAR-2015 Through 14-APR-2015 Page: 05 of 09

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
314894	COMMERCIAL PROTECTIVE SERVICES, INC. dba CPS Measure G Bond Series B	FRANKLIN ELEMENTARY SCHOOL	\$45,652.20
314899	COMMERCIAL PROTECTIVE SERVICES, INC. dba CPS Measure G Bond Series B	KING ELEMENTARY SCHOOL	\$21,002.20
	OPSC School Facilities Bond	KING ELEMENTARY SCHOOL	\$30,650.00
316126	GHATAODE BANNON ARCHITECTS, LLP Fund 40 Valley Sports Complex	Plans All Other Printing, etc. VALLEY HIGH SCHOOL	\$202,776.34
316166	KAPLAN K-12 LEARNING SERVICES IASA: Title I Basic Consultants Grants Low Income	Instructional SADDLEBACK HIGH SCHOOL	2015/01/27 \$53,570.00
316328	RIDDELL Unrestricted Discretionary Accounts	Football Helmets DISTRICTWIDE	\$31,115.05
316410	XEROX CORPORATION Unrestricted One-time Funds	Rental Contracts PUBLICATIONS	\$31,315.17
316750	WAXIE SANITARY SUPPLY Unrestricted Discretionary Accounts	Custodial Supplies BUILDING SERVICES	\$58,436.04
316786	WAXIE SANITARY SUPPLY Unrestricted Discretionary Accounts	Custodial Supplies BUILDING SERVICES	\$62,008.09
316881	AREY JONES EDUCATIONAL SOLUTIONS Unrestricted One-time Funds	Materials & Supplies/Software SECONDARY DIVISION	\$1,320,200.00
316882	GOVCONNECTION Unrestricted One-time Funds	Materials & Supplies/Software SECONDARY DIVISION	\$39,200.00

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

From 11-MAR-2015 Through 14-APR-2015 Page: 06 of 09

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
316885	INLAND KENWORTH (US) INC. Child Nutrition: School Programs	Capital Outlay Vehicle	NUTRITION SERVICES	\$679,509.00
316903	SOUTHWEST MATERIAL HANDLING, INC. Child Nutrition: School Programs	Non Capitalized Equipment	NUTRITION SERVICES	\$67,755.00
316906	BALFOUR BEATTY CONSTRUCTION OPSC School Facilities Bond	Building Contractor	COMMUNITY DAY HIGH SCHOOL	\$7,814,997.00
316919	XEROX CORPORATION General Fund	Publication Inventory	PUBLICATIONS	\$30,178.00
317016	GKKWORKS Measure G Series E	Building Architect	MCFADDEN INTERMEDIATE SCHOOL	\$59,750.38
317017	GKKWORKS Measure G Bond Series B	Building Architect	TAFT ELEMENTARY SCHOOL	\$53,754.35
317018	GKKWORKS Measure G Series E	Building Architect	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	\$32,227.63
317019	GKKWORKS Measure G Bond Series B	Building Architect	FRANKLIN ELEMENTARY SCHOOL	\$29,772.72
317126	ZARCA INTERACTIVE INC. dba K12 Unrestricted Discretionary Accounts	Consultant Noninstructional	INSIGHT BUSINESS SERVICES DIVISION	2014/06/10 \$41,850.00
317186	GHATAODE BANNON ARCHITECTS, LLP OPSC School Facilities Bond	Building Architect	COMMUNITY DAY HIGH SCHOOL	\$10,050.00
	OPSC School Facilities Bond	Plans All Other Printing, etc.	COMMUNITY DAY HIGH SCHOOL	\$18,000.00
317191	SIERRA LATHING COMPANY, INC. OPSC School Facilities Bond	Building Contractor	MITCHELL CHILD DEVELOPMENT CENTER	\$464,500.00

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

From 11-MAR-2015 Through 14-APR-2015 Page: 07 of 09

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
317203	REGENTS OF THE UNIVERSITY OF CALIFORNIA AT IRVINE		
IASA: Title I Basic	Sub Agreements for SPURGEON		\$55,000.00
Grants Low Income	Services	INTERMEDIATE SCHOOL	
IASA: Title I Basic	Consultants	SPURGEON	\$25,000.00
Grants Low Income	Instructional	INTERMEDIATE SCHOOL	
317204	EDUCATIONAL POLICY IMPROVEMENT CENTER		2015/01/13
NCLB: Title I,	Sub Agreements for VALLEY HIGH SCHOOL		\$165,000.00
School Improvement	Services		
Grant QEIA			
NCLB: Title I,	Consultants	VALLEY HIGH SCHOOL	\$25,000.00
School Improvement	Instructional		
Grant QEIA			
317292	ASSETWORKS, INC.		2014/11/18
Unrestricted	Other Contracts	DISTRICTWIDE	\$98,500.00
Discretionary			
Accounts			
317299	GHATAODE BANNON ARCHITECTS, LLP		
OPSC School	Building Architect	COMMUNITY DAY HIGH	\$10,050.00
Facilities Bond		SCHOOL	
OPSC School	Plans All Other	COMMUNITY DAY HIGH	\$18,000.00
Facilities Bond	Printing, etc.	SCHOOL	
317354	CHEFS' TOYS		
Child Nutrition:	Other Expense	NUTRITION SERVICES	\$28,828.00
School Programs	Cafeteria		
317364	XEROX CORPORATION		
Unrestricted	Rental Contracts	PUBLICATIONS	\$50,000.00
One-time Funds			
317375	ADVANCED COLOR SOLUTIONS, INC.		
Unrestricted	Replacement of	PUBLICATIONS	\$31,415.00
Discretionary	Equipment		
Accounts			
317383	WOLVERINE FENCE COMPANY, INC.		
Emergency Repair		SADDLEBACK HIGH	\$76,500.00
Program Williams		SCHOOL	
317416	DIELI MURAWKA HOWE, INC.		
Child Nutrition:	Consultant	NUTRITION SERVICES	\$40,000.00
School Programs	Noninstructional		

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

From 11-MAR-2015 Through 14-APR-2015 Page: 08 of 09

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
317417	CUTTING EDGE SYSTEMS, INC. Unrestricted Discretionary Accounts	Replacement of Equipment	PUBLICATIONS \$31,415.00
317525	GOVCONNECTION IASA: Title I Basic Materials & Grants Low Income	Supplies/Software	SADDLEBACK HIGH SCHOOL \$27,112.34
317532	DE VIDA G. BELL dba VIDA UNLIMITED Special Ed: Mental Health Services	Sub Agreements for Services	SPECIAL EDUCATION \$4,160.00 2015/03/10
	Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION \$25,000.00
317535	MONICA M SEDBERRY Special Ed: Mental Health Services	Sub Agreements for Services	SPECIAL EDUCATION \$4,160.00 2015/03/10
	Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION \$25,000.00
317583	GHATAODE BANNON ARCHITECTS, LLP Emergency Repair Program Williams	Building Architect	DIAMOND ELEMENTARY SCHOOL \$4,558.82
	Emergency Repair Program Williams	Building Architect	EDISON ELEMENTARY SCHOOL \$3,487.53
	Emergency Repair Program Williams	Building Architect	HOOVER ELEMENTARY SCHOOL \$28,811.02
	Emergency Repair Program Williams	Building Architect	LINCOLN ELEMENTARY SCHOOL \$690.89
	Emergency Repair Program Williams	Building Architect	VALLEY HIGH SCHOOL \$37,615.52
	Emergency Repair Program Williams	Building Architect	WILLARD INTERMEDIATE SCHOOL \$751.90
	Emergency Repair Program Williams	Building Architect	SADDLEBACK HIGH SCHOOL \$81,256.81
	Emergency Repair Program Williams	Building Architect	SPURGEON INTERMEDIATE SCHOOL \$13,342.05

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

From 11-MAR-2015 Through 14-APR-2015 Page: 09 of 09

PO No.	Vendor			BOA Date
-----				
Funding	Description	Location		Amount
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317588	PRIEST CONSTRUCTION SERVICES, INC.			
OPSC School	Building	CENTURY HIGH SCHOOL		\$38,400.00
Facilities Bond	Inspection			
317619	COMMERCIAL PROTECTIVE SERVICES, INC. dba CPS			
Measure G Series E		WILSON ELEMENTARY SCHOOL		\$35,000.00
317646	PH HAGOPIAN CONTRACTOR, INC.			
Fund 40 Valley	Building	VALLEY HIGH SCHOOL		\$11,179,000.00
Sports Complex	Contractor			
317651	ADVANCED COLOR SOLUTIONS, INC.			
Unrestricted	Replacement of	PUBLICATIONS		\$47,661.42
Discretionary	Equipment			
Accounts				
317663	AMPE, INC.			
California Clean	Building Architect	SEPULVEDA		\$28,000.00
Energy Jobs Act		ELEMENTARY SCHOOL		
317664	AMPE, INC.			
California Clean	Building Architect	WALKER ELEMENTARY		\$27,000.00
Energy Jobs Act		SCHOOL		
317673	EDMOND HEATLEY dba LEADERSHIP LABORATORY, INC.			
Unrestricted	Consultant	BUSINESS SERVICES		\$48,800.00
Discretionary	Noninstructional	DIVISION		
Accounts				
317702	SPICERS PAPER, INC.			
General Fund	Publication	PUBLICATIONS		\$57,241.60
	Inventory			

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Ratification of Expenditure Summary and Warrant Listing for Period of March 11, 2015 through April 14, 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 March 11, 2015 through April 14, 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 March 11, 2015 through April 14, 2015.





# Santa Ana Unified School District

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

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

Date: April 14, 2015  
To: Richard L. Miller, Ph.D., Superintendent  
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations  
Subject: Expenditures Summary: From 11-MAR-2015 through 14-APR-2015

Fund 01 General Fund	\$8,421,857.55
Fund 12 Child Development	\$65,062.77
Fund 13 Cafeteria Fund	\$1,640,760.77
Fund 14 Deferred Maintenance Fund	\$306,038.91
Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund	\$29,136.59
Fund 25 Capital Facilities Fund	\$131,992.07
Fund 26 Measure G Bond	\$103,279.45
Fund 29 Measure G	\$245,541.65
Fund 35 County School Facilities Fund	\$2,376,670.30
Fund 40 Special Reserve Fund	\$453,945.89
Fund 49 Capital Project Fund for Blended Component	\$4,000.00
Fund 68 Workers' Compensation	\$201,596.57
Fund 69 Health & Welfare	\$6,685,305.32
Fund 81 Property & Liability	\$147,554.26
Total Expenditures:	\$20,812,742.10

Prepared By: Christeen Betz, Director, Accounting

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

## BOARD OF EDUCATION

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

# SAUSD Board of Education Warrant Listing

March 12, 2015

Page 1 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 01 General Fund</b>			
84204125	<b>AVID CENTER</b> LCFF-Supplemental/Concentration	SECONDARY DIVISION	<b>\$59,640.00</b>
84203950	<b>ORANGE COUNTY DEPARTMENT OF EDUCATION</b> Special Ed: Mental Health Services	PUPIL SUPPORT SERVICES	<b>\$106,251.68</b>
84203959	<b>THE LEARNING TOGETHER COMPANY</b> Before and After School Learning & Safe Neighborhood Partnerships	EDUCATIONAL SERVICES DIVISION	<b>\$152,393.64</b>
84203972	<b>APPLE, INC.</b> IASA: Title I Basic Grants Low-Income and Neglected, Part A  Special Education  Unrestricted Discretionary Accounts	DAVIS ELEMENTARY SCHOOL  LOWELL ELEMENTARY SCHOOL  SANTA ANA HIGH SCHOOL  SPECIAL EDUCATION  HENINGER ELEMENTARY SCHOOL	<b>\$27,625.10</b>
84204018	<b>WAXIE SANITARY SUPPLY</b> Fund 01 General Fund  Unrestricted Discretionary Accounts	ACCOUNTING DEPARTMENT  BUILDING SERVICES	<b>\$29,663.44</b>
84204019	<b>WAXIE SANITARY SUPPLY</b> Unrestricted Discretionary Accounts	BUILDING SERVICES	<b>\$26,110.98</b>

# SAUSD Board of Education Warrant Listing

March 12, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>84204026</b>	<b>AREY JONES EDUCATIONAL SOLUTIONS</b>		<b>\$696,270.48</b>
	Common Core State Standards	EDUCATIONAL SERVICES DIVISION	
	Ed Technology K-12 Voucher - Microsoft	TECHNOLOGY	
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	Unrestricted Discretionary Accounts	CONSTRUCTION	
		FACILITIES/GOVERNMENTAL RELATIONS	
		HARVEY ELEMENTARY SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		REMINGTON ELEMENTARY SCHOOL	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
<b>84204087</b>	<b>HEIDELBERG USA, INC.</b>		<b>\$108,248.00</b>
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
	Unrestricted One-time Funds	PUBLICATIONS	
<b>84204101</b>	<b>ORANGE COUNTY DEPARTMENT OF EDUCATION</b>		<b>\$178,448.16</b>
	Special Education	SPECIAL EDUCATION	
<b>84204121</b>	<b>AIR CLEAN ENVIRONMENTAL, INC.</b>		<b>\$60,071.75</b>
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
<b>84203915</b>	<b>SOUTHERN CALIFORNIA EDISON</b>		<b>\$53,392.13</b>
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
 <b>Fund 12 Child Development</b>			
<b>84204182</b>	<b>LAKESHORE LEARNING MATERIALS</b>		<b>\$44,098.55</b>
	Child Development: CA State Preschool Program	EARLY CHILDHOOD EDUCATION	
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	

# SAUSD Board of Education Warrant Listing

March 12, 2015

Page 3 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 13 Cafeteria Fund</b>			
84204188	<b>A &amp; R WHOLESALE DISTRIBUTORS</b> Child Nutrition: School Programs	CARR INTERMEDIATE SCHOOL NUTRITION SERVICES SEGERSTROM HIGH SCHOOL	\$52,889.60
84204190	<b>A &amp; R WHOLESALE DISTRIBUTORS</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$67,464.57
84204192	<b>A &amp; R WHOLESALE DISTRIBUTORS</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$69,193.64
84204193	<b>ARROW RESTAURANT EQUIPMENT</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$114,610.68
84204198	<b>DRIFTWOOD DAIRY</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$57,139.75
<b>Fund 25 Capital Facilities Fund</b>			
84204237	<b>PJHM ARCHITECTS, INC.</b> Fund 25 Walker/Roosevelt Joint Use	WALKER ELEMENTARY SCHOOL	\$27,207.78
<b>Fund 26 Measure G Bond</b>			
84204239	<b>COMMERCIAL PROTECTIVE SERVICES, INC. dba CPS</b> Fund 26 Measure G Bond Series B	FRANKLIN ELEMENTARY SCHOOL KING ELEMENTARY SCHOOL	\$27,651.49
<b>Fund 29 Measure G</b>			
84204244	<b>PJHM ARCHITECTS, INC.</b> Fund 29 Measure G Series E	FRANKLIN ELEMENTARY SCHOOL KING ELEMENTARY SCHOOL	\$32,779.30

# SAUSD Board of Education Warrant Listing

March 12, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 69 Health &amp; Welfare</b>			
84204259	SANTA ANA UNIFIED SCHOOL DISTRICT		\$500,000.00
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84204257	ALAMEDA COUNTY SCHOOLS INSURANCE GROUP (ACSIG)		\$435,758.44
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
<b>Fund 81 Property &amp; Liability</b>			
84204260	CORVEL CORPORATION		\$55,472.60
	Fund 81 Property & Liability	RISK MANAGEMENT	
<b>Grand Total:</b>			<b>\$2,982,381.76</b>

# SAUSD Board of Education Warrant Listing

March 18, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 01 General Fund</b>			
<b>84204322</b>	<b>JFK TRANSPORTATION</b>		<b>\$26,588.25</b>
	Donations (Miscellaneous)	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		TAFT ELEMENTARY SCHOOL	
	Donations-ASB Transportation	MCFADDEN INTERMEDIATE SCHOOL	
		SEGERSTROM HIGH SCHOOL	
	E-Business Academy	CENTURY HIGH SCHOOL	
	Fundraiser (Non ASB-PTA Deposits)	REMINGTON ELEMENTARY SCHOOL	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	KENNEDY ELEMENTARY SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		STUDENT ACHIEVEMENT	
	Special Education	GODINEZ FUNDAMENTAL HIGH SCHOOL	
	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		KENNEDY ELEMENTARY SCHOOL	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SECONDARY DIVISION	
		SEGERSTROM HIGH SCHOOL	
		VALLEY HIGH SCHOOL	
		VISUAL & PERFORMING ARTS	
<b>84204297</b>	<b>UNIVERSITY OF SOUTHERN CALIFORNIA</b>		<b>\$37,351.53</b>
	ASCIP Risk Control STAT (Simulation for Threat Assessment Training)	RISK MANAGEMENT	
<b>84204293</b>	<b>THINK TOGETHER</b>		<b>\$158,650.00</b>
	21st Century ASSETS	EDUCATIONAL SERVICES DIVISION	

# SAUSD Board of Education Warrant Listing

March 18, 2015

Page 2 of 3

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84204285	<b>IFUSION SOLUTIONS, INC.</b> Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	\$35,630.00
84204275	<b>DT-COMP, INC.</b> Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	\$28,500.00
84204267	<b>BOYS AND GIRLS CLUB OF SANTA ANA</b> Before and After School Learning & Safe Neighborhood Partnerships	EDUCATIONAL SERVICES DIVISION	\$47,432.21
84204266	<b>ACTIVE LEARNING</b> 30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	EDUCATIONAL SERVICES DIVISION	\$27,103.00
84204264	<b>SOUTHERN CALIFORNIA EDISON</b> Unrestricted Discretionary Accounts	DISTRICTWIDE	\$33,480.35

## Fund 13 Cafeteria Fund

84204375	<b>GOLD STAR FOODS</b> Child Nutrition: School Programs	LATHROP INTERMEDIATE SCHOOL NUTRITION SERVICES SANTA ANA HIGH SCHOOL SEGERSTROM HIGH SCHOOL SPURGEON INTERMEDIATE SCHOOL WILLARD INTERMEDIATE SCHOOL	\$30,552.25
84204373	<b>DRIFTWOOD DAIRY</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$43,020.18

## Fund 35 County School Facilities Fund

84204400	<b>INLAND BUILDING CONSTRUCTION</b> Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$116,864.12
84204397	<b>COUTS HEATING &amp; COOLING, INC.</b> Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$52,308.52
84204396	<b>BALFOUR BEATTY CONSTRUCTION</b> Fund 35 OPSC School Facilities Bond Projects	COMMUNITY DAY HIGH SCHOOL	\$328,352.39

# SAUSD Board of Education Warrant Listing

March 18, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 40 Special Reserve Fund</b>			
84204405	PCM3, INC. Emergency Repair Program Williams Case	LATHROP INTERMEDIATE SCHOOL LINCOLN ELEMENTARY SCHOOL MARTIN ELEMENTARY SCHOOL REMINGTON ELEMENTARY SCHOOL ROOSEVELT ELEMENTARY SCHOOL SADDLEBACK HIGH SCHOOL SPURGEON INTERMEDIATE SCHOOL WILLARD INTERMEDIATE SCHOOL WILSON ELEMENTARY SCHOOL	\$114,939.08
<b>Fund 68 Workers' Compensation</b>			
84204407	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$149,731.34
<b>Grand Total:</b>			<b>\$1,230,503.22</b>



# SAUSD Board of Education Warrant Listing

March 25, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 01 General Fund</b>			
84204530	<b>WARE DISPOSAL, INC.</b>		<b>\$52,058.75</b>
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84204413	<b>SOUTHERN CALIFORNIA EDISON</b>		<b>\$52,875.68</b>
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84204580	<b>U S BANK - CAL CARD</b>		<b>\$197,265.89</b>
	Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	
	Carl D Perkins Section 131 Career and Technical Education act of 1998	VOCATIONAL EDUCATION	
	Carol M White PEP Grant	SPECIAL PROJECTS/WELLNESS	
	Donations (Miscellaneous)	DAVIS ELEMENTARY SCHOOL	
		HOOVER ELEMENTARY SCHOOL	
		KENNEDY ELEMENTARY SCHOOL	
		LOWELL ELEMENTARY SCHOOL	
		REMINGTON ELEMENTARY SCHOOL	
		SANTA ANA HIGH SCHOOL	
		VALLEY HIGH SCHOOL	
	Donations-ASB Transportation	SADDLEBACK HIGH SCHOOL	
	Education Academy	CENTURY HIGH SCHOOL	
	Fund 01 General Fund	PUBLICATIONS	
	Fundraiser (Non ASB-PTA Deposits)	ADAMS ELEMENTARY SCHOOL	
		WALKER ELEMENTARY SCHOOL	
	Gear Up IV (RSCC Fiscal Agent)	SECONDARY DIVISION	
		VALLEY HIGH SCHOOL	
	Head Start	CHILD DEVELOPMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CARVER ELEMENTARY SCHOOL	
		DAVIS ELEMENTARY SCHOOL	
		EARLY CHILDHOOD EDUCATION	

# SAUSD Board of Education Warrant Listing

March 25, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
		ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
		GARFIELD ELEMENTARY SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		HEROES ELEMENTARY SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		JEFFERSON ELEMENTARY SCHOOL	
		KENNEDY ELEMENTARY SCHOOL	
		KING ELEMENTARY SCHOOL	
		LATHROP INTERMEDIATE SCHOOL	
		LINCOLN ELEMENTARY SCHOOL	
		LORIN GRISET ACADEMY	
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MADISON ELEMENTARY SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		MONROE ELEMENTARY SCHOOL	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SEPULVEDA ELEMENTARY SCHOOL	
		STAFF DEVELOPMENT	
		STUDENT ACHIEVEMENT	
		THORPE FUNDAMENTAL ELEMENTARY SCHOOL	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
		WILSON ELEMENTARY SCHOOL	

# SAUSD Board of Education Warrant Listing

March 25, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
	IASA: Title I Migrant Ed Regular and Summer Program	MIGRANT EDUCATION	
	LCAP (Local Control & Accountability Plan)	COMMUNICATIONS OFFICE	
	Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies	VALLEY HIGH SCHOOL	
	MediCal Administrative Activities (MAA)	PUPIL SUPPORT SERVICES	
	Medi-Cal Billing Option	PUPIL SUPPORT SERVICES	
		SPECIAL EDUCATION	
	NCLB: Title I, School Improvement Grant QEIA	VALLEY HIGH SCHOOL	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	Recognition Programs	EDUCATIONAL SERVICES DIVISION	
	Risk Management - Undesignated	RISK MANAGEMENT	
	S.D. Bechtel, Jr. Foundation	STAFF DEVELOPMENT	
	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611	MITCHELL CHILD DEVELOPMENT CENTER	
	Special Ed: Mental Health Services	GODINEZ FUNDAMENTAL HIGH SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
		SPECIAL EDUCATION	
	Special Education	SIERRA PREPARATORY ACADEMY	
		SPECIAL EDUCATION	
		TAFT ELEMENTARY SCHOOL	
	Title III Limited English Proficiency LEP Student Program	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
	Two-Way Digital ITFS Licensee Revenue	TECHNOLOGY	
	Unrestricted - CalSafe (6091/6092)	EARLY CHILDHOOD EDUCATION	
	Unrestricted - Regional Occupational Centers/Program	REGIONAL OCCUPATIONAL PROGRAM	
	Unrestricted Discretionary Accounts	ACCOUNTING DEPARTMENT	
		ADAMS ELEMENTARY SCHOOL	
		BOARD OF EDUCATION	
		BUDGET	
		BUILDING SERVICES	

# SAUSD Board of Education Warrant Listing

March 25, 2015

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Check #

Vendor

Location

Amount

BUSINESS SERVICES DIVISION  
CARR INTERMEDIATE SCHOOL  
CENTURY HIGH SCHOOL  
CHAVEZ CONTINUATION HIGH SCHOOL  
COMMUNITY RELATIONS  
CONSTRUCTION  
DAVIS ELEMENTARY SCHOOL  
EDUCATIONAL SERVICES DIVISION  
ELEMENTARY DIVISION  
FACILITIES/GOVERNMENTAL RELATIONS  
FRANKLIN ELEMENTARY SCHOOL  
FREMONT ELEMENTARY SCHOOL  
GARFIELD ELEMENTARY SCHOOL  
GODINEZ FUNDAMENTAL HIGH SCHOOL  
GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL  
HEROES ELEMENTARY SCHOOL  
HUMAN RESOURCES DIVISION  
LATHROP INTERMEDIATE SCHOOL  
LINCOLN ELEMENTARY SCHOOL  
LORIN GRISET ACADEMY  
LOWELL ELEMENTARY SCHOOL  
MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL  
MADISON ELEMENTARY SCHOOL  
MARTIN ELEMENTARY SCHOOL  
MCFADDEN INTERMEDIATE SCHOOL  
MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL  
MIDDLE COLLEGE HIGH SCHOOL

# SAUSD Board of Education Warrant Listing

March 25, 2015

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Check #

Vendor

Location

Amount

PIO PICO ELEMENTARY SCHOOL  
PUBLICATIONS  
PUPIL SUPPORT SERVICES  
REMINGTON ELEMENTARY SCHOOL  
ROMERO-CRUZ ELEMENTARY SCHOOL  
ROOSEVELT ELEMENTARY SCHOOL  
SADDLEBACK HIGH SCHOOL  
SANTA ANA HIGH SCHOOL  
SANTIAGO ELEMENTARY SCHOOL  
SCHOOL POLICE SERVICES  
SECONDARY DIVISION  
SEGERSTROM HIGH SCHOOL  
SIERRA PREPARATORY ACADEMY  
SPURGEON INTERMEDIATE SCHOOL  
SUPERINTENDENT'S OFFICE  
TECHNOLOGY INNOVATION SERVICES  
THORPE FUNDAMENTAL ELEMENTARY  
SCHOOL  
VALLEY HIGH SCHOOL  
VILLA FUNDAMENTAL INTERMEDIATE SCHOOL  
WALKER ELEMENTARY SCHOOL  
WAREHOUSE AND DELIVERY  
WASHINGTON ELEMENTARY SCHOOL  
WILLARD INTERMEDIATE SCHOOL  
ELEMENTARY DIVISION  
SANTA ANA HIGH SCHOOL  
SEGERSTROM HIGH SCHOOL

Unrestricted-GATE

WASC (was Fund Res 010031)

# SAUSD Board of Education Warrant Listing

March 25, 2015

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84204535	<b>AT&amp;T DATACOMM, INC. dba AT&amp;T DATACOMM</b>		<b>\$1,059,819.94</b>
	Common Core State Standards	EDUCATIONAL SERVICES DIVISION	
	E-Rate	DISTRICTWIDE	
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
84204506	<b>JFK TRANSPORTATION</b>		<b>\$40,979.75</b>
	Donations-ASB Transportation	GODINEZ FUNDAMENTAL HIGH SCHOOL	
	Fundraiser (Non ASB-PTA Deposits)	REMINGTON ELEMENTARY SCHOOL	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ESQUEDA ELEMENTARY SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		KENNEDY ELEMENTARY SCHOOL	
		LOWELL ELEMENTARY SCHOOL	
		STUDENT ACHIEVEMENT	
	LCFF-Supplemental/Concentration	SECONDARY DIVISION	
	Pupil Transportation	TRANSPORTATION DEPARTMENT	
	Unrestricted Discretionary Accounts	CENTURY HIGH SCHOOL	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		KENNEDY ELEMENTARY SCHOOL	
		SADDLEBACK HIGH SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SEGERSTROM HIGH SCHOOL	
		VALLEY HIGH SCHOOL	
84204448	<b>ZARCA INTERACTIVE INC. dba K12 INSIGHT</b>		<b>\$41,850.00</b>
	Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	
84204431	<b>LIGHTNING FENCE CO., INC.</b>		<b>\$156,465.00</b>
	Cell Leases-Facilities	MONTE VISTA ELEMENTARY SCHOOL	
84204430	<b>KYA SERVICES, LLC</b>		<b>\$25,518.51</b>
	Unrestricted One-time Funds	CONSTRUCTION	

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84204416	<b>BOYS AND GIRLS CLUB OF SANTA ANA</b> Before and After School Learning & Safe Neighborhood Partnerships	EDUCATIONAL SERVICES DIVISION	\$52,961.73
84204415	<b>ATKINSON, ANDELSON, LOYA, RUUD &amp; ROMO</b> Unrestricted Discretionary Accounts	HUMAN RESOURCES DIVISION	\$29,544.17
84204565	<b>ORANGE COUNTY DEPARTMENT OF EDUCATION</b> Special Education	SPECIAL EDUCATION	\$171,012.82

## Fund 13 Cafeteria Fund

84204672	<b>DRIFTWOOD DAIRY</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$63,742.44
84204673	<b>DRIFTWOOD DAIRY</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$26,298.90
84204654	<b>A &amp; R WHOLESALE DISTRIBUTORS</b> Child Nutrition: School Programs	CENTURY HIGH SCHOOL NUTRITION SERVICES SADDLEBACK HIGH SCHOOL	\$77,079.13
84204656	<b>A &amp; R WHOLESALE DISTRIBUTORS</b> Child Nutrition: School Programs	NUTRITION SERVICES VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$58,900.44
84204658	<b>A &amp; R WHOLESALE DISTRIBUTORS</b> Child Nutrition: School Programs	CHAVEZ CONTINUATION HIGH SCHOOL NUTRITION SERVICES	\$31,793.34
84204662	<b>A &amp; R WHOLESALE DISTRIBUTORS</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$86,409.54
84204688	<b>NATIONAL FOOD GROUP, INC.</b> Child Nutrition: School Programs	NUTRITION SERVICES	\$27,556.71

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84204679	<b>GOLD STAR FOODS</b> Child Nutrition: School Programs	NUTRITION SERVICES SADDLEBACK HIGH SCHOOL	<b>\$61,232.03</b>
84204660	<b>A &amp; R WHOLESALE DISTRIBUTORS</b> Child Nutrition: School Programs	CENTURY HIGH SCHOOL MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL NUTRITION SERVICES	<b>\$80,621.96</b>



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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund</b>			
84204717	GKKWORKS		\$27,998.59
	Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund	HOOVER ELEMENTARY SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		MUIR FUNDAMENTAL ELEMENTARY SCHOOL	
<b>Fund 26 Measure G Bond</b>			
84204725	GKKWORKS		\$48,579.46
	Fund 26 Measure G Bond Series B	FRANKLIN ELEMENTARY SCHOOL	
		LOWELL ELEMENTARY SCHOOL	
		TAFT ELEMENTARY SCHOOL	
<b>Fund 29 Measure G</b>			
84204733	PJHM ARCHITECTS, INC.		\$25,058.99
	Fund 29 Measure G Series E	FRANKLIN ELEMENTARY SCHOOL	
		KING ELEMENTARY SCHOOL	
84204726	ASSOCIATED SOILS ENGINEERING, INC.		\$27,439.93
	Fund 29 Measure G Series E	MITCHELL CHILD DEVELOPMENT CENTER	
84204731	GKKWORKS		\$38,543.26
	Fund 29 Measure G Series E	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	

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<b>Fund 35 County School Facilities Fund</b>			
84204755	<b>SOUTHWEST FIRE PROTECTION COMPANY</b> Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	<b>\$54,910.00</b>
84204754	<b>SIERRA LATHING COMPANY, INC.</b> Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	<b>\$81,149.57</b>
84204753	<b>SECURITY BANK OF CALIFORNIA</b> Fund 35 OPSC School Facilities Bond Projects	FRANKLIN ELEMENTARY SCHOOL	<b>\$25,741.18</b>
84204752	<b>SECURITY BANK OF CALIFORNIA</b> Fund 35 OPSC School Facilities Bond Projects	KING ELEMENTARY SCHOOL	<b>\$28,400.27</b>
84204750	<b>R.C. CONSTRUCTION SERVICES, INC.</b> Fund 35 OPSC School Facilities Bond Projects	FRANKLIN ELEMENTARY SCHOOL	<b>\$489,082.41</b>
84204749	<b>R.C. CONSTRUCTION SERVICES, INC.</b> Fund 35 OPSC School Facilities Bond Projects	KING ELEMENTARY SCHOOL	<b>\$539,605.10</b>
84204744	<b>JL COBB PAINTING</b> Fund 35 OPSC School Facilities Bond Projects	CARR INTERMEDIATE SCHOOL	<b>\$49,797.96</b>
84204739	<b>CUYAMACA CONST., INC.</b> Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	<b>\$137,334.85</b>
84204737	<b>BEST CONTRACTING SERVICES, INC.</b> Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	<b>\$138,567.95</b>
<b>Fund 40 Special Reserve Fund</b>			
84204761	<b>GHATAODE BANNON ARCHITECTS, LLP</b> Emergency Repair Program-Williams Case Fund 40 Valley Sports Complex	SADDLEBACK HIGH SCHOOL VALLEY HIGH SCHOOL	<b>\$61,024.76</b>

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<b>Fund 68 Workers' Compensation</b>			
84204766	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$44,516.55
<b>Fund 69 Health &amp; Welfare</b>			
84204769	BLUE SHIELD OF CALIFORNIA Health & Welfare - Active Employees Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS DISTRICT EMPLOYEE BENEFITS	\$3,430,966.06
84204771	DELTA DENTAL INSURANCE COMPANY Health & Welfare - Active Employees Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS DISTRICT EMPLOYEE BENEFITS	\$46,806.73
84204772	KAISER FOUNDATION HEALTH PLAN Health & Welfare - Active Employees Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS DISTRICT EMPLOYEE BENEFITS	\$1,384,240.15
<b>Grand Total:</b>			<b>\$9,073,750.50</b>

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<b>Fund 01 General Fund</b>			
84204818	<b>XEROX CORPORATION</b>		<b>\$102,046.17</b>
	Fund 01 General Fund	PUBLICATIONS	
	Unrestricted One-time Funds	PUBLICATIONS	
84204777	<b>EL SOL SCIENCE AND ARTS ACADEMY</b>		<b>\$124,649.00</b>
	Fund 01 General Fund	CASH ACCOUNT	
84204779	<b>NOVA ACADEMY EARLY COLLEGE HIGH SCHOOL</b>		<b>\$41,833.00</b>
	Fund 01 General Fund	CASH ACCOUNT	
84204780	<b>ORANGE COUNTY EDUCATIONAL ARTS ACADEMY</b>		<b>\$70,766.00</b>
	Fund 01 General Fund	CASH ACCOUNT	
84204781	<b>ORANGE COUNTY HIGH SCHOOL OF THE ARTS</b>		<b>\$234,588.00</b>
	Fund 01 General Fund	CASH ACCOUNT	
84204782	<b>SOUTHERN CALIFORNIA EDISON</b>		<b>\$61,720.38</b>
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84204785	<b>ASSETWORKS, INC.</b>		<b>\$70,000.00</b>
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84204789	<b>CATAPULT LEARNING WEST, LLC</b>		<b>\$26,135.73</b>
	IASA:Title I Basic Grants Low-Income and Neglected, Part A	NONPUBLIC SCHOOLS	
		STUDENT ACHIEVEMENT	
	Title III Limited English Proficiency LEP Student Program	NONPUBLIC SCHOOLS	
84204791	<b>DT-COMP, INC.</b>		<b>\$25,900.00</b>
	Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	
84204806	<b>ORANGE COUNTY DEPARTMENT OF EDUCATION</b>		<b>\$77,829.12</b>
	Special Ed: Mental Health Services	PUPIL SUPPORT SERVICES	
	Special Education	SPECIAL EDUCATION	

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84204776	<b>EDWARD B. COLE, SR. ACADEMY</b> Fund 01 General Fund	CASH ACCOUNT	<b>\$53,133.00</b>
84204813	<b>THINK TOGETHER</b> 21st Century ASSETS	EDUCATIONAL SERVICES DIVISION	<b>\$158,650.00</b>
84204854	<b>AREY JONES EDUCATIONAL SOLUTIONS</b> Common Core State Standards  IASA: Title I Basic Grants Low-Income and Neglected, Part A  Unrestricted Discretionary Accounts	EDUCATIONAL SERVICES DIVISION  HOOVER ELEMENTARY SCHOOL  ROMERO-CRUZ ELEMENTARY SCHOOL  SEGERSTROM HIGH SCHOOL  BUDGET  CHAVEZ CONTINUATION HIGH SCHOOL  MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	<b>\$169,468.11</b>
84204980	<b>WESTLAND HEATING &amp; AIR CONDITIONING, INC.</b> Ongoing & Major Maintenance Account	BUILDING SERVICES	<b>\$38,912.00</b>
84204810	<b>REGENTS OF THE UNIVERSITY OF CALIFORNIA</b> IASA: Title I Basic Grants Low-Income and Neglected, Part A	SPURGEON INTERMEDIATE SCHOOL	<b>\$80,000.00</b>
<b>Fund 13 Cafeteria Fund</b>			
84205019	<b>GOLD STAR FOODS</b> Child Nutrition: School Programs	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL  NUTRITION SERVICES	<b>\$50,289.92</b>
84205023	<b>NATIONAL FOOD GROUP, INC.</b> Child Nutrition: School Programs	NUTRITION SERVICES	<b>\$27,648.80</b>

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84205029	THE FRUITGUYS Child Nutrition: Fresh Fruit and Vegetable Program	ADAMS ELEMENTARY SCHOOL CARVER ELEMENTARY SCHOOL DAVIS ELEMENTARY SCHOOL DIAMOND ELEMENTARY SCHOOL EDISON ELEMENTARY SCHOOL ESQUEDA ELEMENTARY SCHOOL FRANKLIN ELEMENTARY SCHOOL FREMONT ELEMENTARY SCHOOL GARFIELD ELEMENTARY SCHOOL HARVEY ELEMENTARY SCHOOL HENINGER ELEMENTARY SCHOOL HEROES ELEMENTARY SCHOOL HOOVER ELEMENTARY SCHOOL JACKSON ELEMENTARY SCHOOL KENNEDY ELEMENTARY SCHOOL KING ELEMENTARY SCHOOL LINCOLN ELEMENTARY SCHOOL LOWELL ELEMENTARY SCHOOL MADISON ELEMENTARY SCHOOL MARTIN ELEMENTARY SCHOOL MONROE ELEMENTARY SCHOOL MONTE VISTA ELEMENTARY SCHOOL PIO PICO ELEMENTARY SCHOOL REMINGTON ELEMENTARY SCHOOL ROMERO-CRUZ ELEMENTARY SCHOOL ROOSEVELT ELEMENTARY SCHOOL	\$38,731.00

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
		SEPULVEDA ELEMENTARY SCHOOL	
		WALKER ELEMENTARY SCHOOL	
		WASHINGTON ELEMENTARY SCHOOL	
		WILSON ELEMENTARY SCHOOL	
<b>Fund 14 Deferred Maintenance Fund</b>			
84205040	<b>KYA SERVICES, LLC</b> Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	<b>\$34,529.44</b>
<b>Fund 25 Capital Facilities Fund</b>			
84205048	<b>TOM HOOVER dba PURE PLAY</b> Fund 25 Capital Facilities Fund	HARVEY ELEMENTARY SCHOOL	<b>\$37,292.32</b>
<b>Fund 35 County School Facilities Fund</b>			
84205057	<b>GHATAODE BANNON ARCHITECTS, LLP</b> Fund 35 OPSC School Facilities Bond Projects	COMMUNITY DAY HIGH SCHOOL	<b>\$28,050.00</b>
<b>Fund 69 Health &amp; Welfare</b>			
84205061	<b>SANTA ANA UNIFIED SCHOOL DISTRICT</b> Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	<b>\$500,000.00</b>
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84205062	<b>VISION SERVICE PLAN</b> Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	<b>\$37,195.63</b>
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
<b>Fund 81 Property &amp; Liability</b>			
84205064	<b>CORVEL CORPORATION</b> Fund 81 Property & Liability	RISK MANAGEMENT	<b>\$62,957.46</b>
<b>Grand Total:</b>			<b>\$2,152,325.08</b>

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
<b>Fund 01 General Fund</b>			
84205111	AT&T DATACOMM, INC. dba AT&T DATACOMM E-Rate	DISTRICTWIDE	\$546,085.15
84205097	<b>REVOLVING CASH FUND</b> Donations (Miscellaneous) Donations-ASB Transportation Fund 01 General Fund IASA: Title I Basic Grants Low-Income and Neglected, Part A Risk Management - Undesignated Unrestricted Discretionary Accounts	SIERRA PREPARATORY ACADEMY SADDLEBACK HIGH SCHOOL CASH ACCOUNT WALKER ELEMENTARY SCHOOL RISK MANAGEMENT CENTURY HIGH SCHOOL DISTRICT-WIDE GODINEZ FUNDAMENTAL HIGH SCHOOL SADDLEBACK HIGH SCHOOL SANTA ANA HIGH SCHOOL SCHOOL POLICE SERVICES SEGERSTROM HIGH SCHOOL SUPERINTENDENT'S OFFICE THORPE FUNDAMENTAL ELEMENTARY SCHOOL VALLEY HIGH SCHOOL	\$29,756.01
84205095	<b>R&amp;D TRANSPORTATION SERVICES, INC.</b> Unrestricted Discretionary Accounts	DISTRICTWIDE	\$38,930.00
84205071	<b>CAL PERS SAFETY</b> Fund 01 General Fund	DISTRICT EMPLOYEE BENEFITS	\$101,465.74
84205070	<b>ATKINSON, ANDELSON, LOYA, RUUD &amp; ROMO</b> Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION HUMAN RESOURCES DIVISION	\$62,927.04



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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84205067	<b>SOUTHERN CALIFORNIA EDISON</b> Head Start  Unrestricted Discretionary Accounts	CHILD DEVELOPMENT  DISTRICTWIDE	<b>\$301,854.56</b>

## Fund 13 Cafeteria Fund

84205297	<b>STRATEGIC EQUIPMENT, INC.</b> Child Nutrition: School Programs	LATHROP INTERMEDIATE SCHOOL  NUTRITION SERVICES  SIERRA PREPARATORY ACADEMY  SPURGEON INTERMEDIATE SCHOOL  VILLA FUNDAMENTAL INTERMEDIATE SCHOOL  WILLARD INTERMEDIATE SCHOOL	<b>\$36,070.56</b>
84205284	<b>GOLD STAR FOODS</b> Child Nutrition: School Programs	GODINEZ FUNDAMENTAL HIGH SCHOOL  LATHROP INTERMEDIATE SCHOOL  MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL  MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL  NUTRITION SERVICES  SADDLEBACK HIGH SCHOOL  SANTA ANA HIGH SCHOOL  SEGERSTROM HIGH SCHOOL  SIERRA PREPARATORY ACADEMY  SPURGEON INTERMEDIATE SCHOOL  VALLEY HIGH SCHOOL	<b>\$38,180.21</b>
84205280	<b>DRIFTWOOD DAIRY</b> Child Nutrition: School Programs	NUTRITION SERVICES	<b>\$51,964.35</b>

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84205276	A & R WHOLESALE DISTRIBUTORS Child Nutrition: School Programs	MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL NUTRITION SERVICES VALLEY HIGH SCHOOL	\$30,806.62
<b>Fund 29 Measure G</b>			
84205322	BALFOUR BEATTY CONSTRUCTION Fund 29 Measure G Series E	WILSON ELEMENTARY SCHOOL	\$44,367.00
<b>Fund 35 County School Facilities Fund</b>			
84205327	CONSTRUCTION ELECTRIC, INC. Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$156,955.91
84205326	BALFOUR BEATTY CONSTRUCTION Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$43,529.88
<b>Fund 40 Special Reserve Fund</b>			
84205332	GHATAODE BANNON ARCHITECTS, LLP Emergency Repair Program Williams Case	DIAMOND ELEMENTARY SCHOOL EDISON ELEMENTARY SCHOOL HOOVER ELEMENTARY SCHOOL LINCOLN ELEMENTARY SCHOOL SADDLEBACK HIGH SCHOOL SPURGEON INTERMEDIATE SCHOOL VALLEY HIGH SCHOOL WILLARD INTERMEDIATE SCHOOL	\$170,514.54
<b>Fund 69 Health &amp; Welfare</b>			
84205343	ALAMEDA COUNTY SCHOOLS INSURANCE GROUP (ACSIG) Health & Welfare - Active Employees Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS DISTRICT EMPLOYEE BENEFITS	\$324,118.79
<b>Grand Total:</b>			<b>\$1,977,526.36</b>

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File Numbers: LBI 400269 RV, LBD 1500632 JT, LBN 1500690 RV, LBI 1400639 RV, and 2015-1**

**ITEM:**                   **Consent**  
**SUBMITTED BY:**       **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**  
**PREPARED BY:**       **Camille Boden, Executive Director, Risk Management**

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to reject Government Code §910 and §910.2 claims against the District, File Numbers: LBI 400269 RV, LBD 1500632 JT, LBN 1500690 RV, LBI 1400639 RV, and 2015-1.

**DESCRIPTION OF DAMAGE/INJURY:**

Claimants request reimbursement for personal property damage, property loss, personal injury, and breach of contract.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Recommend rejection of Government Code §910 and §910.2 claims against the District, File Numbers: LBI 400269 RV, LBD 1500632 JT, LBN 1500690 RV, LBI 1400639 RV, and 2015-1.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Acknowledgement of Receipt of Citrus Springs Charter School Charter Petition

**ITEM:** Consent

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

**PREPARED BY:** Mavis Mitchell, Charter Schools Financial Coordinator

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to acknowledge formal receipt of the Citrus Springs Charter School Charter Petition delivered on Tuesday, March 24, 2015.

**RATIONALE:**

The District is required to comply with California Education Code Section 47605(b) to hold a public hearing on the provisions of a submitted charter petition within 30 days of receipt of the petition. In order to facilitate the setting of the required public hearing and uniformly establish the parameters of the statutory timeline, submitted charter petitions are defined as and deemed received after action has been taken by the Board of Education to formally do so.

Recorded action taken at a regular meeting of the Board of Education effectively acknowledges and documents the date of receipt as the date of the action and thereby establishes the parameters of the statutory timeline and facilitates the setting of the required public hearing date.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Acknowledge receipt of the Citrus Springs Charter School Charter Petition as of the date of the regular meeting of the Board of Education on April 28, 2015.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Acknowledgement of Receipt of Ednovate Santa Ana College Prep Charter School Charter Petition

**ITEM:** Consent

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

**PREPARED BY:** Mavis Mitchell, Charter Schools Financial Coordinator

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to acknowledge formal receipt of the Ednovate Santa Ana College Prep Charter School Charter Petition delivered on Tuesday, March 31, 2015.

**RATIONALE:**

The District is required to comply with California Education Code Section 47605(b) to hold a public hearing on the provisions of a submitted charter petition within 30 days of receipt of the petition. In order to facilitate the setting of the required public hearing and uniformly establish the parameters of the statutory timeline, submitted charter petitions are defined as and deemed received after action has been taken by the Board of Education to formally do so.

Recorded action taken at a regular meeting of the Board of Education effectively acknowledges and documents the date of receipt as the date of the action and thereby establishes the parameters of the statutory timeline and facilitates the setting of the required public hearing date.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Acknowledge receipt of the Ednovate Santa Ana College Prep Charter School Charter Petition as of the date of the regular meeting of the Board of Education on April 28, 2015.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

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

**ITEM:**            **Consent**

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

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

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval to substitute the subcontractor for Bid Package No. 1 for the new classroom building and sitework – painting project at Wilson Elementary School as per Public Contract Code Section 4107; “when the subcontractor listed in the bid, after having had a reasonable opportunity to do so, fails or refuses to execute a written contract or fails or refuses to meet the bond requirement for the scope of work specified.”

**RATIONALE:**

At its December 10, 2013 meeting, the Board awarded a contract for Bid Package No. 1 New Building and Sitework at Wilson Elementary School to Horizons Construction Co. International, Inc. Horizons Construction Company International, Inc. has requested the substitution from Mousa Rafai to D&M Painting as the painting subcontractor due to the failure of Mousa Rafai to execute a written contract for the scope of work specified. The District has followed Public Contract Code Section 4107.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve D&M Painting as the substitute subcontractor for Bid Package No. 1 New Building and Sitework – Painting at Wilson Elementary School under the Overcrowding Relief Grant Program.

# **HORIZONS**

## **CONSTRUCTION CO., INTL.**

General Contracting and Engineering

432 w. Meats ave.  
Orange ca 92865

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

License # 825022

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March 15, 2015

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

Attn: Mr. Todd Butcher / Mr. Greg English

Project: Wilson Elementary School Modernization.  
ORG Project – DSA 04-112251  
Request for Subcontractor Substitution –Mousa Rafai.

Gentlemen,

The assigned subcontractor Mousa Rafai Decided not to perform the painting scope. We have documented that and we are substituting the scope of Mousa Rafai as follows:

Painting                      D&M Painting

See below Subcontractor information. Please expedite the review and approval of this request. No bond will be required from the Subcontractor as the items are below the specified threshold. If you have any questions or need any additional information, please contact the undersigned.

D & M Painting  
1754 N. Batavia St.  
Orange, CA 92865  
(714)997-4131 Phone  
(714)997-4125 Fax  
Lic. # 388648

Sincerely,  
*Kinan Kotrash*  
Kinan Kotrash  
Controls Manager

Horizons Construction Company.

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Approval of Deductive Change Order No. 1 for Bid Package Increment 1 Grading and Ground Utilities at SAUSD Sports Complex

**ITEM:** Consent

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

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

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of Deductive Change Order No. 1 for Bid Package Increment 1 at SAUSD Sports Complex. Change orders must be processed and approved. Failure to process change order requests in a timely manner can result in delaying the scheduled completion.

**RATIONALE:**

During the course of construction, changes to the contract occurred, creating a net deduction on the contracts.

Project	Bid Package	Original Contract Amount	Deductive Change Order Amount	Revised Total Contract Amount	Contractor
SAUSD Sports Complex Increment 1		\$2,468,000	(\$7,209)	\$2,460,791	PH Hagopian Contractors, Inc.
<b>TOTAL SAVINGS:</b>		\$2,468,000	<u>(\$7,209)</u>	<u>\$2,460,791</u>	

**FUNDING:**

Capital Outlay Projects: Reduction of \$7,209.00



**RECOMMENDATION:**

Approve Deductive Change Order No. 1 for Bid Package Increment 1 Grading and Ground Utilities at SAUSD Sports Complex in the amount of \$7,209.00

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Acceptance of Completion of Contract for Bid Package Increment 1 at SAUSD Sports Complex**

**ITEM:**                   **Consent**

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

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

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board acceptance of completion of a contract for Bid Package Increment 1 at SAUSD Sports Complex.

**RATIONALE:**

At its October 28, 2014 meeting, the Board awarded a contract for Bid Package Increment 1 at SAUSD Sports Complex. District staff has confirmed that the work has been completed in accordance with the terms of the contract. Public Contract Code Sections 9201-9203 require the local agency to withhold retention from the contract price until final completion and acceptance of the project. The bid package was within budget and there was one change order.

<b>Project</b>	<b>Bid Package</b>	<b>Amount</b>	<b>Retention @ 5%</b>	<b>Change Order</b>	<b>Contractor</b>
SAUSD Sports Complex	Increment 1	\$2,460,791	\$123,039.55	1	PH Hagopian Contractor, Inc.
	<b>TOTAL:</b>				

**FUNDING:**

Capital Outlay Projects: \$123,039.55

**RECOMMENDATION:**

Accept the April 28, 2015, completion of contract with PH Hagopian Contractor, Inc. for Increment 1 at SAUSD Sports Complex.

JD:ym

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Adoption of Resolution No. 14/15-3050 – Authorization of 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. 14/15-3050 authorizing the absences of Board member Cecilia Iglesias for Special meeting of March 17 and Board members Cecilia Iglesias and José A. Hernández at Regular meeting of March 24, 2015, from which they were 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. 14/15-3050 – Authorizing the absences of Ms. Iglesias from Special Board Meeting of March 17 and Ms. Iglesias and Mr. Hernandez from Regular Board Meeting of March 24, 2015.

RM/cg

1 RESOLUTION NO. 14/15-3050

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5 Certification of a Board Members' Absence from Board Meetings

6 Cecilia Iglesias and José A. Hernández

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 Cecilia Iglesias  
12 was absent from Board meetings on March 17 and March 24, 2015 and Board Member José  
13 A. Hernández was absent from Board meeting on March 24, 2015.

14 **NOW, THEREFORE, BE IT RESOLVED:** That the Board of Education authorizes  
15 payments for Board Member Iglesias for the meetings of March 17 and March 24,  
16 2015, and Board Member Hernández for March 24, 2015, from which they were absent.

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

19 AYES:

20 NOES:

21 ABSENT:

22 ABSTAIN:

23 STATE OF CALIFORNIA)

)SS:

24 COUNTY OF ORANGE )

25 / / /

26

1 I, Richard L. Miller, Secretary to the Board of Education of the Santa Ana  
2 Unified School District of Orange County, California, hereby certify that the  
3 above and foregoing Resolution was duly adopted by the said Board at a Regular  
4 meeting properly noticed and held on the 28<sup>th</sup> day of April 2015 and passed by a  
5 vote of \_\_\_\_\_ of said Board.

6 IN WITNESS WHEREOF, I have hereunto set my hand this 28<sup>th</sup> day of April, 2015.

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9 \_\_\_\_\_  
10 Richard L. Miller, Ph.D.  
11 Secretary Board of Education of the  
12 Santa Ana Unified School District  
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**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:**                   **Approval of Revised Job Descriptions: Computer Operations Analyst, Help Desk Analyst, Help Desk Technician, ITV Operations Specialist, ITV Systems Engineer, Network Technician, Television Systems Technician, User Services Analyst I, and Web Developer**

**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 following revised job descriptions:

- Computer Operations Analyst (to Application Support Operations Analyst)
- Help Desk Analyst
- Help Desk Technician
- ITV Operations Specialist (to Media Operations Specialist)
- ITV Systems Engineer (to Media Systems Engineer)
- Network Technician
- Television Systems Technician (to Media Systems Technician)
- User Services Analyst I (to Business Analyst I)
- Web Developer (to Web Infrastructure Systems Administrator)

These positions will report to the Director of Technology Innovation Services.

The District has met with CSEA leadership regarding the job description revisions on the following dates: December 10, 2014, January 5, 2015, January 29, 2015 and February 12, 2015. The revised job descriptions were approved by the CSEA 610 process on April 15, 2015.

The revised job descriptions are attached.

**RATIONALE:**

The revisions of the aforementioned job descriptions are necessary to reflect the current duties needed to efficiently provide technical and functional data support and assistance in the use of enterprise application and server administration. These positions will apply new developments in information processing while identifying the requirements in system development. The revisions will adequately implement the functions and responsibilities required to maximize utilization of computer technology based on District needs.

No salary change on job description revisions.

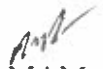
**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve the following revised job descriptions:

- Computer Operations Analyst (to Application Support Operations Analyst)
- Help Desk Analyst
- Help Desk Technician
- ITV Operations Specialist (to Media Operations Specialist)
- ITV Systems Engineer (to Media Systems Engineer)
- Network Technician
- Television Systems Technician (to Media Systems Technician)
- User Services Analyst I (to Business Analyst I)
- Web Developer (to Web Infrastructure Systems Administrator)



MAM:nr:gg



## SANTA ANA UNIFIED SCHOOL DISTRICT

### COMPUTER APPLICATION SUPPORT OPERATIONS ANALYST

#### BASIC FUNCTION JOB SUMMARY:

Under the direction of the ~~Manager of Computer Operations and Technical Assistant Director~~, **Technology Innovation Services**, position is responsible for creating, refining and implementing functional processes and systems requirements in student and business systems to address operational needs for the information technology to support instructional, student services, administrative, and operational programs district wide; serve as an active member of the department by contributing to decisions relating to the day-to-day operations of the Student Information System (SIS) and Enterprise Resource Planning (ERP), resolving user problems, interpreting database related policy and procedures, and providing data analysis and reporting to properly assist management with business-related decisions; a pivotal role in the implementation and ongoing maintenance of SIS and ERP system; be fluent in project management tenets and be able to convert user requests into technical specifications; perform as a resource person relating to processing problems reported from the user community and site personnel; serve as control point for turnover of test applications to production from the programming staff; serve as the primary operations resource for production (~~WFL~~) ~~runstream~~ creation/modification.

#### DISTINGUISHING CHARACTERISTICS:

Duties tend to be varied, technical and involve a high degree of self initiative, independence and considerable knowledge of ~~UNISYS computer~~ **SIS and ERP operation and work flow language (WFL)**.

#### REPRESENTATIVE DUTIES:

- **Provide information technology governance 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**
- **Provide exceptional customer service and end-user support for application systems by analyzing, diagnosing, trouble-shooting, escalating, and driving issues to resolution. E**
- **Identifies, analyzes, and assists with the resolution of complex technical and procedural problems related to SIS and ERP system or systems integrated with it. This will include systems and procedures that cross functional and organizational lines. E**



## COMPUTER APPLICATION SUPPORT OPERATIONS ANALYST (CONTINUED)

### REPRESENTATIVE DUTIES: (continued)

- Designs, develops, test, and documents programs and scripts that automate routine tasks. E
- Serves as specialist for mapping business processes to system functions. E
- Provides support in the operation to SIS and ERP system. E
- Assists as a team or project leader on various project initiatives. E
- Receives all user information, remains abreast of systems modifications and enhancements, and prepares and distributes user information. E
- Prepares problems definition and conducts systems analysis, design, and review. E
- Write technical requirements from a critical phase. E
- Establishes user documentation and communication procedures. E
- ~~• Modify production Work Flow Language (WFL) runstream to facilitate job processing for computer operations. E~~
- ~~• Assist in recovery from production processing and system failures. E~~
- ~~• Set up and stage all production jobs to be processed by Computer Operations Division; modify schedules according to user requests and coordinate the evening's processing requirements at shift turnover. E~~
- ~~• Enforce Computer Center change control standards as they apply to Computer Operations on all new or modified test to production jobs. E~~
- ~~• Notify end users of abnormal Computer Center activity including missed schedules, reruns or system down time; follow up on each outstanding problem occurrence. E~~
- ~~• Serve as backup to the Manager of Computer Operations and Technical Services for activities such as schedule adjustment/revision, problem research and determination.~~
- Perform related duties as assigned.

## COMPUTER APPLICATION SUPPORT OPERATIONS ANALYST (CONTINUED)

### KNOWLEDGE AND ABILITIES:

#### Knowledge of:

- Student services (especially registrar, attendance, and counseling).
- Exceptional communication skills demonstrated by the ability to research, write, edit, and produce technical documentation, training materials, and reports.
- Database management systems with the ability to program in SQL.
- Effective time and project management skills.
- ~~Operating characteristics of the UNISYS Series "A" mainframe computer system.~~
- ~~UNISYS operator system commands.~~
- ~~UNISYS work flow language.~~
- Programming languages.
- ~~Automated scheduling systems (Re: Synbat).~~

#### Ability to:

- Use Microsoft Office software applications, especially Microsoft Access, Excel and Word.
- Troubleshoot, analyze, and resolve problems.
- Construct and create links on homepage and manage and maintain system.
- Add and/or delete information on network storage devices.
- Create and modify graphic designs.
- Edit databases, web pages, and other forms of electronic information.
- Work with a variety of computers and peripherals.
- Compose data and supporting materials.
- Make presentations using appropriate technology.
- Interpret, apply and explain rules, regulations, policies and procedures related to the assignment.
- Establish effective working relationships with technical staff and all levels of SDCOE, school site and district office staff.
- Communicate effectively both orally and in writing.
- Convert user requests into technical specifications.
- Be able to demonstrate past experience with SQL programming.
- Analyze and develop solutions to problems relating to routine production processing.
- Work independently with minimal supervision.
- Communicate effectively both orally and in writing.
- Organize work load to meet schedules and time lines.
- Gather information relating to the District's application support operations processing packages in a reasonable amount of time.
- Perform the essential functions of the job.

## COMPUTER APPLICATION SUPPORT OPERATIONS ANALYST (CONTINUED)

### EDUCATION AND EXPERIENCE:

Any combination equivalent to associate's degree in data processing and two years experience utilizing UNISYS mainframe equipment and demonstrable work experience in creating/modifying (WFL) runstreams including one year of hands on programming experience.

Bachelor's degree in a computing or business related field such as Computer Science, Management Information Systems, or Business Administration. Minimum two (2) years of application support and project management experience with the ability to assess and provide recommendations for improving business processes.

### WORKING CONDITIONS:

#### Environment:

- Data Center processing environment.
- Noise from equipment operation.

#### Physical abilities:

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

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: (9/91) 5/01



## SANTA ANA UNIFIED SCHOOL DISTRICT

### HELP DESK ANALYST

#### BASIC FUNCTION JOB SUMMARY:

Under the direction of the Director of ~~Information~~ Technology Innovation Services, provides excellent support to users of all devices and application systems. This includes analyzing, diagnosing, trouble-shooting, escalating, and driving an issue to resolution. All incidents and cases are logged, prioritized, and resolved in a timely manner; ensuring proper coordination with all technology support and engineering teams, as well as with functional subject matter experts. Improves student application systems and business processes driving increased operational efficiency and effectiveness. Serves as a resource person on help desk services to district and site personnel; performs a variety of technical duties related to help desk. Direct support request for student information system, business applications system, and e-mail system to next level of support. Responds to projects and escalated level support by utilizing research, problem analysis, identification, and resolution. Analyzes help desk data to determine best practices and training requirements. Contacts users to provide feedback and determine customer satisfaction. Orients and trains users on current technology, information systems and e-mail system. Performs other duties directly related to this job description.

#### DISTINGUISHING CHARACTERISTICS:

Incumbent in this classification apply their knowledge of the student information, financial and e-mail systems to assist district and site personnel in defining requirements and utilizing technology services. Incumbent will guide the help desk process with district standards and best practices. Will need to analyze the level of support and be the first point of contact for school technology liaison.

#### 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
- 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
- Function as customer advocate in system releases and enhancements. E
- Communicate status updates to technology and the user community. E

## **HELP DESK ANALYST (CONTINUED)**

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

- **Coordinate with network support and application support to prioritize, escalate, and driver recommendations to resolution and implementation. E**
- **Participate in Problem Management by doing root cause analysis and providing solutions to mitigate risk, ensure data integrity, and increase operational effectiveness. E**
- **Continually discover ways to improve processes and operational effectiveness and efficiency. E**
- **Serve as resource person between programming, network, and computer technical staff and district and site personnel; assist in the analysis, evaluation and implementation of student, financial, network, e-mail and reporting systems. E**
- **Provides technical assistance, service support, and follow-up for technology users with software operations through a help desk software application; responding and resolving user problems either directly by phone, by remote access, in person, or by referring user to proper support personnel. Will be the first point of contact for school technology liaison. E**
- **Provides technical support and troubleshooting for the current student information/financial software system, Microsoft Office suite of applications, and other District standard applications. Administer the district e-mail system. E**
- **Reviews, prioritizes, schedules and assigns Help Desk Requests to the Technical Support Group, monitoring ticket status and assuring all requests receive follow-up. Prepares reports on equipment problems, monitoring system operating problems, notifying other staff as needed or taking corrective action. E**
- **Communicates any unresolved system, network, software, or hardware problems with the proper department staff. E**
- **Perform related duties as assigned.**

### **KNOWLEDGE AND ABILITIES:**

#### **Knowledge of:**

- **Knowledge of Educational applications; student information/business application systems, and other computer systems maintained by the Technology Department.**
- **Elements of training and instruction.**
- **Customer service process and procedures.**
- **General knowledge of software design and implementation.**

## HELP DESK ANALYST (CONTINUED)

### KNOWLEDGE AND ABILITIES: (continued)

#### Knowledge of: (continued)

- ~~Knowledge of~~ Principles and operation of network and computer software, hardware, and related peripheral equipment.
- ~~Knowledge of~~ Computer technology and software systems including, but not limited to, Microsoft Windows and Apple Macintosh Operating Systems.
- School District organization, operations, policies and objectives.
- Social, cultural and linguistic diversity of district, city and community.

#### Ability to:

- ~~Ability to~~ Focus on details and work in a fast-paced, growth environment while meeting daily challenges with multiple competing priorities and pressures.
- Excellent troubleshooting and debugging skills; ability to deliver high-quality results.
- Outstanding written and oral communication skills; ability to prepare and conduct management briefings with senior leaders.
- Great interpersonal and teaming skills; ability to collaborate effectively with others.
- Initiative; work autonomously (in all work locations and situations) organize, schedule, and coordinate a variety of complex activities and projects.
- Analyze and develop solutions to complex problems for effective integration of technology.
- ~~Ability to~~ Adapt to changes in technology.
- ~~Ability to~~ Make appropriate decisions on system user problems without direct supervision, recognizing the level of the problem and referring to appropriate Technology staff when necessary.
- ~~Ability to~~ Work productively and efficiently without immediate supervision.
- ~~Ability to~~ Maintain effective and professional relationships with staff.
- ~~Ability to~~ Interact with users in non-technical, clear terms.
- ~~Ability to~~ Research technical manual and guides to respond to questions and solve computer problems.
- ~~Ability to~~ Maintain accurate records and documents.
- ~~Ability to~~ Understand and follow both oral and written instructions.
- Perform the essential functions of the job.

### EDUCATION AND EXPERIENCE:

Any combination equivalent to an Associate's degree or coursework in computer science, computer engineering, information systems, or a closely related field. ~~Two~~ Five (5) years or more of recent, progressively responsible computer experience using a variety of computer software and operating systems in a network environment and coordinating help desk services including e-mail.

## HELP DESK ANALYST (CONTINUED)

### WORKING CONDITIONS:

#### Environment:

- Computer environment.
- Noise from equipment operation.
- Driving a vehicle to conduct work.

#### 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.**

Board Approved: 11/14/06



## SANTA ANA UNIFIED SCHOOL DISTRICT

### HELP DESK TECHNICIAN

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

Under the direction of the Director of ~~Information~~ Technology **Innovation Services**, performs a variety of technical duties related to information systems including help desk and desktop support services. Assists in providing student information/business applications system and data system support to all users in the school district. Provides first level support to computer customers by utilizing problem analysis, identification, and resolution. Utilizes various resources in the resolution of problems. Escalates unresolved problems as necessary. Tracks and documents problems from first report through resolution. Contacts users to provide feedback and determine customer satisfaction. May serve as a resource to other staff. Assists in maintaining documentation and departmental records as needed. Performs other duties directly related to this job description.

#### **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**
- **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**
- **Function as customer advocate in system releases and enhancements. E**
- **Communicate status updates to technology and the user community. E**
- **Coordinate with network support and application support to prioritize, escalate, and driver recommendations to resolution and implementation. E**
- **Participate in Problem Management by doing root cause analysis and providing solutions to mitigate risk, ensure data integrity, and increase operational effectiveness. E**
- **Continually discover ways to improve processes and operational effectiveness and efficiency. E**



## HELP DESK TECHNICIAN (CONTINUED)

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

- Provides first line technical assistance, service support, and follow-up for technology users with software operations through a help desk software application; responding and resolving user problems either directly by phone, by remote access, in person, or by referring user to proper support personnel. **E**
- Troubleshoots system issues for users, determining whether problem is hardware, software, or network related. Troubleshoots problems involving printing, application access, operating system errors, and workstation communication conflicts. **E**
- Provides technical support and troubleshooting for the current student information/accounting software system, Microsoft Office suite of applications, and other District standard applications. **E**
- Reviews prioritizes, schedules and assigns Help Desk Requests to the Technical Support Group, monitoring ticket status and assuring all requests receive follow-up. Prepares reports on equipment problems, monitoring system operating problems, notifying other staff as needed or taking corrective action. **E**
- Connects personal computers to local area networks (LAN), printers, scanners, digital cameras, and other peripheral equipment. Configure, setup, and confirm proper connectivity for LAN accounts. **E**
- Installs and configures networked printers and peripherals devices. **E**
- Installs system and application software and configures user workstations to link/access centralized programs. **E**
- Communicates any unresolved network, software, or hardware problems with the proper department staff. **E**
- Unpacks and sets up new personal computers, moves or relocates existing personal computers when needed. **E**
- Perform related duties as assigned.

### **KNOWLEDGE AND ABILITIES:**

#### Knowledge of:

- ~~Knowledge~~ of Principles and operation of network and computer software, hardware, and related peripheral equipment.
- ~~Knowledge~~ of Computer technology and software systems including, but not limited to, **Chromebook OS, Android, Microsoft Windows Apple IOS** and Apple Macintosh Operating Systems.

## **HELP DESK TECHNICIAN (CONTINUED)**

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

#### Knowledge of: (continued)

- ~~Knowledge of educational~~ Applications; student information/business application systems, and other computer systems maintained by the Technology Department.
- ~~Knowledge of~~ Standard office methods, practices, and procedures.
- School District organization, operations, policies and objectives.
- Social, cultural and linguistic diversity of district, city and community.

#### Ability to:

- ~~Ability to~~ Make appropriate decisions on system user problems without direct supervision, recognizing the level of the problem and referring to appropriate Technology staff when necessary.
- ~~Ability to~~ Work productively and efficiently without immediate supervision.
- ~~Ability to~~ Maintain effective and professional relationships with staff.
- ~~Ability to~~ Interact with users in non-technical, clear terms.
- ~~Ability to~~ Research technical manual and guides to respond to questions and solve computer problems.
- ~~Ability to~~ Maintain accurate records and documents.
- ~~Ability to~~ Organize, schedule, and coordinate a variety of activities and projects.
- ~~Ability to~~ Adapt to changes in technology.
- ~~Ability to~~ Understand and follow both oral and written instructions.
- Perform the essential functions of the job.

### **EDUCATION AND EXPERIENCE:**

Education equivalent to the completion of the twelfth grade. Training and/or coursework in computer science, computer engineering, information systems, or a closely related field. Two years or more of recent, progressively responsible computer operations experience using a variety of computer software and operating systems in a network environment. Any combination of education and experience that could likely provide the required knowledge, skills, and abilities.

### **WORKING CONDITIONS:**

#### Environment:

- Computer 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.

## **HELP DESK TECHNICIAN (CONTINUED)**

### **WORKING CONDITIONS:** (continued)

#### **Physical Abilities:** (continued)

- 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.**

Board Approved: 11/4/06



## SANTA ANA UNIFIED SCHOOL DISTRICT

### ~~ITV~~ MEDIA OPERATIONS SPECIALIST

#### BASIC FUNCTION JOB SUMMARY:

Under the direction of the ~~Chief Academic Officer of Curriculum and Instruction~~ **Director of Technology Innovation Services, or designee**, perform a wide variety of operational, programming, broadcast scheduling functions in the management of Instructional Television Services. **Interacts and collaborates with faculty, staff, administrators, students, and vendors.**

#### 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**
- **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**
- **Coordinates the operations of Instructional Television (ITV), which provides instructional delivery to multiple sites. E**
- **Design and assist in the operation of the multi-channel instructional television broadcast mater schedule and broadcast control equipment. E**
- **Supervises the daily functions of Media operations, which includes training, implementation of policies and procedures, scheduling, and quality control. E**
- **Coordinate and prepare for publication a monthly broadcast schedule for classroom teachers; a daily log for broadcast control. ~~and videotape library pull list.~~ E**
- **Prepare each day's program list for broadcast: ~~code video tapes, assign videos to proper players, transfer input and upload~~ videos to server files, enter and verify computerized playout schedule. E**
- **Broadcast programs as scheduled on program log and monitor air signals on all channels to ensure operation within the boundaries set forth by the FCC. E**
- **Coordinate, record and/or rebroadcast ~~and schedule satellite or~~ other off-air broadcasts. E**

## **ITV MEDIA OPERATIONS SPECIALIST (CONTINUED)**

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

- Monitor and maintain equipment such as VTR character generator, transmitter and video monitors for daily operation. E
- **Monitor Channel 31 programming availability and coordinate service requests with Time Warner Cable and/or AT&T for problem resolution. E**
- Coordinate the routing of television service calls to the appropriate repair service, District, local cable company or lessor of ITFS channels. E
- Maintain a log of service requests and make telephone follow-ups to determine client satisfaction. E
- Compose, monitor and update the classroom television on-air message board. Assist schools and departments in posting messages for classroom viewing. E
- Design and develop the ITV monthly and special programs for the department's web site. E
- Maintain and update a functional broadcast **digital** video library and/or program storage files. E
- **Prepare Board Meeting agenda titles using the Boardroom Control Generator and assist with Board Meeting broadcasts. E**
- ~~Maintain the department's equipment control inventory. E~~
- ~~Operate both IBM and Macintosh computers for word processing, desktop/internet publishing and database management. E~~
- Perform related duties as assigned.

### **KNOWLEDGE AND ABILITIES:**

#### Knowledge of:

- School District organization, operations and objectives.
- Basic electronics and broadcast networking.
- ITFS and cable receive systems.
- Broadcast and cable cast regulations.

## **ITV MEDIA OPERATIONS SPECIALIST (CONTINUED)**

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

#### **Knowledge of:** (continued)

- Principles and operation of broadcast systems.
- Social, cultural, linguistic diversity of district, city and communities.

#### **Ability to:**

- **Maintain and manage the operation of Polycom or Video MCU environment.**
- Operate equipment such as ~~video-cassette recorders~~, video monitors, switcher, character generator, video players and audio-mixers.
- Meet schedules and timelines.
- Communicate effectively both orally and in writing.
- Work cooperatively with others.
- Operate and maintain the broadcast database program.
- Learn to interpret Federal Communication Commission regulations concerning the operation of an instructional television fixed services.
- Perform the essential functions of the job.

### **EDUCATION AND EXPERIENCE:**

Any combination equivalent to graduation from high school and four years of increasingly responsible clerical, secretarial, or administrative experience.

### **WORKING CONDITIONS:**

#### **Environment:**

- District Instructional Television Center.

#### **Physical Abilities:**

- Seeing to view a television screen and read a variety of materials.
- Dexterity of hands and fingers to operate tools and equipment.
- Hearing and speaking accurately to exchange information.
- 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 functions of the job **with or without reasonable accommodation.**

Board Approved: (2/97) 5/01



## SANTA ANA UNIFIED SCHOOL DISTRICT

### ~~ITV-SYSTEMS~~ MEDIA SYSTEMS ENGINEER

#### BASIC FUNCTION JOB SUMMARY:

Under the direction of the ~~Director of Media Services~~ **Director of Technology Innovation Services**, is responsible for the operation, repair and maintenance of District-level owned and operated television broadcast, production and receive-site signal distribution systems. **This position requires the maintenance of equipment within our existing cable television head end at district office and school sites. The incumbent should be familiar with optimizing incoming signals from a wide variety of sources for redistribution to cable systems and/or IP video streaming equipment, such as video encoders. Reception and distribution mechanisms include; satellite, off-air antenna, microwave, coaxial cable, and fiber.**

#### 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**
- **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**
- **This position requires a strong understanding of cable industry digital audio/video distribution formats, hardware, and associated technologies such as MPEG-2, h.264, HEVC, IP, HTTP Live Streaming, Smooth Streaming, MPEG and other video transport concepts and methodologies. E**
- **Assist in developing or changing policies or procedures relating to the selection, installation, operation and maintenance of production, broadcast, and receive-site signal distribution equipment. E**
- **Plan, engineer, and document end-to-end video delivery networks and related technologies in response to video system requirements. E**
- **Plan and support the deployment of video and content delivery services across the network. E**
- **Familiarity with video encoders, Show and Share type systems, IPTV, and MXE products is preferred. Basic knowledge of IP multicast is recommended. E**

## ~~ITV SYSTEMS~~ MEDIA SYSTEMS ENGINEER (CONTINUED)

### REPRESENTATIVE DUTIES: (continued)

- Plan, select, install, operate, troubleshoot and maintain all electronic, mechanical and other equipment, analog/digital systems and related test instruments employed at the District's primary and auxiliary broadcast and production facilities. **E**
- **Installation and configuration of IP based video streaming systems such as video encoders. E**
- **Utilize computer software and test equipment for variety of measurements including: satellite alignment, RF levels, signal to noise, carrier to noise, low frequency disturbances, composite triple beat, composite and discrete second order beat, depth of modulation and audio deviation. E**
- **Perform proactive and reactive monitoring of all the fundamental tasks required in the testing and analysis of all elements of the existing cable head end and facilities. E**
- **Proficient in setup and operation of head end equipment including but not limited to: signal processors, modulators, demodulators, satellite receivers, integrated receiver descramblers, digital receivers, transcoders, combining and splitting networks, laser transmitters, and fiber optic receivers. E**
- **Maintain accurate and complete head end documentation. E**
- **Responsible for maintaining the head end in a clean and orderly manner. E**
- **Coordinate and cultivate with the technical staff from ~~Pacific Bell~~ Video Sprint (or other lessees of District-licensed ITFS frequencies), the City of Santa Ana's franchised cable operator(s), and other appropriate District departments a positive and productive collaboration. E**
- **Plan, select, install, operate, troubleshoot and maintain at all District television receive sites the various pieces of equipment/hardware, coaxial cable and related connections used to distribute high quality, reliable television signals from the site's head end to each television receiver throughout the plant. E**
- **Report problems of school site AV/Digital Broadcast equipment to the proper departments or agencies and provide close coordination of over-lapping maintenance activities. E**
- **Operate station in a manner that complies with Federal Communications Rules and Regulations pertaining to Instructional Television Fixed Service (ITFS) operations including the keeping of FCC required broadcast logs or other technical records. E**



## **ITV SYSTEMS MEDIA SYSTEMS ENGINEER (CONTINUED)**

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

- Coordinate with the lessee of District ITFS channels and the local cable franchisee a regular monitoring and trouble-shooting system for all linkages of the television broadcast signal routing from point of origination at the broadcast studio to site receivers. **E**
- Provide technical/operational assistance to ~~ITV~~ EBS Broadcast Technician as needed to operate station according to schedule. **E**
- Prepare and carry-out a plan of regularly scheduled preventative and emergency maintenance for all equipment associated with broadcast control and site TV distribution systems. **E**
- Keep abreast of changes in all FCC technical requirements and developments which affect the District's ITFS Broadcast license or future license renewals. **E**
- Budget for and maintain an inventory of equipment, supplies and parts needed to conduct the routine, preventative and emergency aspects of the job requirements in a timely, expeditious and cost-effective manner. **E**
- Provide technical training and supervision of others involved in the installation, repair, upkeep and use of ~~ITV~~ EBS equipment. **E**
- Coordinate the installation, major modification, relocation and disposition of equipment, wiring/cabling, hardware and mountings with the appropriate District departments and/or their designated consultants, contractors and installers. **E**
- Assist in writing equipment specifications and evaluate such equipment and materials in accordance with District standards. **E**
- **The requirements of this position include the duties, knowledge, and abilities of the Media Services Technician. E**
- Perform related duties as assigned.

## ITV SYSTEMS MEDIA SYSTEMS ENGINEER (CONTINUED)

### KNOWLEDGE AND ABILITIES:

#### Knowledge of:

- **Familiarity with headend and IP transport equipment including multi-bitrate encoders, decoders, multiplexers, rateshapers, segmenters, encryption devices, switches and transcoders is required.**
- **Basic Familiarity with principals of electronic circuitry design and function both analog and digital as applied to all phases of television production, recording, broadcast, reception and local area TV signal distribution.**
- Installation, operation and maintenance of a variety of television production, recording, editing, signal routing, automated broadcast control, transmission and reception equipment both analog and digital including related test instruments.
- **Basic Familiarity with principals of broadband television and other signal distribution systems as they apply to the delivery of television signals or other forms of multi-media transmission throughout a school campus.**
- Basic understanding that would apply to but not be limited to the transmission properties, limitations, and relative costs of various signal conductors including coaxial cable, twisted-pair, fiber and wireless and the associated methods of installation.
- Current technology in the field of specialty and ways to keep up with changes.
- Federal Communications Commission regulations concerning the operation of the Instructional Television Fixed Service.

#### Ability to:

- Read, understand and interpret written operational and maintenance instructions or specifications including schematics of electronic and logical circuitry .
- Plan, select, install, operate, troubleshoot and maintain television production, broadcast and reception equipment and systems.
- Operate and service color television cameras, remote camera controllers, video and audio recorders/players, video/audio switchers and mixers, audio/video editors, character/special effects-generators, computer-based automated broadcast controllers, signal correction and stabilizing devices, signal distribution and routing equipment, RF modulators, satellite down-link antennas/receivers, TV receiver/monitors, analog to digital encoder or scanning devices.
- Diagnose and repair malfunctions in a variety of electronic and mechanical audio/video production, broadcast, transmission and receiving/display devices using state-of-the-art test instruments.
- Read, understand and analyze electronic schematics and logical circuitry.
- Train and supervise staff in the operation and maintenance of a television system including but not limited to production, broadcast, transmission, receiving and signal distribution.
- Maintain records and prepare reports.
- Plan and supervise work.

## **ITV SYSTEMS MEDIA SYSTEMS ENGINEER (CONTINUED)**

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

#### **Ability to: (continued)**

- Meet schedules and time lines.
- Establish and maintain effective working relationships with other.
- Communicate effectively with others.
- Work independently and reliably with little direction.
- Solve problems and take corrective action collaboratively and cooperatively.
- Understand and follow oral and written direction.
- Perform the essential functions of the job.

### **EDUCATION AND EXPERIENCE:**

Any combination equivalent to ~~high school graduation~~ **an AS Degree**, supplemented by two years of advanced technical training in telecommunications, radio, television, telephony or basic electronics and **ten** years of experience involving television production, broadcast, transmission and/or reception systems. Additional paid experience may be substituted for the required college training on a year-for-year basis.

### **LICENSES OR OTHER REQUIREMENTS:**

A valid California driver's license

### **WORKING CONDITIONS:**

#### **Environment:**

- District Instructional Television Center, classrooms and other remote production sites.
- Noise from equipment operation.
- Driving a vehicle to conduct work.

#### **Physical Abilities:**

- Seeing to view a television screen, read materials and drive a vehicle.
- Dexterity of hands and fingers to operate assigned tools and equipment.
- Hearing and speaking to exchange information.
- Reaching overhead, above the shoulders and horizontally.
- Climbing and working from heights.
- Bending at the waist, kneeling or crouching.
- Walking and standing.
- Lifting, carrying, pushing or pulling moderately heavy objects, normally not exceeding sixty (60) pounds.

~~ITV SYSTEMS~~ MEDIA SYSTEMS ENGINEER (CONTINUED)

**HAZARDS:**

- Working at heights.
- Working below ground.

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: (2/97) 5/01



## SANTA ANA UNIFIED SCHOOL DISTRICT

### NETWORK TECHNICIAN

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

Under the direction of the Director of ~~Information~~ Technology Innovation Services, provides excellent support to users of all devices and application systems. This includes analyzing, diagnosing, trouble-shooting, escalating, and driving an issue to resolution. All incidents and cases are logged, prioritized, and resolved in a timely manner; ensuring proper coordination with all technology support and engineering teams, as well as with functional subject matter experts. Improves student application systems and business processes driving increased operational efficiency and effectiveness. Provide district-wide technical and resource services in the installation, configuration, operation, repair, maintenance, troubleshooting of computer hardware, peripheral equipment, and software for both network connected Devices, Personal Computer and/or Apple computers. Install software and establish access rights and security. Troubleshoot wireless LAN infrastructure. Assist with troubleshooting, local and wide-area network. Diagnose network hardware and peripheral equipment. Provide user support training and assistance.

#### **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
- 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
- Function as customer advocate in system releases and enhancements. E
- Communicate status updates to technology and the user community. E
- Coordinate with network support and application support to prioritize, escalate, and driver recommendations to resolution and implementation. E
- Participate in Problem Management by doing root cause analysis and providing solutions to mitigate risk, ensure data integrity, and increase operational effectiveness. E

## **NETWORK TECHNICIAN: (CONTINUED)**

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

- **Continually discover ways to improve processes and operational effectiveness and efficiency. E**
- **Inspect, repair, assemble, install, and configure computers and related equipment. E**
- **Install new software and establish access rights and security. E**
- **Perform diagnostics on network attached PC's and/or Apple computers. E**
- **Format hard disks, install disk operating systems, establish directory structures and perform related tasks. E**
- **Install Software and software upgrades. E**
- **Download service patches and other appropriate software from the internet; install as necessary. E**
- **Back-up software as appropriate; archive data; restore data as needed. E**
- **May perform virus scanning and maintain security software as needed. E**
- **Provide, or assist in providing, users with applications software, computer hardware, and peripheral equipment training. E**
- **Troubleshoot, isolate, and correct computer, peripheral, and network problem. E**
- **Prepare support documentation. E**
- **Establish and maintain a variety of records related to responsibilities and generate reports as requested. E**
- **Assist network staff in troubleshooting network cabling projects and basic network equipment installation such as patch cord wiring, conduit, jacks, punch blocks, transceivers, hubs, switches, file servers, and network interface cards. E**
- **Perform related duties as assigned.**

## NETWORK TECHNICIAN: (CONTINUED)

### KNOWLEDGE AND ABILITIES:

#### Knowledge of:

- Installation, configuration, operation, repair, maintenance, troubleshooting, and diagnosis of PC's and/or Apple computer/network hardware, software, and peripheral equipment.
- Installation, maintenance, repair, and inspection of network cabling and hardware.
- Troubleshooting, problem-solving techniques, and repair techniques.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.

#### Ability to:

- **Focus on details and work in a fast-paced, growth environment while meeting daily challenges with multiple competing priorities and pressures.**
- **Excellent troubleshooting and debugging skills; ability to deliver high-quality results.**
- **Outstanding written and oral communication skills; ability to prepare and conduct management briefings with senior leaders.**
- **Great interpersonal and teaming skills; ability to collaborate effectively with others**
- **Initiative; ability to work autonomously (in all work locations and situations)**
- **Organize, schedule, and coordinate a variety of complex activities and projects.**
- Effectively work with network technologies, maintenance, and implementation.
- Effectively install, upgrade, and maintain district software applications.
- Read, understand, and interpret manufacturer's schematics, and hardware, operating system, and software manuals; apply such information as appropriate.
- Recognize and diagnose problems in computer and network hardware and software.
- Understand and follow written and oral communication.
- Safely operate and care for tools, equipment, and materials used in the diagnostics and installation of computers and their peripherals.
- Access the internet to download service patches and other appropriate software, etc.
- Communicate effectively orally and in writing.
- Establish and maintain effective relationships with those contacted in the course of work.
- Obtain Apple certified desktop certification within first year of employment.
- Driving a vehicle to conduct work.

## NETWORK TECHNICIAN: (CONTINUED)

### EDUCATION AND EXPERIENCE:

**Any combination equivalent to an Associate's degree or coursework in computer science, computer engineering, information systems, or a closely related field. Five (5) years or more of recent, progressively responsible computer experience using a variety of computer software and operating systems in a network environment and coordinating help desk services including e-mail.**

~~A high school diploma or equivalent and three years of any combination of a college education, training, and/or experience which demonstrate ability to perform the essential representative duties of the job.~~

### LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

### WORKING CONDITIONS:

#### Environment:

- Information Technology (IT) environment.
- Noise from equipment operation.
- Driving a vehicle to conduct work.

#### Physical Abilities:

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- While performing the duties of this job, the employee is regularly required to sit; stand; walk; use hands to finger, handle, or feel objects, tools, or controls.
- The employee is occasionally required to climb or balance; and stoop, kneel, crouch, or crawl.
- The work may require routinely lifting or moving up to 50 pounds and occasionally lift and/or move up to 50 pounds.
- Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The selected candidate must be able to perform the duties of a rigorous work schedule which includes lifting, loading, and unloading, and pass a physical examination and drug screen certifying this ability.

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: 3/22/11 (2/94, 5/01)





## SANTA ANA UNIFIED SCHOOL DISTRICT

### TELEVISION MEDIA SYSTEMS TECHNICIAN

#### BASIC FUNCTION JOB SUMMARY:

Under the direction of the ~~Director of Media Services~~ **the Director of Technology Innovation Services, or designee**, assists the **Media Systems Engineer** in the operation, repair and maintenance of television origination and receive-site distribution systems for the purpose of providing televised instructional and informational materials for students, staff and the community. **The position is responsible to ensure all AV and Video Teleconference (VTC) issues are supported, manage district Video equipment in conference rooms, and handle video systems.**

#### REPRESENTATIVE DUTIES:

- **Provide information technology leadership to support instructional, student services, administrative, and operational programs and services district wide.**
- **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.**
- **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.**
- **Assists in the installation, operation, troubleshooting and maintenance of all electronic, mechanical and other equipment, analog/digital systems, and related test instruments employed at the District's broadcast and production facilities. E**
- **Assists at all District television receive sites in the installation, operation and maintenance of the various pieces of equipment, cable and related hardware used to distribute high quality, reliable television signals from the site's head end to each television receiver throughout the plant. E**
- **Provide support to Video Conferencing equipment by performing daily checks, upgrading as planned, and providing logistical support for large meetings.**
- **Works cooperatively and productively with the technical staff from ~~Pacific Bell-Video Sprint~~ (or other lessees of District-licensed ITFS frequencies), the City of Santa Ana's franchised cable operator(s), and other appropriate District departments; maintains reliable, high quality transmission of television signals to all receive sites and seeks ways to improve system performance. E**

## TELEVISION MEDIA SYSTEMS TECHNICIAN (CONTINUED)

### REPRESENTATIVE DUTIES: (continued)

- Cooperates with the lessee of District ITFS channels and the local cable franchise in maintaining an ongoing system of performance monitoring and troubleshooting for all linkages of the television broadcast signal routing from point of origination at the broadcast studio to site receivers. **E**
- Reads, understands, and interprets written operational and maintenance instructions or specifications including schematics of electronic and logical circuitry; applies understanding to the installation, setup, systems integration, operation, testing and repair of the associated equipment. **E**
- Provides technical/operational assistance to ~~ITV EBS Broadcast Technician~~ **Media Operation Specialist** as needed to operate station according to schedule. **E**
- Cooperates with ~~TV~~ **Media Systems Engineer** in maintaining a functional and secure inventory control system of equipment, supplies, and parts. **E**
- Assists in the installation, major modification, relocation, and disposition of equipment, wiring/cabling, hardware and mountings with the appropriate District departments and/or their designated consultants, contractors and installers in a way to minimize redundancy of effort, associated costs and disruptions to the school learning environment. **E**
- Keeps up to date with changes in all technical requirements and developments which affect the District's television broadcast operation. **E**
- Assists in evaluating equipment and materials in accordance with District standards. **E**
- Provides positive guidance and reinforcement to the school staff in the proper use and care of ~~ITV~~ **Media** equipment. **E**
- Performs related duties as assigned.

## TELEVISION MEDIA SYSTEMS TECHNICIAN (CONTINUED)

### **KNOWLEDGE AND ABILITIES:**

#### **Knowledge of:**

- The basic principles of television production, recording, broadcast, reception, and local area TV signal distribution.
- Basic principles of broadband television and other signal distribution systems as they apply to the delivery of television signals or other forms of multi-media transmission throughout a school campus.
- Transmission properties, limitations, and relative costs of various signal conductors including coaxial cable, twisted-pair, fiber, and wireless and the associated methods of installation.
- Current technology in the field of specialty and ways to keep up with changes.

#### **Ability to:**

- Install, operate, and maintain television production, broadcast, transmission, and reception equipment and systems including but not limited to color television cameras; audio/video recorders/players, switchers, mixers, and editors; character/special effects-generators; computer-based automated broadcast controllers; signal correction and stabilizing devices; signal distribution equipment; RF modulators, satellite down-link antennas/receivers, TV receiver/monitors, analog to digital encoder or scanning devices.
- Interpret electronic schematics and logical circuitry.
- Provide positive guidance to school staff in the use and care of equipment.
- Maintain records of work completed and materials used.
- Meet schedules and time lines.
- Establish and maintain effective working relationships with others.
- Communicate effectively with others.
- Solve problems and take corrective action collaboratively and cooperatively.
- Understand and follow oral and written direction.
- Perform the essential functions of the job.

### **EDUCATION AND EXPERIENCE:**

Any combination equivalent to ~~high school graduation~~ an **Associate Science Degree** supplemented by two years of technical training in telecommunications, radio, television, telephony or basic electronics and two years of experience involving television production, broadcast, transmission and/or reception systems. Additional paid experience may be substituted for the required technical training on a year-for-year basis.

### **LICENSES AND OTHER REQUIREMENTS:**

A valid California driver's license

## TELEVISION MEDIA SYSTEMS TECHNICIAN (CONTINUED)

### WORKING CONDITIONS:

#### Environment:

- District Instructional Television Center, classrooms and other remote production sites.
- Noise from equipment operation.
- Driving a vehicle to conduct work.

#### Physical Abilities:

- Seeing to view a television screen, read materials and drive a vehicle.
- Dexterity of hands and fingers to operate assigned tools and equipment.
- Hearing and speaking to exchange information.
- Reaching overhead, above the shoulders and horizontally.
- Climbing and working from heights.
- Bending at the waist, kneeling or crouching.
- Walking and standing for periods of time.
- Lifting, carrying, pushing or pulling moderately heavy objects, normally not exceeding sixty (60) pounds.

#### HAZARDS:

- Working at heights.
- Working below ground.

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

### ~~USER SERVICES BUSINESS ANALYST I~~

#### BASIC FUNCTION JOB SUMMARY:

Under the direction of the Director of Information Technology Innovation Services (IT), and/or designee, will provide business analysis expertise in the assessment, planning, acquisition, design, development and implementation of administrative systems solutions; experience with strategic information technology planning; systems development life cycle concepts and best practices methodologies; be proficient in business process analysis; have demonstrated experience interviewing, gathering and organizing business requirements using industry established methodologies; experience with software selection processes and vendor scorecard evaluations; extensive experience performing project implementation activities, such as writing quality assurance test plans, and preparing and delivering business user training. Candidate must be able to initiate and establish working relationships in a complex, decentralized environment and have experience as a Business Analyst in ~~serve as a resource person on data processing services to district and site personnel; orient and train users on current~~ student information, human capital and financial reporting systems.

#### DISTINGUISHING CHARACTERISTICS:

Incumbents in this classification apply their knowledge of the systems development life cycle to student information and financial reporting systems to assist (staff and site) users in defining requirements and utilizing ~~data processing services~~. Student information systems include attendance, grading, testing, graduation requirements and ADA reporting. Financial reporting systems include general ledger, payroll, budget, accounts payable and purchasing. The role of the Business Analyst will be the assessment, design, development and implementation of student and administrative systems solutions to support district's mission and goals, leveraging systems and processes operational efficiencies.

#### 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
- Provide exceptional customer service and end-user support for application systems by analyzing, diagnosing, trouble-shooting, escalating, and driving issues to resolution. E

## ~~USER SERVICES BUSINESS ANALYST I (CONTINUED)~~

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

- **Lead efforts to ensure that information systems support the organizational mission and objectives and coordinate the process of defining, investigating and solving problems related to business systems. E**
- **Lead and coordinate assessment studies evaluating the potential for automating existing or proposed work functions or processes and assess the feasibility of creating or modifying applications to meet user requirements. E**
- **Review, research and evaluate software to determine its usefulness and appropriateness as related to existing or proposed business systems; assist with the development of preliminary and detailed system design documents for in-house and vendor computer systems. E**
- ~~Serve as a resource person between computer programming personnel and staff and site user personnel; assist in the analysis, evaluation and implementation of student information and financial reporting systems. E~~
- **Lead the elicitation and gathering of business and systems requirements using interviews, surveys, job shadowing and other elicitation techniques. E**
- **Analyze new business requirements, system functionality, current system use and user needs; specify functional designs and work with developers and analysts to implement. E**
- **Work with staff and site personnel in defining user requirements and preparing documentation for users and programmers; may conduct surveys to determine user priorities; coordinate implementation of modifications and requested services. E**
- **Develop system design for new or revised student and business systems; document and analyze input/output requirements, procedural flow between departments, operational audits and organizational structures. E**
- **Train users in the most effective and efficient utilization of the current systems and upcoming modifications to the systems; develop and conduct training classes; prepare training materials and user documentation. E**
- **Develop instructional materials, training and job aids to support client use of the application. E**
- **Organize information in partnership with student and business programs. Ensure student and business data accuracy and systematic and timely approach toward alumni data acquisition, collection and entry. E**

## USER SERVICES BUSINESS ANALYST I (CONTINUED)

### REPRESENTATIVE DUTIES: (continued)

- **Work in partnership with multiple stakeholders, including Educational Services and Business Services, to ensure processes reflect best practices for meaningful process interactions, documentation and follow-up. E**
- **Coordinate systems interface and synching with student and business systems as applicable. E**
- **Advise users requiring assistance in solving complex problems or issues regarding student, management and business systems. E**
- **Strong professional commitment to the success of learning community, coupled with a thorough understanding of the technology and data behind Business Intelligence applications. E**
- **Serve as contact person in identifying and solving user problems. E**
- ~~Orient and train users on computer operations; provide Microsoft suite training. E~~
- **Perform related duties as assigned.**

### KNOWLEDGE AND ABILITIES:

#### Knowledge of:

- **Excellent database skills and intermediate to advanced SQL programming.**
- **OBIEE Analysis, BI Publisher, OBIEE RPD Development.**
- **ETL, reporting table design, data warehouse concepts, and Meta data concepts.**
- **Exposure to BI Tools like OBIEE Suite.**
- **Knowledge of ERP systems like Oracle Financials, and Human Resources.**
- **Prior education experience in Student Information System and ERP reporting.**
- **Systems analysis and programming (Structured Query Language (SQL), Programming Logic (PL), and Java.**
- **Student information of financial reporting systems or the ability to obtain this knowledge in a reasonable amount of time.**
- **Elements of training and instruction.**
- **English grammar, syntax and punctuation.**
- **School District organization, operations and objectives.**
- **User/Computer relations.**
- **Computers and their capabilities.**
- **City and community cultures.**

## USER SERVICES BUSINESS ANALYST I (CONTINUED)

### KNOWLEDGE AND ABILITIES: (continued)

#### Ability to:

- **Highly effective interpersonal skills along with strong written and verbal skills.**
- **Proven problem solving and analytical skills.**
- **Demonstrated ability to work effectively in a team environment.**
- **Understanding of some common business functions such as finance, procurement, student admissions, human resources, research administration, etc.**
- **Monitor and track requests for reports and enhancements.**
- **Create, design, maintain, and update reports and accompanying documentation.**
- **Work on BI Projects to develop new dashboards, reports, and other content.**
- **Learn new data structures and help design reporting tables.**
- **Provide small group and one-on-one training for reporting.**
- **Provide Help Desk support for both front line issues and in-depth technical issues.**
- **Organize and coordinate complex projects.**
- **Analyze and develop solutions to problems for effective data utilization.**
- **Communicate effectively both orally and in writing.**
- **Apply knowledge of data processing systems process analysis to a wide range of user requests.**
- **Develop and conduct training workshops.**
- **Operate a computer and computer programs.**
- **Perform the essential functions of the job.**

### EDUCATION AND EXPERIENCE:

Bachelor's Degree in Computer Science, Information Technology, MIS or related field  
~~Any combination equivalent to a degree in Computer Science or equivalent, and four (3)~~  
**or more years of experience in data analysis, report and dashboard design and development. two (2) years in computer programming and coordinating user support services.** Experience in Oracle highly desired.

### LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.



## ~~USER SERVICES BUSINESS ANALYST I (CONTINUED)~~

### WORKING CONDITIONS:

#### Environment:

- Data ~~Center processing~~ computer and office environment.
- Driving a vehicle to conduct work.

#### Physical Abilities:

- Hearing and speaking to exchange information and make presentations.
- Seeing to view a computer monitor, read materials and drive a vehicle.
- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting or standing for extended periods of time.
- Lifting or moving objects, normally not exceeding twenty (20) pounds.

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



## SANTA ANA UNIFIED SCHOOL DISTRICT

### ~~WEB DEVELOPER~~ WEB INFRASTRUCTURE SYSTEMS ADMINISTRATOR

#### BASIC FUNCTION JOB SUMMARY:

Under the direct ion of the ~~Director of Educational Technology and Media Services~~ **Director of Technology Innovation Services** will be responsible f or the ~~delivery and availability of relevant information via the District web site, intranet sit e and various school web sites~~ **managing web infrastructure and current infrastructure tools including directory, scalability, redundancy, security, backups and disaster recovery. Experience deploying and administering Virtual Desktop Integration (VDI) is desired.** This position is responsible for the design, ~~and implementation and maintenance of internally and externally consumed web pages~~ **infrastructure and applications. This person will determine customer needs project manage to include requirements gathering, solution design and build solutions then develop strategies and goals for developing web pages with content that meet these user needs.**

#### REPRESENTA TIVE 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**
- **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**
- **Responsibilities include performing project management duties for web-related initiatives and enhancements. This includes facilitating project scope/definition, planning, implementation, testing, launch, tracking and follow-up. E**
- **Manage the District's network infrastructure, that includes a variety of physical servers including Windows, Ubuntu, Brocade SAN, storage systems (Microsoft DPM, Compellent Storage Center and EMC). E**
- **Triage issues and provide support for users and computer support staff. E**
- **Support other staff members in the management of the District's server infrastructure and network. E**
- ~~The web developer will work w it h end users to create and update web site content, maintain continuity of design, information architecture and page format across the web site,~~

~~WEB DEVELOPER~~ WEB INFRASTRUCTURE SYSTEMS ADMINISTRATOR  
(CONTINUED)

**REPRESENTATIVE DUTIES:** (continued)

- Develop and ensure web data integrity and security, and design web site user interfaces, surveys and registration forms. **E**
- Will function as a ~~communication subject~~ **technical function** matter expert maintaining close contact with key ~~end-functional~~ user representatives to ensure the ~~Website and Intranet~~ Web infrastructure systems are providing value & information-sharing capabilities. ~~to end users.~~ **E**
- ~~Provides support training and service to assigned staff and users for the web and related applications; train personnel in multi-use web page development software.~~ **E**
- Will evaluate new software for use in ~~research and web applications~~ the technical arena; make recommendations related to new software, tools and hardware related to the web sites **infrastructure.** **E**
- Perform ongoing research and testing of new tools, software and products related to web ~~development~~ **infrastructure**, implement new ~~web~~ technologies to meet the needs of the ~~client~~ **District.** **E**
- Will ~~create and~~ assure the functionality of the ~~links, on-line forms, surveys and scripts~~ infrastructure running behind the web sites. **E**
- Will troubleshoot web ~~page~~ **infrastructure** problems, related ~~application~~ **problems** and other programs that run in conjunction with the web ~~pages~~ **infrastructure.** **E**
- ~~Will run routine software tests, perform troubleshooting and provide routine maintenance of web pages; providing support for web sites running on both Windows and Apple Macintosh servers.~~
- Upgrade existing infrastructure and implement new technologies. **E**
- Perform related duties as assigned.

~~WEB DEVELOPER-WEB INFRASTRUCTURE SYSTEMS ADMINISTRATOR~~  
(CONTINUED)

**KNOWLEDGE AND ABILITIES:**

Knowledge of:

- **Microsoft, Apache, MySQL, and SQL Server**
- **Experience with Dell Compellent Storage Center and Microsoft Data Protection Manager (DPM).**
- **Web programming HTML, CSS, VB Script, DHTML, ASP, ASP.Net and JavaScript.**
- ~~Knowledge of Browser compatibility issues for all platforms / major browsers.~~
- **Proficiency in relational database design, development maintenance, and troubleshooting.**
- ~~Strong working know ledge of Document Management System (Xerox DocuShare).~~
- ~~Must be experienced in administering and securing Windows Academic/Advanced Server 2 0 0 0 , 2 0 0 3 , IIS 6 & 7 , SQL 2 0 0 0 and Macintosh. Windows and Linux Servers.~~
- **Graphics, web design-reative skills, with a strong sense of creativity, and experience in Adobe Photo Shop, or equivalent using relevant web design tools.**
- ~~Working knowledge of Microsoft Office. (Word, PowerPoint , Access, Exeel)~~
- **Working knowledge in multimedia and QuickTime-streaming applications and tools (e.g.,Macromedia Director, Real Audio, and Adobe Premier- and other relevant multimedia tools.**
- ~~Know ledge of common Web site administration tools such as Macromedia, Dreamweaver, and Front page.~~
- **General understanding of SFTP client s/server environment.**
- ~~Hands on experience managing, designing and developing teacher and student centric port al website applications w ith collaboration features such as forums, libraries and chat s desired.~~
- **In depth knowledge of Windows OS, Linux (Ubuntu), Mac OS (OS X 10.x) Google Chrome, Android and iOS.**
- **In depth understanding of and experience working with server and storage technologies, including SAN, RAID and NAS.**
- **In depth knowledge of and experience with server virtualization technologies including experience with VMWare, including VSphere 5.1.**
- **Server administration experience.**
- **Experience with DNS and DHCP.**
- **Understanding of the following technologies: Exchange, Active Directory, LDAP, Open Directory, enterprise antivirus and identity federation.**
- **Basic networking, including TCP/IP and VLAN**
- **Experience working with Fibre Channel and iSCSI technologies.**

~~WEB DEVELOPER~~-WEB INFRASTRUCTURE SYSTEMS ADMINISTRATOR  
(CONTINUED)

**KNOWLEDGE AND ABILITIES:** (continued)

Knowledge of: (continued)

- Experience setting up and managing web infrastructure (MS, Apache, MySQL and SQL Server) or current infrastructure tools, including scalability, redundancy, security, backups and disaster recovery is required.
- Strong skills with shell commands and scripting are required.
- Experience applying application and database security best practices in a production environment.
- Extensive hardware and software troubleshooting skills and experience.
- Experience providing both Tier 1 and Tier 2 support.
- Strong organization skills.

Ability to:

- Lead and mentor others.
- Assume responsibility for the operation and management of web servers.
- Keep current with and understand emerging web development technologies.
- Work effectively with administrators, teachers, and classified staff
- Communicate effectively both orally and in writing.
- Manage the District's physical server infrastructure, including providing development, testing and production environments to staff as needed.
- Perform the essential functions of the job.
- Collaborate with team members, software vendors and other technical staff to develop, design, implement and continuously improve systems.
- Manage the District's storage resources including the MS DPM, Dell Compellent and EMC devices throughout their lifecycles.
- Ensure that servers and services are appropriately updated and patched, ensuring system security and reliability.
- Initiate and manage upgrades and procurement of replacement equipment as required.
- Allocate and manage resources and ensure that sufficient capacity exists to meet District needs.
- Manage the District's server backup solution.
- Manage DNS and DHCP services.
- Manage, maintain and upgrade the District's Fiber Channel SAN.
- Participate in the management of ongoing strategic programs as assigned.
- Maintain high standards in terms of written materials/documentation, including system level documentation, infrastructure/incident reports and monitoring anomalies.
- Triage and repair problems with assigned systems.
- Provide technical leadership to computer support technicians and network technicians.

~~WEB DEVELOPER~~ **WEB INFRASTRUCTURE SYSTEMS ADMINISTRATOR**  
(CONTINUED)

**KNOWLEDGE AND ABILITIES:** (continued)

Ability to: (continued)

- **Work on multiple projects simultaneously and prioritize appropriately.**
- **Perform related duties as assigned.**

**EDUCATION AND EXPERIENCE:**

Level of knowledge equivalent to that ordinarily acquired through completion of a B.A. or B.S. degree. Four years of professional experience designing and developing websites. Java, and ASP with coding experience. Microsoft Windows Server and related technologies. ~~Document Management systems (Xerox DocuShare).~~ Familiarity with Section 508 requirements of or ADA Compliance. Experience in large organizations and cross-functional groups strongly recommended. Working knowledge and experience with ~~Web trend software~~ **Website analytic tools.** ~~Ability to work on multiple projects simultaneously and prioritize appropriately.~~

**LICENSES AND OTHER REQUIREMENTS:**

**Valid California driver's license.**

**WORKING CONDITIONS:**

Environment:

Typical office environment

Physical Abilities:

- Hearing and speaking accurately to exchange information.
  - Dexterity of hands to operate a computer keyboard.
  - Lifting or moving objects, normally not to exceed forty (40) pounds.
- ~~Must possess a valid California driver's license.~~

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

Board Approved: 11/04

**AGENDA ITEM BACKUP SHEET**  
**April 28, 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 - April 28, 2015

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>RETIREMENTS</b>					
Dalesandro, Jill	Teacher	Lowell	June 19, 2015		Retirement - 38 years
Jennings, Maria	Teacher	Kennedy	June 19, 2015		Retirement - 19 years
Jennings, Wayne	Teacher	Fremont	June 19, 2015		Retirement - 17 years
<b>RETIREMENT - CORRECTION</b>					
Markel, Michele	Teacher	Martin	April 10, 2015		Retirement - From 19 years to 21 years
<b>RESIGNATIONS</b>					
Ayala, Monica	Program Specialist	Educational Services Secondary Division	April 3, 2015		Returning to school, personal - 5 months
Blackburn, Kelly	Teacher	Willard	March 11, 2015		Resignation - 3 years
Fawcett, Tabatha	Teacher	Mendez	June 19, 2015		Family Responsibilities - 5 years
Gonzalez, Lisa	Teacher	Esqueda	June 19, 2015		Moving, other - 8 years



**CERTIFICATED PERSONNEL CALENDAR**

**Personnel Calendar  
Board Meeting - April 28, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>COMMENTS</b>
<b>RESIGNATIONS (Continued)</b>					
Hayward, Kelly	Teacher	Sierra	March 11, 2015		Resignation - 3 years Family Responsibility - 4 years
Herbold, Kenna	Teacher	Godinez	June 19, 2015		Resignation - 9 years
Juhasz, Mary	Teacher	Greenville	March 11, 2015		Resignation - 10 years
Kimbell, Jennifer	Teacher	Thorpe	March 11, 2015		Resignation - 19 years
Twitchell, Lara	Teacher	Hoover	March 11, 2015		Other - 3 years
Weissman, Ashleigh	Teacher	Godinez	June 19, 2015		
<b>NEW HIRES/RE-HIRES</b>					
Mejia, Lisa	Teacher	Sepulveda	March 16, 2015		New Hire - Temporary 44920
Reyes Herrera, Rosendo	Teacher	Thorpe	April 13, 2015		New Hire - Probationary I
Tran, Ngoc	Literacy Coach	Valley	March 16, 2015		New Hire - Probationary I

**CERTIFICATED PERSONNEL CALENDAR**

Personnel Calendar  
Board Meeting - April 28, 2015

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>CHANGE IN STATUS</b>					
Domingo, Crystal	Teacher	Roosevelt	February 23, 2015		From Intern to Probationary II
McGeeney, Heather	Teacher	Carr	February 11, 2015		From Intern to Probationary II
Norton, Julie	Speech and Language Pathologist	Speech Department	January 22, 2015		From Waiver 44911 to Probationary I
Smith, Carolann	Teacher	Adams	January 21, 2015		From Intern to Probationary II
<b>ABSENCE (3 to 20 duty days) - Without Pay with Benefits</b>					
Barton, Krista	Psychologist	Psychological Services	April 20, 2015	May 26, 2015	Child Care
Camiling, Judith	Speech and Language Pathologist	Speech Department	March 19, 2015	April 3, 2015	Personal
<b>EXTENSION ON LEAVE (21 duty days or more) - Without Pay and Without Benefits</b>					
Duerner, Carla	Teacher	Lorin Grisct	August 27, 2015	June 17, 2016	Personal
Ferullo, Nicole	Teacher	Carr	August 27, 2015	June 17, 2016	Child Care
Frederick, Carolyn	Teacher	Washington	August 27, 2015	June 17, 2016	Child Care

**CERTIFICATED PERSONNEL CALENDAR**

Personnel Calendar  
Board Meeting - April 28, 2015

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>COMMENTS</b>
<b>LEAVE (21 duty days or more) - Without Pay and Without Benefits</b>					
Peshke, Christina	Teacher	Esqueda	April 2, 2015	June 19, 2015	Personal
<b>EXTRA DUTY 2014-15</b>					
Armstrong, Mark	Teacher	McFadden	March 3, 2015	June 18, 2015	Extra Period
Bainbridge, Victoria	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Butler, Merlo	Teacher	Century	February 26, 2015	June 18, 2015	Extra Period
Chronley, Karen	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Devine, Anne	Teacher	McFadden	March 3, 2015	June 18, 2015	Extra Period
Eberhardt, Jolaine	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Ellsberry, Gloria	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Elway, Mark	Teacher	Century	February 26, 2015	June 18, 2015	Extra Period
Gracia, Luis	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Greenwald, Leah	Retired Substitute	Godinez	April 14, 2015	May 22, 2015	Retired Flat Rate
Greer, William	Teacher	Century	February 26, 2015	June 18, 2015	Extra Period

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

**CERTIFICATED PERSONNEL CALENDAR**

**Personnel Calendar  
Board Meeting - April 28, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>COMMENTS</b>
<b>EXTRA DUTY 2014-15 (Continued)</b>					
Griffith, Rebecca	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Gutierrez, Rene	Teacher	McFadden	March 3, 2015	June 18, 2015	Extra Period
Higbie, Kerstin	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Licudine, Star	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Mc Lean, Gayle	Retired Substitute	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Flat Daily Rate
Miao, Glenda	Psychologist	Psychological Services	March 20, 2015	June 30, 2015	Regular Hourly Rate
Olsen, Susan	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Reiser, Victoria	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Robinson, Maria	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate

**CERTIFICATED PERSONNEL CALENDAR**

**Personnel Calendar  
Board Meeting - April 28, 2015**

<b>NAME</b>	<b>POSITION</b>	<b>SITE</b>	<b>EFF. DATE</b>	<b>END DATE</b>	<b>COMMENTS</b>
<b>EXTRA DUTY 2014-15 (Continued)</b>					
Stefun, Maria	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Tripp, Daryl	Teacher	McFadden	March 3, 2015	June 18, 2015	Extra Period
Vidaurre, Keilah	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Yaeger, Jennifer	Teacher	Century	February 26, 2015	June 18, 2015	Extra Period
Ytuarte, Laurie	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
Zermeno, Sommer	Nurse	Pupil Support Services/ Health Services	March 11, 2015	June 19, 2015	Regular Hourly Rate
<b>CONSENTS FOR THE 2014-15 SCHOOL YEAR - E.C. 44258.2</b>					
Gutierrez, Rene	Teacher	McFadden			Language Arts
<b>CONSENTS FOR THE 2014-15 SCHOOL YEAR - E.C. 44263</b>					
Van Dusen, Kathy	Teacher	Middle College			Social Science

**Personnel Calendar**  
**Board Meeting - April 28, 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 CHAIRPERSON 2014-15</b>					
Garcia-Chau, Elsa		Lorin Griset	2014-15		English
<b>CO-CURRICULAR 2014-15</b>					
Prestinary, Irene		Sierra	2014-15		Tall Flags
<b>SPRING SPORTS 2014-15</b>					
Caetta, James	Head Coach	Century	2014-15		Volleyball (Boys)
Cortes, Teodoro	Head Coach	Century	2014-15		Baseball
Dallas, Thomas	Head Coach	Century	2014-15		Track
Devia, Marvin	Assistant Coach	Century	2014-15		Tennis (Boys)
Govier, Robert	Assistant Coach	Century	2014-15		Track
Greer, William	Head Coach	Century	2014-15		Tennis (Boys)
	Assistant Coach/				
Lapic, Andrew	Head Coach	Century	2014-15		Track, Football
Marzilli, Gregory	Head Coach	Century	2014-15		Softball
	Assistant Coach/				
Molina, Fausto Jr.	Head Coach	Century	2014-15		Baseball, Football
Munoz, Liana	Assistant Coach	Century	2014-15		Volleyball (Boys)
Pueblos, Daniel	Assistant Coach	Century	2014-15		Football
Silverman, Steven	Assistant Coach	Century	2014-15		Track
West, Jeffrey	Assistant Coach	Century	2014-15		Baseball
Young, Jeffrey	Assistant Coach	Century	2014-15		Track

Personnel Calendar  
Board Meeting - April 28, 2015

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
<b>SPRING SPORTS 2014-15 (Continued)</b>					
Bratcher, Roger	Head Coach	Valley	2014-15		Tennis (Boys)
Carrillo, Ricardo	Assistant Coach	Valley	2014-15		Track (Girls)
Castaneda Alvarez, Paul	Head Coach	Valley	2014-15		Track (Boys)
Conover, Matthew	Head Coach	Valley	2014-15		Golf (Boys)
DeMent, Russell	Assistant Coach	Valley	2014-15		Baseball
Fausto, David	Assistant Coach	Valley	2014-15		Baseball
Kitagawa, Christine	Assistant Coach	Valley	2014-15		Softball
Lammers, Frederick	Head Coach	Valley	2014-15		Swimming (Girls)
Moore, Aimee	Assistant Coach	Valley	2014-15		Tennis (Boys)
Morris, Matthew	Head Coach	Valley	2014-15		Baseball
Orabona, Eda	Head Coach	Valley	2014-15		Volleyball (Boys)
Sanchez, Jose C.	Head Coach	Valley	2014-15		Track (Girls)
Terwilliger, Erik	Head Coach	Valley	2014-15		Swimming (Boys)
<b>HOME TEACHER</b>					
Mendoza, Eskayla	Home Teacher	Pupil Support Services	February 23, 2015	June 18, 2015	If and as needed basis





**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - April 28, 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>						
Chapman, Julie	Interpreter Hearing Impaired	Taft	June 18, 2015			41 years, 9 months
Mendoza, Edward	Activity Supervisor	Mendez	June 18, 2015			14 years, 2 months
Philleo, Susan	Library Media Tech.	Jackson	June 24, 2015			15 years, 7 months
<b>RESIGNATIONS</b>						
Acosta, Richard Jr.	Custodian	Segerstrom	April 3, 2015			Personal - 3 years
Alvarado, Jessica	Site Coordinator	After School Program	April 2, 2015			Personal - 7 months
Cortes, Krystal	After School IP	After School Program	January 15, 2015			Personal - 10 days
Jones, Raven	Site Coordinator	After School Program	March 10, 2015			Personal - 3 months
Lopez, Ernesto	Rv. Ld. Custodian	Bldg. Svcs.	February 28, 2015			Personal - 7 years, 8 months
Ramzan, Rashid	User Svcs. Analyst II	ITC	March 20, 2015			Personal 3 years, 5 months
Sanchez, Ma Juli	Activity Supervisor	Thorpe	March 20, 2015			Personal - 3 years, 3 months
Swaminathan, Ajay	After School IP	After School Program	April 14, 2015			Personal - 3 months

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - April 28, 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>RESIGNATIONS (Continuation)</b>						
Zamora, Maria	Activity Supervisor	Davis	January 21, 2014			Personal - 5 years, 9 months
<b>39 MONTH REEMPLOYMENT (100 Day Differential Ended)</b>						
Fisser, Natalie	SSP Sp. Ed.	Taft	March 20, 2015			
<b>ABSENCES (3 to 20 duty days) Without Pay</b>						
Bruhl, Karla	Preschool Teacher	ECE	March 20, 2015	June 5, 2015		
Jones, Christina	Instr. Asst. Severely Disabled	Santa Ana	March 18, 2015	April 3, 2015		Correction of Date
Mazzone, Pilar	Instr. Asst. Sev. Dis.	Saddleback	April 15, 2015	May 12, 2015		
Navarro, Diane	Library Media Tech.	Roosevelt	March 23, 2015	April 3, 2015		
Quinones, Jannet	Instr. Asst. Sp. Ed.	Santa Ana	March 30, 2015	April 2, 2015		
Velazquez, Ana	Fd. Svc. Wkr.	Nutrition Svcs.	May 11, 2015	May 21, 2015		
<b>PROBATIONARY APPOINTMENTS</b>						
Adame, Al	Instr. Asst. Computer	Franklin	April 29, 2015		26/1	
Almendarez, Susana	Fd. Svc. Wkr.	Spurgeon	April 29, 2015		11/1	
Buckley, Karen	Site Clerk	Lincoln	April 29, 2015		24/1	
Campos, Ashley	School Police Officer	School Police	March 18, 2015		40/1	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar  
Board Meeting - April 28, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>PROBATIONARY APPOINTMENTS (Continuation)</b>						
Cardenas, Vanessa	After School IP	After School Program	March 30, 2015		16/1	
Chen, Nicaela	Instr. Asst. Computer	Wilson	April 29, 2015		26/1	
Cortes, Krystal	After School IP	After School Program	January 3, 2015		16/1	
Covarrubias, Jessica	SSP Sp. Ed.	Monte Vista	April 16, 2015		19/1	
Cruz, Maria	SSP Sp. Ed.	Century	April 23, 2015		19/1	
Ferrari, Carolina	After School IP	After School Program	March 30, 2015		16/1	
Ferrari, Carolina	SSP Sp. Ed.	Heninger	April 1, 2015		19/1	
Garcia, Guadalupe	After School IP	After School Program	April 13, 2015		16/1	
Iglesias, Laura	Site Coordinator	After School Program	April 15, 2015		\$25	
Luisjuan, Maria	SSP Sp. Ed.	Carr	April 13, 2015		19/1	
Martinez, Cynthia	Payroll Technician	Payroll Dept.	April 30, 2015		32/1	
Murcia Barrios, Susana	Child Dev. Teacher	ECE	March 16, 2015		IIIA Step 1	
Nemati, Homa	Fd. Svc. Wkr.	Mendez	April 29, 2015		11/1	
Padilla, Lidia	Fd. Svc. Wkr.	Lowell	April 29, 2015		11/1	
Rios, Laura	Preschool Teacher	ECE	April 1, 2015		IIIC/1	
Salguero, Cynthia	After School IP	After School Program	March 10, 2015		16/1	
Salguero, Cynthia	SSP Sp. Ed.	Taft	March 30, 2015		19/1	
Shelton, Jill	SSP Sp. Ed.	Century	April 14, 2015		19/1	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - April 28, 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>						
Sims, Nathaly	SSP Sp. Ed. Classified	Valley	April 13, 2015		19/1	
Tzong, Karen	Educational Research Analyst	Research & Evaluation	April 13, 2015		53/4	
Velasco Lewis, Karen	SSP Sp. Ed.	Godinez	April 14, 2015		19/1	
Vo, Tram Bich	After School IP	After School Program	March 30, 2015		16/1	
<b>PROMOTIONAL APPOINTMENTS</b>						
Colin Cardenas, Jessica	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	April 29, 2015		15/5	
Edwards, Jamie	Instr. Asst. Sev. Dis. Job Training Asst.	Adult Transition Program	April 13, 2015		20/3	
Justiniani, Erick	Sp. Ed.	Transition Program	March 30, 2015		22/6	
Mata, Lucia	Autism Paraprofessional	Mitchell	April 29, 2015		24/1	
Mendoza, Berenice	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	April 29, 2015		15/2	
Pham, Viet	User Svcs. Analyst II Autism	Business Svcs.	April 29, 2015		51/6	
Pulido-Wycoff, Anna	Paraprofessional	Mitchell	April 13, 2015		24/4	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar  
Board Meeting - April 28, 2015**

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
<b>PROMOTIONAL APPOINTMENTS (Continuation)</b>						
Saldana, Carmen	Fd. Svc. Spvr. Elem.	Nutrition Svcs.	April 29, 2015		15/5	
Tanious, Victor	User Svcs. Analyst II	ITC	April 29, 2015		51/6	
Yang, Don	User Svcs. Analyst II	ITC	April 29, 2015		51/6	
<b>REAPPOINTMENT</b>						
Cortes, Krystal	After School IP	After School Program	March 19, 2015		16/1	
<b>REASSIGNMENTS (Change of work site)</b>						
Anaya, Minerva	Fd. Svc. Wkr.	Godinez	April 29, 2015		11/2	From Saddleback to Godinez
Jacobo, Maricela	Fd. Svc. Wkr.	Godinez	April 29, 2015		11/2	From Carr to Godinez
Gaytan, Claudia	SSP Sp. Ed.	Special Ed./OCEAA	April 13, 2015		19/6	From Edison to Special Ed./OCEAA
Mendoza, Berenice	Fd. Svc. Wkr.	Segerstrom	September 19, 2014		11/2	From Century to Segerstrom
Najera, Gladys	Fd. Svc. Wkr.	Nutrition Svcs.	March 12, 2015		11/6	From Carr to Nutrition Svcs.

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar  
Board Meeting - April 28, 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>REASSIGNMENT (Voluntary Demotion)</b>						
Noriega, Carla	Community Worker	ECE	April 29, 2015		20/5	From Site Clerk to Community Worker
<b>TEMPORARY ASSIGNMENTS - Out of class Compensation</b>						
Aguilar, Humberto	Plant Custodian Elem.	Bldg. Svcs.	March 31, 2015	April 3, 2015	28/2	
Alvarado, Angelica	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	April 1, 2015	April 30, 2015	13/6	
Alvarez, Manuel	Plant Custodian Elem.	Esqueda	March 10, 2015	April 3, 2015	28/2	
Bolaños Nieto, Alberto	Construction Admin. Tech.	Facilities Dept.	March 1, 2015	May 8, 2015	40/3	
Carranza, Eric	Plant Custodian Elem.	Bldg. Svcs.	February 20, 2015	March 19, 2015	28/1	
Chambers, Dermont	School Police Officer	School Police	January 1, 2015	June 30, 2015	40/6A + Graveyard	
Chesmore, Brian	School Police Officer	School Police	January 1, 2015	March 24, 2015	40/6I + Graveyard	
Chesmore, Brian	School Police Svpr./Sergeant	School Police	January 1, 2015	March 24, 2015	46/5	
Davis, John	Plant Custodian Elem.	Bldg. Svcs.	April 2, 2015	April 17, 2015	28/4	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - April 28, 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>						
Garcia, Jocelyn	Site Coordinator	After School Program	March 30, 2015	April 30, 2015	\$25	
Gonzalez, Maria	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	April 1, 2015	April 30, 2015	13/6	
Guerrero, Elizabeth	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	February 23, 2015	February 24, 2015	13/6	
Hernandez, Kathleen	Facilities Planning Tech.	Facilities Dept.	March 1, 2015	May 8, 2015	30/3	
Huizar, Renato	Fd. Svc. Spvr. Int.	Nutrition Svcs.	April 13, 2015	April 17, 2015	27/1	
Ibarra, Maria	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	March 18, 2015	April 15, 2015	13/6	
Kling, Anne	Training Spec. Instr. Tech.	K-12 Curriculum Instr./Staff Dev.	April 8, 2015	July 14, 2015	38/2	
Najera, Marisela	Community Family Outreach Liaison	Santa Ana	March 23, 2015	May 20, 2015	36/2 + Bil.	
Nieto, Cesar	Rv. Ld. Custodian	Bldg. Svcs.	May 1, 2015	June 30, 2015	28/5 + Diff.	
Nuñez, Nadine	Sr. Fd. Svc. Wkr.	Nutrition Svcs.	April 1, 2015	April 22, 2015	13/6	
Olivares Cervantes, Armando	Sch. Off. Mgr. Elem.	Adams	March 12, 2015	June 30, 2015	28/3	
Perez, Juan	Plant Custodian H.S.	Bldg. Svcs.	May 1, 2015	June 30, 2015	35/2	
Preciado, Michelle	Attendance Tech.	Century	March 20, 2015	March 25, 2015	24/6	

**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar  
Board Meeting - April 28, 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>						
Preciado, Michelle	Attendance Tech.	Century	March 30, 2015	April 3, 2015	24/6	
Quintero Rodelo, Roberto	Maintenance Wkr. I	Bldg. Svcs.	April 1, 2015	April 30, 2015	26/6	
Quiroz, Karina	SELPA Secretary	Special Ed.	April 14, 2015	April 30, 2015	32/4 + Bil.	
Rios, Mayra	Site Coordinator	After School Program	April 13, 2015	April 30, 2015	\$25	
Singer, Brian	School Police Officer	School Police	January 1, 2015	June 30, 2015	40/2B + Graveyard	
Sogsti, Stephen	School Police Officer	School Police	January 1, 2015	June 30, 2015	40/6A + Graveyard	
Solorio, Mary	Alarm Monitor/Dispatcher	School Police	January 1, 2015	June 30, 2015	22/6 + Bil. + Graveyard	
<b>ACTIVITY SUPERVISORS</b>						
Garcia Carrillo, Rosario	Activity Spvr.	Greenville	April 13, 2015		10/1	
Madera, Claudia	Activity Spvr.	Harvey	March 19, 2015		10/1	
Mejia, Ana	Activity Spvr.	Jackson	March 31, 2015		10/1	
Nguyen, Ana	Activity Spvr.	MacArthur	April 13, 2015		10/1	
Rodriguez, Ana	Activity Spvr.	Mendez	April 14, 2015		10/1	
Rodriguez, Nahibe	Activity Spvr.	Thorpe	April 13, 2015		10/1	
Ruiz Oregon, Jonathan	Activity Spvr.	Wilson	March 16, 2015		10/1	



**CLASSIFIED PERSONNEL CALENDAR**

**Personnel Calendar**

**Board Meeting - April 28, 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</b>						
Duarte, Rodolfo	Instr. Provider	Santa Ana	March 24, 2015		16/1	
Escobar Hernandez, Alejandro	Instr. Provider	Saddleback	March 24, 2015		16/1	
Herrera, Stephanie	Instr. Provider	Saddleback	March 24, 2015		16/1	
<b>SUBSTITUTES</b>						
Anguiano, Rocio	Payroll Technician		April 14, 2015		32/3	
Bruner, Luci	Clerical		April 2, 2015		20/1	
De Santis, Vivian	SLPA		March 11, 2015		19/1	
Gallini, Toni	Clerical		March 20, 2015		20/1	
Gonzalez, Lucy	Clerical		April 2, 2015		20/1	
Gonzalez, Olive	Clerical		March 6, 2015		20/1	
Kim, David	Instr. Asst. DHH		March 19, 2015		19/1	
Lee, Caitlin	Instr. Asst.		April 3, 2015		19/1	
Michel, Edward	Clerical		March 23, 2015		20/1	
Nguyen, Lisa	Clerical		March 23, 2015		20/1	
Nguyen, Lisa	Instr. Asst.		March 23, 2015		19/1	
Rios, Laura	Child Dev. Teacher		March 6, 2015		\$105	
Tapia, Daisy	Clerical		April 2, 2015		20/1	
Vega, Theresa	Clerical		March 23, 2015		20/1	
Young, Michael	DSO		April 1, 2015		31/1	



**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>
2014-15 After School Grades 6-8 Intramural Sports Boys/Girls Track and Field - Classified	Secondary Division - Special Projects	ASES - After School Program	\$14,000	April 29, 2015
2014-15 Intermediate After School Sports Program for Tournaments - Classified	Secondary Division - Special Projects	ASES - After School Program	\$2,500	May 30, 2015
CAHSEE Clerical	Chavez	General Fund	\$350	May 5, 2015
CAHSEE Clerical	Godinez	General Fund	\$350	May 8, 2015
CAHSEE Clerical	Independent Studies Program	General Fund	\$250	May 11, 2015
CAHSEE Clerical	Lorin Grisnet	General Fund	\$450	May 7, 2015
CAHSEE Clerical	Saddleback	General Fund	\$350	May 8, 2015
CAHSEE Clerical	Santa Ana	General Fund	\$750	May 12, 2015
Child Care	Sepulveda	Discretionary Funds	\$500	April 29, 2015
Computer Technician (Ratification)	CTE/ROP	ROP	\$3,000	February 2, 2015
Custodial Extra Duty (Ratification)	Lorin Grisnet	Unrestricted Discretionary Account - General Fund	\$450	March 28, 2015
Custodial Extra Duty	Lorin Grisnet	Unrestricted Discretionary Account - General Fund	\$450	April 28, 2015
Extra Duty Assignment	Davis	Title I	\$614	April 29, 2015
Extra Duty Assignment	Special Education Transition Services	Extra-duty for JTA's & Job Coaches	\$9,000	July 1, 2015
Extra Help: Computer Instructional Assistant	Edison	Title I Funds	\$1,500	April 29, 2015
Extra Help Librarian	Edison	Title I Funds	\$200	April 29, 2015
Math Field Day	Educational Services	Bechtel	\$700	June 6, 2015



**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Overview of Advancement Via Individual Determination Program

**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 present to the Board an overview of the Advancement Via Individual Determination (AVID) program throughout the Santa Ana Unified School District.

**RATIONALE:**

From four schools in 2001, AVID at the District, has now expanded to include seven high schools and nine intermediate sites, with eight elementary schools joining next year. The AVID program is a school-wide college readiness system that provides direct support structures for first-generation college students, as well as, professional development for educators.

This information is presented to keep the Board of Education and District community stakeholders informed about the AVID program and the efforts to address the Local Control Accountability Plan (LCAP) Actions and Services 1.5: Ensure access for low-income pupils to the core instructional program by...building the AVID program.”

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

For informational purposes.

DM:sz

# Commit to Student Success with AVID In SAUSD

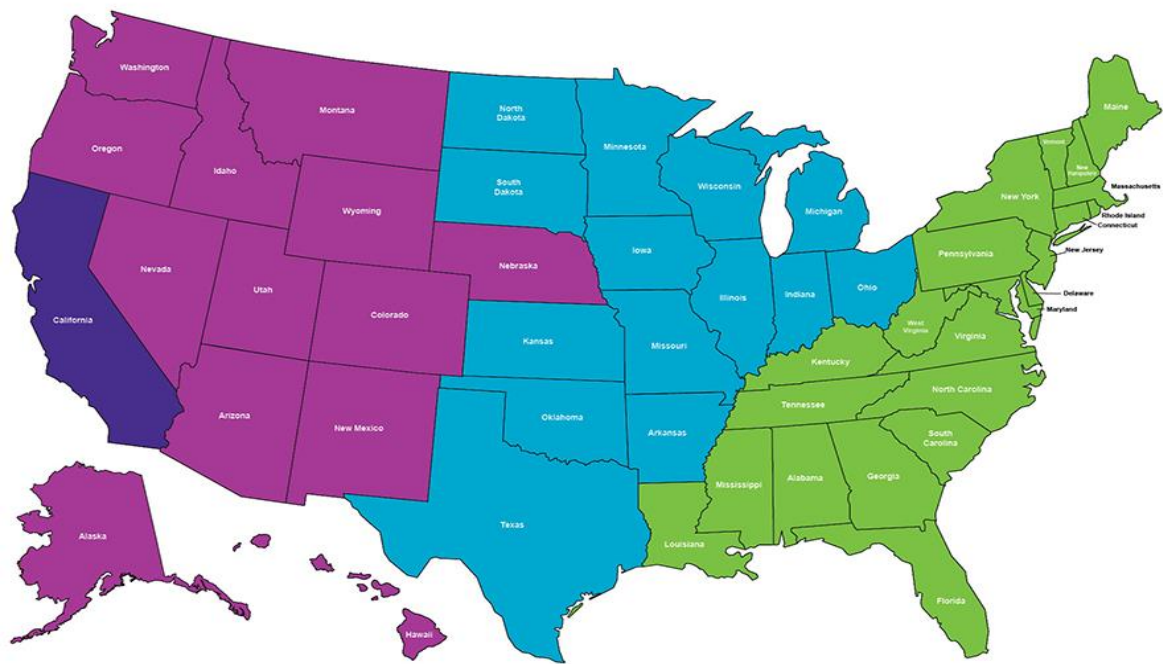


*[L. avidus]: eager for knowledge*



# What and Where is AVID?

AVID Schoolwide College Readiness System impacts more than **800,000 students** in 44 states and 16 other countries/U.S. territories



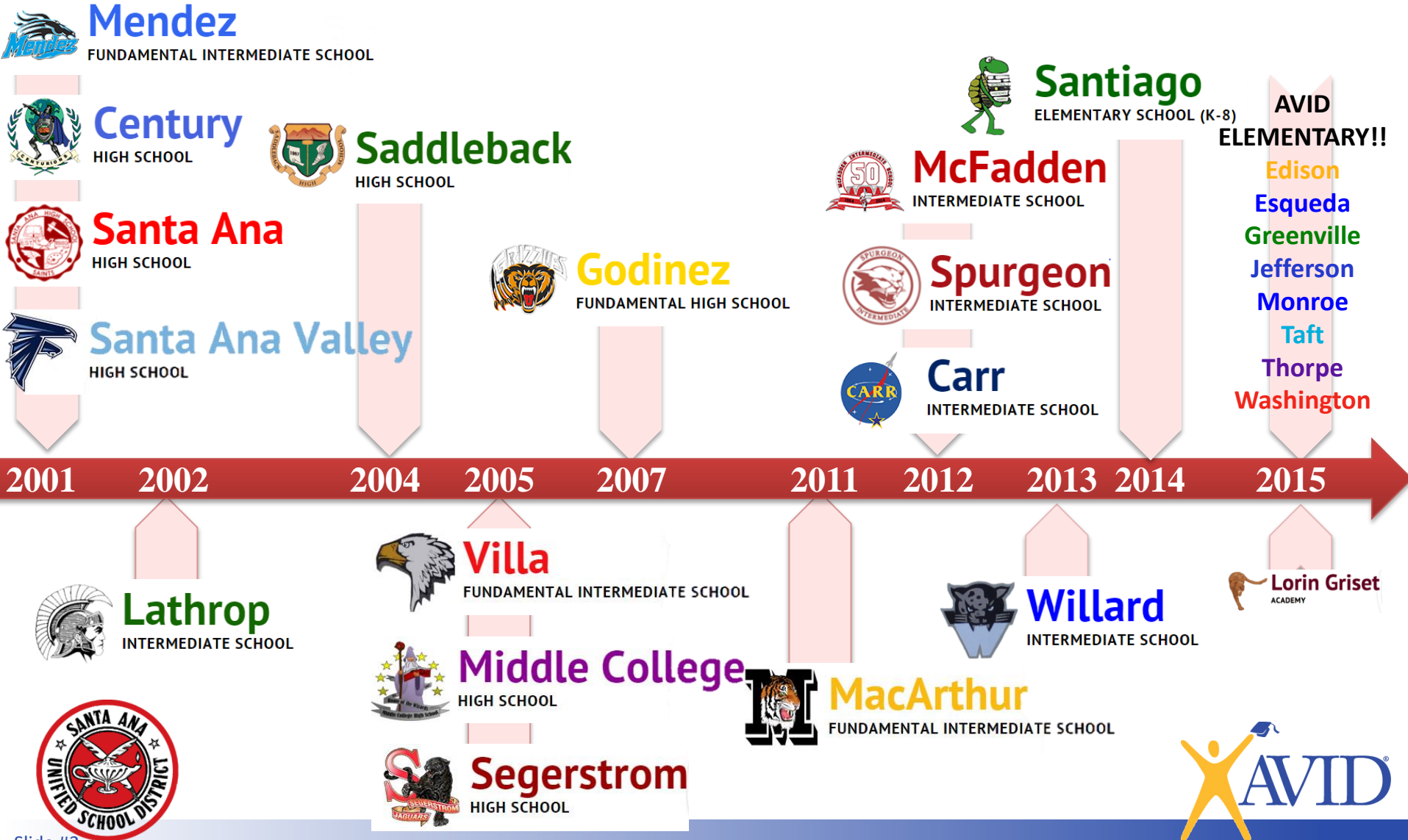
Total K-12 AVID Sites	4,837
Total AVID for Higher Education Sites	41



- California** 1,411 sites
- Western** 800 sites
- Central** 1,434 sites
- Eastern** 1,095 sites
- International and DoDEA** 97 sites

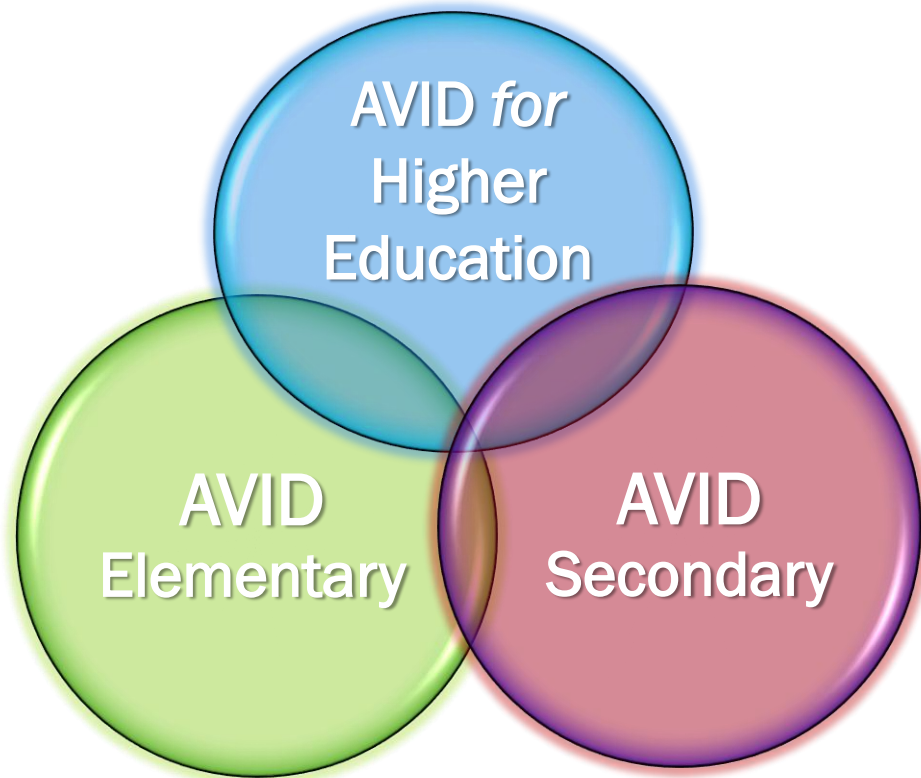
# Where in SAUSD is AVID?

68 teachers in 108 sections with a total of 3,043 students in AVID elective





# The AVID College Readiness System



## AVID Secondary

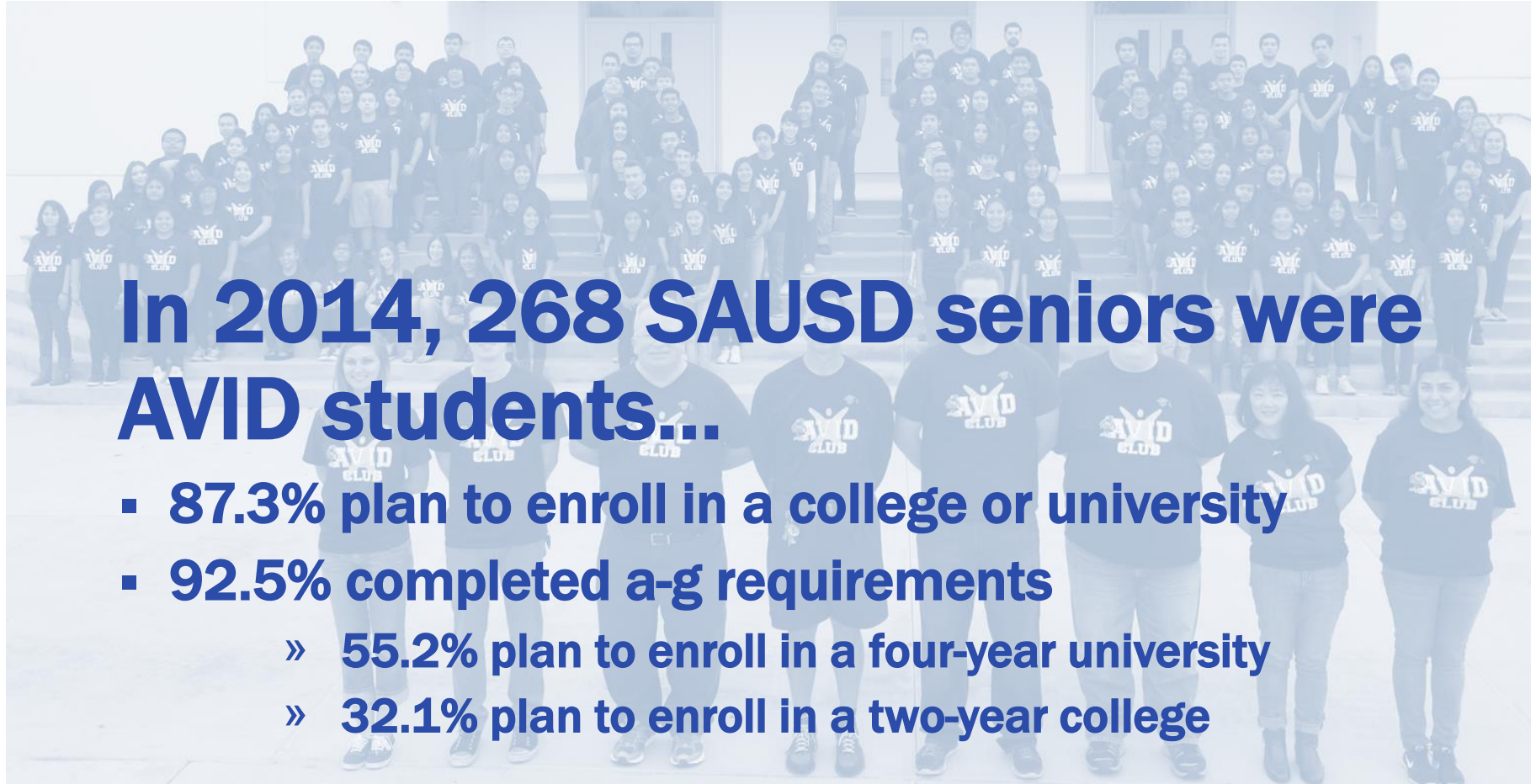
- ✓ **AVID Schoolwide:** strategies across all departments
- ✓ **AVID Elective:** year-long elective offered on secondary sites

## AVID Elementary

- ✓ Embedded strategies in multi-subject, non-elective classrooms



# 2014 AVID Santa Ana Unified Seniors



**In 2014, 268 SAUSD seniors were AVID students...**

- **87.3% plan to enroll in a college or university**
- **92.5% completed a-g requirements**
  - » **55.2% plan to enroll in a four-year university**
  - » **32.1% plan to enroll in a two-year college**



AVID Center. AVID Senior Data Collection. (2012- 2015).



# AVID Student Persistent in college

**2010 = 249 SAUSD  
AVID graduates**

- **71%** enrolled in either two- or four-year college
- **89%** persisted by enrolling in second year
- **83%** persisted into Year Three

**2011 = 237 SAUSD  
AVID graduates**

- **83%** enrolled in either two- or four-year college
- **90%** persisted by enrolling in second year

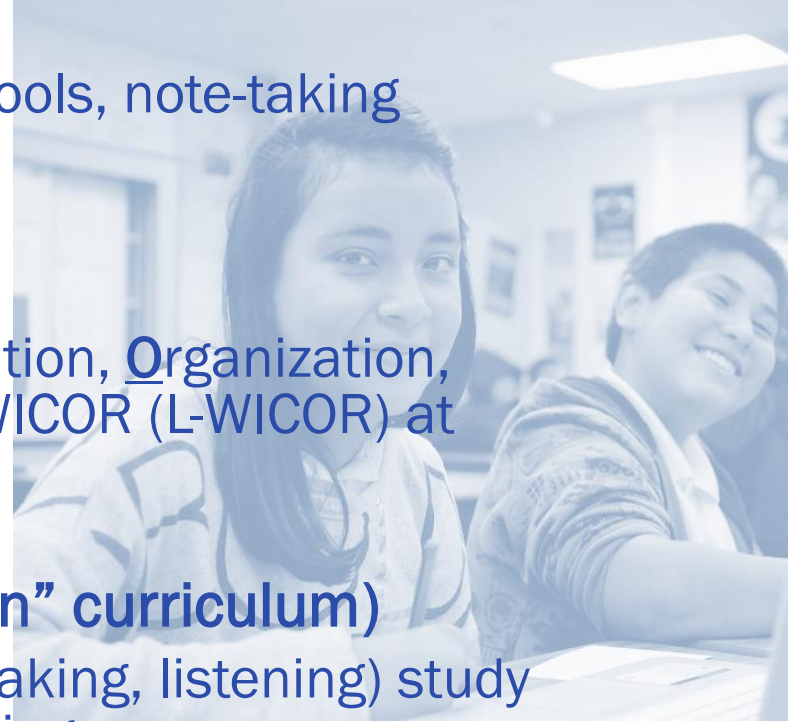


AVID Center. AVID Senior Data Collection. (2012- 2013) through the National Clearinghouse Research Center



# AVID Focus Schoolwide

- **Organizational Skills**
  - Agenda/planners, organizational tools, note-taking strategies
- **WICOR/L-WICOR**
  - Writing to Learn, Inquiry, Collaboration, Organization, Reading to Learn (or Learning to WICOR (L-WICOR) at Elementary Levels
- **Student Success Skills (the “hidden” curriculum)**
  - Communication skills (writing, speaking, listening) study skills, time management, goal setting
- **Partnerships**
  - Site, district, home, community



# What is the **most powerful** influence on academic achievement?

“When students, the ultimate consumer of quality teaching, are asked what this means to them, they are unequivocal in their answer; a caring teacher who accepts ‘no excuses’ and *who refuses to let them fail!*”



Closing The Achievement Gap: A Vision For Changing Beliefs And Practices 2006



# What has AVID meant for you?

## Voices of students (live and via video)...

### *Including*

- Intermediate and High School AVID students
- 8<sup>th</sup> grade Standouts
- Senior Standouts scholarship awardees
- AVID Professional Developer
- AVID Teacher Advocate Awardee



# AVID is *transformational*

- The AVID System transforms **individuals**: teachers, administrators, and students.
- AVID transforms **campuses**: leadership, systems, instruction, and culture.
- AVID transforms **communities**:  
One student, impacted by AVID, can create a positive ripple effect throughout their family and community, forever changing the course of their lives.



# Thank you for your ongoing support of AVID in SAUSD!!

For more information...  
Terri Verhaegen  
AP/AVID Program Specialist  
[terri.verhaegen@sausd.us](mailto:terri.verhaegen@sausd.us)  
(714) 558-5772





**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Authorization to Award Contract for After-School Enrichment Program Provider Services for 2015-18 School Years

**ITEM:** Action

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

**PREPARED BY:** Jennifer Cisneros, Director, Extended Learning Programs  
Jonathan Geiszler, Director, Purchasing

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board authorization to award a contract for after-school enrichment program provider services for the 2015-18 school year.

The California Department of Education (CDE) After School Education and Safety (ASES) Program and the 21<sup>st</sup> Century Learning Centers Grant fund the establishment of local before and after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe constructive alternatives for students in kindergarten through eighth grades. The after-school program provides an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. The program creates incentive for establishing locally driven after-school education and enrichment programs supportive of LCAP goal 1.10: Support Extended Learning Opportunities for Low-Income Pupils.

**RATIONALE:**

The After School Education and Safety (ASES) funding requires enrichment opportunities are available to all participating students. On March 2, 2015 a Request for Proposal (RFP) was released for after school enrichment program provider services. The RFP was advertised, as legally required, in the *Orange County Register*. Eight (8) submitters attended the mandatory submitters meeting and received bid documentation, seven (7) submitters responded to the RFP.

The seven proposals were reviewed by an after school team, consisting of individuals who currently work in after school throughout Orange County, including representation from Orange County Department of Education, Garden Grove Unified School District, and Brea Olinda Unified School District. The outcome of the evaluation results were as follows:

<b>Evaluation Results – After School Team</b>		
	<b>Agency</b>	<b>Score</b>
<b>1</b>	<b>Active Learning</b>	<b>98/100</b>
<b>2</b>	<b>Discovery Cube</b>	<b>88/100</b>
<b>3</b>	<b>Boys &amp; Girls Club of Santa Ana (Future Leader)</b>	<b>87/100</b>
<b>4</b>	<b>Toyama Karate-Do</b>	<b>86/100</b>
<b>5</b>	<b>Boys &amp; Girls Club of Santa Ana (Arts &amp; Culture)</b>	<b>86/100</b>
<b>6</b>	<b>Jose Hernandez Mariachi Academy</b>	<b>85/100</b>
7	Chess Wizards	58/100

The proposals that received a score of 80 or more points were invited to present and interview with an evaluation committee, on Thursday, April 2, 2015. The evaluation committee viewed presentations and asked a series of questions to five agencies; Active Learning, Discovery Cube, Boys & Girls Clubs of Santa (two proposals submitted), Toyama Karate-Do, and Jose Hernandez Mariachi Academy. The committee consisted of seven members – three district administrators, an Orange County Department of Education representative, a California Department of Education representative, a Garden Grove Unified School District Representative, and a Brea Olinda School District Representative. The evaluation committee scored presentations and interview responses out of 70 points. Administration recommends awards to Boys & Girls Clubs of Santa Ana, Active Learning, Discovery Cube, Toyama Karate-Do, and Jose Hernandez Mariachi Academy.

<b>Evaluation Results – Evaluation Committee</b>		
	<b>Agency</b>	<b>Score</b>
1	Boys & Girls Club of Santa Ana	64/70
2	Active Learning	63/70
3	Discovery Cube	62/70
4	Toyama Karate-Do	62/70
5	Jose Hernandez Mariachi Academy	61.5/70

**FUNDING:**

After School Education and Safety (ASES) grants

**RECOMMENDATION:**

Authorize administration to award contracts for after school enrichment program provider services, pursuant to RFP No. 15-15 for the 2015-18 school years, to Boys & Girls Clubs of Santa Ana, Active Learning, Discovery Cube, Toyama Karate-Do, and Jose Hernandez Mariachi Academy. The vendor selection is in compliance with Board Policy.

## **After School Enrichment Program Provider Services Executive Summary**

The vision of Santa Ana Unified School District's Engage 360° after school program is to work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career. The mission is to provide SAUSD students with a safe environment that is a true extension of the academic school day. Students will engage in meaningful, academic support, varied enrichment, nutrition and physical activities that will accelerate student outcomes linked to the District's Local Control Accountability Plan (LCAP) Goals.

In an effort to partner with community providers who share the same vision, mission, and goals as well as provide unique, quality enrichment opportunities, SAUSD engaged in a comprehensive Request for Proposal (RFP) process. This process required all submitters to address the following: program design, elements of high quality programming, organizational design, program evaluation, budget, and success and sustainability. The proposals were scored by a selection committee and the highest scoring advanced to an interview and presentation. As a result, the following community providers are recommended for awards: Active Learning, Boys & Girls Clubs of Santa Ana - Arts & Culture, Boys & Girls Clubs of Santa Ana - Future Leaders, Toyama Karate-Do, Discovery Cube, and Jose Hernandez Mariachi Academy.

### **Active Learning**

Active Learning combines visual and performing arts and culture that are wrapped around 21st Century skills, such as collaboration, critical thinking, communication, and creativity, to help students become college and career ready. The program will operate for six-weeks at elementary and intermediate schools and focus on classical and cultural dance—ballet, tap, jazz, hip hop, break dance, pop & lock, African, Latin, Polynesian, Bollywood, Swing, Contemporary, Folklorico, Lyrical, Musical theater, Cheer, Interpretive plus many more and object manipulatives- props, literacy, poetry and art—and fitness (yoga, Pilates, Zumba) that are all combined with art from around the world. Within the core of the structure, students gain a comprehensive cardio-fitness workout and learn Common Core State Standards intertwined with healthy messages for individuals, emotionally, physically and mentally. Beyond dance, the program offers enrichment education in music, rhythm, arts/crafts, theater, and socialization, which are all showcased at the culminating performances.

Cost: \$565,333.00

### **Boys & Girls Clubs of Santa Ana, Arts & Culture Exploration**

Arts & Culture Exploration is a customized enrichment strategy, consisting of two Boys & Girls Clubs of America national programs—DramaMatters Afterschool and Youth for Unity—and a multimedia enhancement that will be adapted to fit the Engage 360° program model. Each of the three components will be offered separately throughout the week and will work in concert with each other to engage participants from elementary to intermediate school grades in the art of drama, learning about cultures and diversity, and the use of multimedia while learning about and researching college majors, careers and colleges related to Arts and Culture.

Cost: \$512,457.00

### **Boys & Girls Clubs of Santa Ana, Future Leaders Academy**

Future Leaders Academy is a customized enrichment strategy consisting of four different 6-week programs and is a segment of the enrichment programs from the traditional BGCSA Impact Model. Each of the four programs incorporates the use of technology, global awareness, STEM, and college and career readiness concepts. Each of the four components of the Future Leaders Academy develops students' use of 21<sup>st</sup> Century Skills such as communication, collaboration and critical thinking and engages students in college and career.

Cost: \$512,457.00

### **Toyama Karate-Do**

Toyama Karate-Do's after school program is called "Youth Developing Self-Discipline through Martial Arts & Fitness" (YDSDMA). Their mission is to collaborate in the common core efforts, LCAP goals, and the seven building blocks of SAUSD by providing martial arts lessons as a tool to guide student's energy, motor skills, and mental capacity to learn and understand the importance of confidence, concentration, focus, respect, values, physical fitness, discipline, leadership, nutrition, and safety. Toyama offers specialized movement which then transfers over to creating great students that will perform better in school because they are ready to learn with no limitations and focus. The types of programs offered by Toyama in elementary include Tiger Karate for Kst-2<sup>nd</sup> and Eagle Karate for 3rd-4th-5<sup>th</sup>. For intermediate schools, they offer Jr. Karate, Kick Boxing, and Dynamic Martial Arts.

Cost: \$478,440.00

### **Discovery Cube**

Discovery Cube's proposed STEM-focused enrichment program will include a comprehensive and integrated approach to investigate and learn about not only all fields of science, such as Life Science, Earth Systems Science, and Physical Science (including Chemistry), but will incorporate engineering design, practices, and challenge along with an exploration of technology and math. Additionally, Discovery Cube's program utilizes an engaging and strong academic platform providing student's with STEM knowledge and encouragement to pursue these fields of interest while also implementing language-acquisitions strategies, teamwork, and positive habits of mind, such as problem-solving, persistence, and creativity.

Cost: \$599,684.00

### **Jose Hernandez Mariachi Academy**

The Jose Hernandez Mariachi Academy curriculum provides intermediate students with an exceptional introductory educational experience that expands their cultural awareness and promotes a lifelong appreciation for music and music-making. Students will be introduced to music of the mariachi genre through the singing of traditional songs and the playing of instruments inherent to the mariachi ensemble. Those instruments include violin, trumpet, guitar, vihuela and guitarron.

Cost: \$298,476.00

### **Intramural Sports—Intermediate Schools Only**

The Intramural Sports program is facilitated by the Special Projects department who works in collaboration with Extended Learning to ensure students enrolled in the Engage 360° have the opportunity to attend. To expand access, the intramural sports is not provided solely for Engage 360° students, rather, it is a parallel program that is offered to all intermediate students at all intermediate schools. Engage 360° students have the opportunity to participate in sports as an enrichment option, with certificated coaches. Intramural consists of six seasons (approximately six weeks each), and include Cross Country, Flag Football, Girls Volleyball, Girls Basketball, Boys Soccer, Street Hockey\*, Girls Soccer, Boys Basketball, and Track and Field. Below you will find a table of the number of students that participated in each sport:

School	Cross Country	Boys' Football	Girls' Volleyball	Boys' Soccer	Girls' Basketball	Boys' Basketball	Girls' Soccer	Hockey	Track & Field (April-May)
CARR	40	60	40	80	60	60	60	40	
LATHROP	40	40	20	40	20	40	60	15	
MACARTHUR	40	40	60	40	40	40	40	N/A	
MCFADDEN	40	60	40	40	40	40	40	40	
MENDEZ	40	40	60	80	60	60	80	N/A	
SIERRA	80	40	20	40	40	40	20	N/A	
SPURGEON	40	20	40	20	40	40	40	N/A	
VILLA	60	60	40	60	60	80	60	N/A	
WILLARD	20	40	40	60	40	40	40	15	
<b>TOTAL</b>	400	400	360	460	400	440	360	110	<b>APPROX</b> 400+ @ tournament

\*Hockey is only offered at four schools due to the limited equipment donated from the Anaheim Ducks.



**Executive Summary & Introduction**

The Boys & Girls Club of Santa Ana’s (BGCSA) mission is to promote the positive and healthy development of youth, especially those from disadvantaged circumstances, by providing services that build the skills, civility and self-confidence necessary to succeed in a competitive world. Founded in 1954, BGCSA is part of the nationwide movement of community-based, autonomous Boys & Girls Clubs and Boys & Girls Clubs of America and has earned recognition as one of the most innovative and effective Clubs in the nation. As such, we tailor national best practices to address the unique needs of our community, serving more than 3,000 youth and adults each year.

For over 60 years, the Boys & Girls Club of Santa ana has been Santa Ana’s premier mentoring organization. We have strengthened families and saved lives through our mentor relationships, evidence-based programming and family support systems. The BGCSA is pleased to submit this proposal to the Santa Ana Unified School District (SAUSD) in an effort to continue to be a part of the after-school program services provided for the 2015-16 school year. As the Santa Ana Unified School District seeks to enhance its after-school services, we are proud to collaborate and provide our resources, expertise, and programs to ensure that all Santa Ana students have the opportunity to reach their full potential.

**Section 1: Program Design**

**BGCSA Arts & Culture Exploration**

At the direction of the SAUSD per the proposed Engage 360 After-School Model, we have designed the BGCSA Arts and Culture Exploration (ACE) program. The BGCSA Arts and Culture Exploration is a cluster of programs that ties together the performing arts, global awareness and college and career exploration with a multimedia enhancement component. The Arts and Culture Exploration is a custom enrichment strategy, consisting of two Boys & Girls Club of America programs and a multimedia enhancement that will be adapted to fit the Engage 360 program model. Each of the three components will be offered separately throughout the week and will work in concert with each other to engage participants from elementary to middle school grades in the art of drama, learning about cultures and diversity, and the use of multimedia while learning about and researching college majors, careers and colleges related to Arts and Culture. Below are summaries of each of the enrichment programs that will be offered as part of the BGCSA Arts and Culture Exploration:

<b>Arts &amp; Culture Exploration</b>		
<b>Program Name</b>	<b>Enrichment Core Areas Addressed</b>	<b>Delivery Schedule</b>
DramaMatters Afterschool	Arts & Culture 21 <sup>st</sup> Century Skills College & Career Preparedness	2x/week
Youth for Unity	Arts & Culture 21 <sup>st</sup> Century Skills	2x/week



	College & Career Preparedness	
Multimedia Enhancement	STEM (Technology) 21 <sup>st</sup> Century Skills College & Career Preparedness	1-2x week, depending on program needs

***DramaMatters Afterschool:*** DramaMatters Afterschool is a drama education program that encourages students to engage in hands-on activities. Drama education builds self-confidence, sparks creativity and boosts academic achievement. The DramaMatters Afterschool Program is a weekly program consisting of 60 minute sessions segmented for beginner, intermediate and advanced members. Each session is adapted to fit the age of participants as well. Sessions consist of a short warm-up; a main activity of games, script work or performance; and a 10-minute cool-down. Lessons also include many different ways for members to express themselves creatively, from costumes to set design to directing. Students will develop 21<sup>st</sup> Century skills, such as critical thinking, communication, collaboration, and creativity. Students will develop confidence and presence, practice articulation and expression of thought, increase understanding of cause and effect and how it relates to the development of a strong story line. The program curriculum ends in a culminating event during which students demonstrate their acquired knowledge by putting on a play.

***Youth for Unity:*** Through a comprehensive set of interventions, the Youth for Unity program aims to promote and celebrate diversity while combatting prejudice, bigotry and discrimination. Youth for Unity features age-appropriate programming for youth. The program builds the capacity to help students appreciate themselves as unique and special individuals and encourage global awareness by understanding diversity in society, recognizing bias and unfairness and taking personal leadership in confronting bias.

Students will “travel the world” by visiting a new country each week, to learn about the culture, art, geography and customs of that particular country. At the end of the week students will receive a stamp on a make-believe passport to show where they have been and what they have learned. The program will end in a culminating event with students hosting a “multi-cultural” fair, where they will prepare exhibits on their favorite countries.

***Multimedia Excursion:*** Multimedia Excursion is a lesson enhancement component that allows students to explore the “multi” in Multimedia through auditory and visual elements such as photography, audio, text, and design. With the use of chrome books, along with multiple educational applications (such as Google and web-based tools), students will further dissect topics learned in other *Arts & Culture Exploration* modules as well as school-day lessons.

**Range:** The range of our program is open to all ages. We will provide programming to students at the Elementary and Intermediate levels. Lessons and activities will be tailored to be grade-level appropriate.



## **Section 2: Elements of High-Quality Programming**

### **Linkages to the School Day**

The Boys & Girls Club of Santa Ana believes the best After School Program is one that complements the traditional school day and is aligned strategically to the goals, priorities and direction of the SAUSD. Each program in the Arts, Culture and College Exploration is designed to meet 21<sup>st</sup> Century learning outcomes and reflect elements of the common core by providing real-world, hands-on, and robust learning opportunities that build the skills that Santa Ana students will need in order to be successful in college and career. Each program in the Arts, Culture and College Exploration is aligned with the Common Core State Standards by preparing students for College and Career Readiness through lessons that incorporate reading, writing, speaking and listening, and language development.

In addition to the strengths of the program in connecting to the Common Core State Standards, the Boys & Girls Club of Santa Ana has also adopted a series of best practices to support linkages to the school day such as:

- Staff supporting school events and initiatives such as Back to School Nights, Open House, School Fundraisers, and awareness campaigns
- Aligning to the SAUSD Core Values and Seven Building Blocks to Success
- Site staff participating in SAUSD and OCDE training when offered
- Site staff communicating regularly about strategy, target goals, and results with parents, community members, and school partners

### **High-Quality Staff**

The Boys & Girls Club of Santa Ana believes that our success and ability to reach goals is based entirely on who we hire, how we train them, and how we support them as they mentor Santa Ana youth. Our hiring and screening standards align to those set forth by the SAUSD and are NCLB compliant. We have demonstrated the ability to maintain those standards over the last several years as a contractor of the SAUSD. At a minimum, all BGCSA employees go through Live Scan fingerprinting to ensure that they have a clear criminal record, have earned at least two years worth of college credit, have a clear TB test, and have an interest in and passion to serve youth. All Mentor Professionals meet these expectations and most far exceed it. Several of our Mentor Professionals have earned four-year college degrees, teaching credentials, graduate degrees, and have previous experience in the field of child and adolescent development.

### **Safe and Appropriate Environment**

We believe that there is nothing more important in our day-to-day operations than the safety of the children that we serve. Our commitment to safety includes, but is not limited to: crisis management





plans, conducting background checks on our Mentor Professionals and volunteers, CPR and First Aid training, procedure and policies to promote safety, staffing according to the 20:1 ratio required by the ASES grant, regular inspection of equipment used in programming, and conducting safety training for our staff, students, and volunteers. Safety is a component of every training session throughout the year and our team has access to training and best practice resources from Boys & Girls Clubs of America. The Boys & Girls Club of Santa Ana also conducts feedback surveys from Club Members to assess the perception of safety and learning in the after school program that helps prevent or deter injury, abuse, violence, and accidents.

In addition to Mentor Professionals assigned to each site, our dedicated team of senior staff members perform regular quality assurance visits. It is during these site visits that we identify areas for improvement, provide feedback and coaching to our team of Mentor Professionals, and ensure that our programs are safe and of high quality.

### **High-Interest Programming**

Our Formula consistently provides the most powerful Club Experience— by implementing the *Five Key Elements* for Positive Youth Development in all of our programs, we ensure that children and youth are exposed to high-quality programming that is interesting and engaging at all grade levels.

### **FIVE KEY ELEMENTS FOR POSITIVE YOUTH DEVELOPMENT**

Boys & Girls Clubs of America reviewed youth development research and worked with the Search Institute to identify the key elements that ensure positive experiences for youth and help them achieve important outcomes.

1. ***A safe, positive environment:*** The Boys & Girls Club is a safe haven where members feel physically and emotionally secure at all times.
2. ***Fun:*** The Boys & Girls Club facility, staff, and program offerings create a welcoming, positive environment that allows members to engage in play, enjoy their play time and be happy and eager to come to the Club.
3. ***Supportive relationships:*** The Boys & Girls Club ensures that every young person feels connected to one or more adults and has friendships with peers.
4. ***Opportunities and expectations:*** Boys & Girls Club staff and programs consistently communicate the expectation that every child has the potential to excel, be productive, and succeed at the Club and in life.
5. ***Recognition:*** The Boys & Girls Club takes every opportunity to recognize and validate Club Members' achievements and accomplishments.



### **Section 3: Organizational Design**

#### **Capacity**

The infrastructure for leadership, training, quality assurance, and program development is already in place to support the proposed Engage 360 model. The Boys & Girls Club of Santa Ana also currently employs all of the required Mentor Professionals needed in the proposed staffing projections, which includes substitutes to cover in the event of a staff member's absence. We are confident in our ability to meet staffing expectations for the September launch of Engage 360. Our team is knowledgeable and sensitive to the expectations of ASES funded after school programs to include the staffing ratio of 20:1 at all times.

#### **Professional Development**

Training and professional development has always been a high priority for the Boys & Girls Club of Santa Ana, since this directly links to the quality of our programs, retention of our professionals, and most importantly, the experience of our Club Members. Boys & Girls Club of Santa Ana University is our Professional Development Strategy that develops talent, hones professional skills, and coaches our professionals to be the best role models and mentors to our Members. This professional development strategy is a combination of both formal training and coaching sessions throughout the year. Our leadership team incorporates local resources for training as well as the resources for professional development from Boys & Girls Clubs of America.

All new Mentor Professionals participate in an orientation that prepares them for their role as mentors. During this process, we clarify expectations, prepare them for their positions, and equip them with the tools to lead program areas. Additional ongoing training opportunities throughout the year include areas such as CPR, first aid, classroom management, safety, mentoring strategies, and specific Boys & Girls Club of Santa Ana and Boys & Girls Clubs of America program curriculum.

In addition to the professional development strategy of BGCSA University, key professionals attend regular trainings offered by the Orange County Department of Education, Boys & Girls Clubs of America and the Boys & Girls Clubs of Orange County Professional Association.

#### **Communication with Stakeholders**

The Boys & Girls Club of Santa Ana will communicate regularly with Santa Ana Unified School District personnel at both the district office as well as local schools. In collaboration with Santa Ana Unified School District leadership, we will set target goals, develop strategy, and review impact of mentor programs. At each school site that we are assigned to, our leadership team will meet with the site coordinator and principal 2-3 weeks prior to program implementation to prepare for the transition, review goals, discuss logistics, and set expectations. The same leadership team will follow up throughout



the 6-week period to monitor progress and will again meet at the end as part of the exit strategy. It is the goal of the Boys & Girls Club of Santa Ana to leave some tools and ACES to resources in place after the 6-week period.

Communication with stakeholders has been and will continue to be a high priority for us. We are committed to adopting new strategies at the discretion of the SAUSD such as progress reports to the Administration or School Board Members, updates or outcome measurement for public release, or other forms of communication.

### **Track Record of Volunteer Engagement**

The Boys & Girls Club of Santa Ana has a strong track record of volunteer recruitment and engagement. Through strategic outreach, relationship management skills, corporate and private partnerships and effective screening systems, the Boys & Girls Club of Santa Ana secures hundreds of volunteers annually.

Volunteers are utilized as tools in the enrichment process to share their stories and help students make connections between curriculum content and real-world applications, as well as assisting our Mentor Professionals in the day-to-day delivery of program and bringing the mentor-to-student ratio down.

Volunteers are recruited, screened and trained prior to allowing their participation in program. All volunteers over the age of 18 are required to go through a background check process and are supervised at all times.

### **Program Evaluation**

The goals of the Arts, Culture and College Exploration will be measured through the use of the Boys & Girls Club of Santa Ana's comprehensive 21<sup>st</sup> Century Skills Evaluation tool, which will include observational data collected by Mentor Professionals throughout the progression of the programs and student feedback surveys. Mentor Professionals will be asked to observe and grade students on the four 21<sup>st</sup> Century Skills of creativity, collaboration, critical thinking and communication throughout each of the components of the Arts, Culture and College Exploration. The student self-assessment component will provide feedback on student's feelings of self-efficacy, confidence, and knowledge on the subject matter and will be administered both before and after program implementation. Data will be used both within the BGCSA and externally for key stakeholders to review. Internally, we analyze the data to improve delivery of programs and Club Experience. We also use data to identify members for targeted intervention. Externally, we will use the data collected to demonstrate our Club's impact to donors, partners, and the community.



**Section 5: General Budget**

**Track Record of Fiscal Management and Accountability**

As one of Orange County’s most respected non-profits, the Boys & Girls Club of Santa Ana has honorably served thousands of youth while maintaining fiscal responsibility and accountability as a high priority. Fiscal Accountability is achieved through an executive staff capable of managing a high-functioning business and a Board of Directors with a track record of fiscal oversight and governance.

**Proposed Budget**

The budget below is based on a 6-week rotation and a 20:1 staffing ratio. The proposed budget includes all staffing needs for professional development, quality control oversight, support services for program development, outcome measurement, supplies, and additional priorities for volunteer engagement and securing matching funds. Based on the projected ADA numbers for the 2015-2016 school year, the estimated cost per student per day will be approximately \$.55. This amount will allow the BGCSA to purchase needed supplies to facilitate the Art, Culture and College Exploration curriculum with all students in the program.

**BGCSA Arts, Culture and College Exploration Budget - Elementary**

<b>Expense Categories</b>	<b>6 sites</b>
Direct Service Mentor Professionals	231,532
Program Oversight	55,500
Employee Benefits, Taxes, Insurance, Transportation, Training, Etc.	94,721
Supplies*, Curriculum, Outcome Measurement & Equipment	20,000
Total	401,753

\*Supplies exclude technology required for programming and assumes permission to use SAUSD technology allocated for the Engage 360 Program

**BGCSA Arts, Culture and College Exploration Budget - Intermediate**

<b>Expense Categories</b>	<b>1-2 sites</b>
Direct Service Mentor Professionals	54,612
Program Oversight	21,500
Employee Benefits, Taxes, Insurance, Transportation, Training, Etc.	25,117
Supplies*, Curriculum, Outcome Measurement & Equipment	9,475
Total	110,704



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\*Supplies exclude technology required for programming and assumes permission to use SAUSD technology allocated for the Engage 360 Program

## **Matching Funds & Resources**

Throughout the Boys & Girls Club of Santa Ana’s 60 year history, the Club has consistently raised millions of dollars, on an annual basis, that directly supports our mission and puts Santa Ana students on a path towards high school graduation with a plan for their future. Through the support of large strategic partners and small donors alike, our Club has been able to constantly innovate and invest in new programs, facilities, and resources that allow us to create the greatest impact with our kids and create greater outcomes in their lives. In addition to direct donations to the organization, the Club also secures thousands of dollars annually in in-kind goods that further support academic performance: school supplies, technology, Christmas toys, field trips, college scholarships, and food. The Boys & Girls Club of Santa Ana also offers in-kind services and goods to local schools such as food baskets, supplies, parenting workshops, intervention programs, transportation, sponsorship, use of equipment, staffing for events, and access to our Main Club facility. The Club has a strong tradition of providing volunteer hours and manpower for the kids we serve; through our vast network of corporate partners, (ATT, PIMCO, Fluor, EMC, Microsoft, and many more) last year the Club secured over 700 volunteers to mentor Santa Ana youth and provide them with insight into new career opportunities, education pathways, inspiration for the future, and words of encouragement. Our Club is focused on our mission to create impact and better serve our kids; we are committed to securing the necessary support and investments to our program and have on average raised more than two dollars in matching funds for every dollar of SAUSD school based program funds.

## **Section 6: Success & Sustainability**

### **Sustainability**

The Boys & Girls Club of Santa Ana is proud to have served Santa Ana youth and families for almost 60 years; serving as a partner with the Santa Ana Unified School District to align with SAUSD’s vision, values, and priorities.

We believe our mutual success is tied together; we are equally responsible for the outcomes seen in our community and we are committed to raising the standards and expectations for Santa Ana youth. We are committed to evolve as an organization based on the needs of our youth and families, and align with the new direction of the Santa Ana Unified School District.

With a high level of excitement we are proud to embrace the Common Core into our holistic and project based philosophy. As a partner for almost 60 years, we are committed to ensuring the SAUSD successfully continues this initiative and that we are aligned strategically.



### **Resources and Support from Boys & Girls Clubs of America**

As a proud affiliate of Boys & Girls Clubs of America, we have the benefits and resources of a national organization with the flexibility and nimbleness of a local community-based organization. As a member of the Boys & Girls Clubs of California Alliance, we have a Government Relations team in Sacramento advocating and strategizing directly with legislators on ASES funds for after school programs. Boys & Girls Clubs in California represent the largest service provider network of after school programs in the State of California, and as a result are considered by legislators and policy makers as a key strategic partner to ASES funding.

Boys & Girls Clubs of America also provides a Government Relations team in Washington D.C. advocating and working with legislators to secure federal funds for intervention programs, mentoring programs, juvenile delinquency prevention, as well as training, marketing, curriculum, and fundraising.

Boys & Girls Clubs of America exists entirely to support local Clubs through National Marketing, National Fundraising, Professional Development, Program Development, Outcome Measurement, and other support systems.

### **A Collaborative Spirit and Partner-Driven Philosophy**

As a community leader, we feel it is one of our responsibilities to foster relationships with other non-profits and more importantly, find opportunities to collaborate and work together to address social issues. Depending on competencies and program structure, partner agencies are scheduled throughout the year into our normal day-to-day services. Our skill is to foster partner relationships as the lead agency, and coordinate service delivery. When we work together to combat social issues we are more effective at aligning resources and delivering higher quality impact to those we serve.



### **Proposal Summary**

Students in America are all held accountable to the same expectations and goals no matter where they grow up. Those expectations are to meet basic academic benchmarks such as grade progression, reading levels, math skills, and critical thinking. It is also expected that all students graduate high school on time and leave with a plan for their future.

It is unfortunate and simply unacceptable that as a country we have a large population of youth who will not meet those basic standards. It is even more troubling that statistically African American & Hispanic students are at higher risk of dropping out of high school.

It is clear to us that Santa Ana youth are struggling to succeed due to their lack of access to mentors, resources, and support systems.

The Boys & Girls Club of Santa Ana interprets this cry for help from the youth of Santa Ana as a call to action. We must serve more kids and save more lives.

We have a vision for a better Santa Ana, where success and college is within reach of every student. We are committed to working with the Santa Ana Unified School District to ensure Santa Ana students graduate high school with a plan for the future and are equipped to successfully compete in a global economy.

Elizabeth Aguilar  
Chief Operating Officer  
Boys & Girls Club of Santa Ana



**Executive Summary & Introduction**

The Boys & Girls Club of Santa Ana’s (BGCSA) mission is to promote the positive and healthy development of youth, especially those from disadvantaged circumstances, by providing services that build the skills, civility and self-confidence necessary to succeed in a competitive world. Founded in 1954, BGCSA is part of the nationwide movement of community-based, autonomous Boys & Girls Clubs and Boys & Girls Clubs of America and has earned recognition as one of the most innovative and effective Clubs in the nation. As such, we tailor national best practices to address the unique needs of our community, serving more than 3,000 youth and adults each year.

For over 60 years, the Boys & Girls Club of Santa Ana has been Santa Ana’s premier mentoring organization. We have strengthened families and saved lives through our mentor relationships, evidence-based programming and family support systems. The BGCSA is pleased to submit this proposal to the Santa Ana Unified School District (SAUSD) in an effort to continue to be a part of the after-school program services provided for the 2015-16 school year. As the Santa Ana Unified School District seeks to enhance its after-school services, we are proud to collaborate and provide our resources, expertise, and programs to ensure that all Santa Ana students have the opportunity to reach their full potential.

**Section 1: Program Design**

**BGCSA Future Leaders Academy**

At the direction of the SAUSD per the proposed Engage 360 After-School Model, we have designed the BGCSA Future Leaders Academy. The Future Leaders Academy is a custom enrichment strategy, consisting of four different 6-week programs and is a segment of the enrichment programs from our traditional BGCSA Impact Model offered at the Main Club. Each of the four programs incorporates the use of technology, global awareness, STEM and College and Career readiness concepts. Each of the four components of the Future Leaders Academy develops student’s use of 21<sup>st</sup> Century Skills such as communication, collaboration and critical thinking and engages students in college and career exploration through the use of technology. Each of the four programs will be offered separately throughout the week and will work in concert with each other to reinforce 21<sup>st</sup> Century Skills in participants from elementary to middle school grades. Below are summaries of each of the four enrichment programs that will be offered as part of the BGCSA Future Leaders Academy 6-week enrichment Program:

<b>Arts &amp; Culture Exploration</b>		
<b>Program Name</b>	<b>Enrichment Core Areas Addressed</b>	<b>Delivery Schedule</b>
Club Tech	21 <sup>st</sup> Century Skills (Technology) College & Career Preparedness	1x/week
Startup Kids/Teens	21 <sup>st</sup> Century Skills (Communication, Collaboration)	2x/week





	College & Career Preparedness	
Jr. Toastmasters	21 <sup>st</sup> Century Skills (Communication)	1x/week
STEM DIY: Designing Air-Powered Vehicles	STEM	1x/week

**Club Tech:** Club Tech specializes in teaching students foundational computer science skills using *Code.org*, a web-based program, to introduce key computer science concepts. Students are introduced to drag and drop, loops, iterations, algorithms, functions, debugging and conditionals, through interactive games and puzzles. The program is designed to strengthen critical thinking skills and problem solving with the use of technology, while acquiring and practicing foundational elements of coding. Students are able to solve puzzle challenges using math and computational competence.

The program consists of 4 main courses, each tailored to specific age levels and programming experience:

**Course 1 (grades K-2):** 18 Stages Total

**Course 2 (grades 3-5):** 19 Stages Total

**Course 3 (Course 2 completion required):** 21 Stages Total

**Course 4 (Course 3 completion required):** 18 Stages Total

Students are assigned to each level based on their grade, with elementary students beginning with Course 1 and continuing to Course 2. Intermediate students begin at the Course 2 level and continue to Course 3.

**Startup Kids/Teens:** The *Startup Kids* program has been specifically designed to target the enhancement and practicality of 21<sup>st</sup> Century Skills of elementary and intermediate students. The program curriculum incorporates aspects from Boys & Girls Clubs of America’s Money Matters: make it count curriculum, which promotes financial literacy and responsibility among Club members, with an in-depth look into entrepreneurship and fundamental business practices through engaging, project-based activities. Students collaborate throughout the course of the program curriculum to create their own fictional products or services, create a marketing strategy for their product, and pitch their product to a group of mock investors.

Students will go through twelve (12) lessons throughout the 6-week program, with a new subject and collaborative project introduced each week:

**Week 1 – Entrepreneurship:** Students are introduced to the concept of entrepreneurship and will research an entrepreneur of their choice using technology as the standard tools.

**Week 2 – Business Teams:** Students will be grouped into teams of 2-3, and together will strategize to create a functional business team with individual roles and tasks.



**Week 3 – Our First Business Plan:** Students will be introduced to the concept of business plans by closely examining sample business plans of established companies and create their own business plans for their fictional companies.

**Week 4 – Marketing:** Students will explore marketing through current, popular advertising techniques and create their own marketing plans using print or digital media.

**Week 5 – Pitch Presentation Preparation:** Students will use their business plan and marketing materials to prepare for their pitch presentations.

**Week 6 – Sales Pitch Presentations:** During the final week of the program students will present their product to an audience of staff and invited guests from the school, district, or business partners.

**Jr. Toastmasters:** Modeled after the Toastmasters International® programs, Jr. Toastmasters helps students develop communication, public speaking, and leadership skills in a series of learn-by-doing workshops. Students learn the concepts of effective body language, eye contact, facial expression, posture, gestures, articulation, pronunciation and variance as they relate to public speaking, and they also learn to provide constructive feedback to each other based on their presentations. Weekly lessons include students giving short presentations to the group on different subjects, ranging from introducing themselves to the group to delivering persuasive speeches.

**STEM DIY: Designing Air-Powered Vehicles:** Students will engage in a series of lessons and activities with the goal of designing and building air-powered vehicles while working in pairs. Each lesson will introduce a theory, concept or idea that students will need to know to move on to the next step of the process, with the culminating event of students showcasing their vehicles.

**Week 1 – Science:** Students will learn the science of energy by exploring the differences between kinetic and potential energy.

**Week 2 – Research:** Students will use technology to research different types of vehicles and how they move.

**Week 3 – Engineering:** Students will research and begin to plan their own vehicle designs.

**Week 4 – Data:** Students will enter the testing phase using math concepts to capture data.

**Weeks 5 & 6 – Build & Implementation:** Students will build, enhance and test their vehicles.

**Range:** The range of our program is open to all ages. We will provide programming to students at the Elementary and Intermediate levels. Lessons and activities will be tailored to be grade-level appropriate.

## **Section 2: Elements of High-Quality Programming**

### **Linkages to the School Day**

The Boys & Girls Club of Santa Ana believes the best After School Program is one that complements the traditional school day and is aligned strategically to the goals, priorities and direction of the SAUSD.



Each program in the Future Leaders Academy is designed to meet 21<sup>st</sup> Century learning outcomes and reflects elements of the common core by providing real-world, hands-on, and robust learning opportunities that build the skills that Santa Ana students will need in order to be successful in college and career. Each program in the Future Leaders Academy is aligned with the Common Core State Standards by preparing students for College and Career Readiness through lessons that incorporate reading, writing, speaking and listening, and language development.

In addition to the strengths of the program in connecting to the Common Core State Standards, the Boys & Girls Club of Santa Ana has also adopted a series of best practices to support linkages to the school day such as:

- Staff supporting school events and initiatives such as Back to School Nights, Open House, School Fundraisers, and awareness campaigns
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- Site staff participating in SAUSD and OCDE training when offered
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### **High-Quality Staff**

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We believe that there is nothing more important in our day-to-day operations than the safety of the children that we serve. Our commitment to safety includes, but is not limited to: crisis management plans, conducting background checks on our Mentor Professionals and volunteers, CPR and First Aid training, procedure and policies to promote safety, staffing according to the 20:1 ratio required by the ASES grant, regular inspection of equipment used in programming, and conducting safety training for our staff, students, and volunteers. Safety is a component of every training session throughout the year and our team has access to training and best practice resources from Boys & Girls Clubs of America. The



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### **Section 3: Organizational Design**

#### **Capacity**

The infrastructure for leadership, training, quality assurance, and program development is already in place to support the expansion of sites under the proposed Engage 360 model. The Boys & Girls Club of Santa Ana also currently employs all of the required Mentor Professionals needed in the proposed staffing projections. We are confident in our ability to meet staffing expectations for the September



launch of Engage 360. Our team is knowledgeable and sensitive to the expectations of ASES funded after school programs to include the staffing ratio of 20:1 at all times.

### **Professional Development through BGCSA University**

Training and professional development has always been a high priority for the Boys & Girls Club of Santa Ana, since this directly links to the quality of our programs, retention of our professionals, and most importantly, the experience of our Club Members. Boys & Girls Club of Santa Ana University is our Professional Development Strategy that develops talent, hones professional skills, and coaches our professionals to be the best role models and mentors to our Members. This professional development strategy is a combination of both formal training and coaching sessions throughout the year. Our leadership team incorporates local resources for training as well as the resources for professional development from Boys & Girls Clubs of America.

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### **Communication with Stakeholders**

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### **Track Record of Volunteer Engagement**

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### **Program Evaluation**

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## **Section 5: General Budget**

### **Track Record of Fiscal Management and Accountability**

As one of Orange County's most respected non-profits, the Boys & Girls Club of Santa Ana has honorably served thousands of youth while maintaining fiscal responsibility and accountability as a high priority. Fiscal Accountability is achieved through an executive staff capable of managing a high-functioning business and a Board of Directors with a track record of fiscal oversight and governance.

### **Proposed Budget**

The budget below is based on a 6-week rotation and a 20:1 staffing ratio. The proposed budget includes all staffing needs for professional development, quality control oversight, support services for program



development, outcome measurement, supplies, and additional priorities for volunteer engagement and securing matching funds. Based on the projected ADA numbers for the 2015-2016 school year, the estimated cost per student per day will be approximately \$0.55. This amount will allow the BGCSA to purchase needed supplies to facilitate the Art, Culture and College Exploration curriculum with all students in the program.

**BGCSA Future Leaders Academy Budget - Elementary**

<b>Expense Categories</b>	<b>6 sites</b>
Direct Service Mentor Professionals	231,532
Program Oversight	55,500
Employee Benefits, Taxes, Insurance, Transportation, Training, Etc.	94,721
Supplies*, Curriculum, Outcome Measurement & Equipment	20,000
<b>Total</b>	<b>401,753</b>

\*Supplies exclude technology required for programming and assumes permission to use SAUSD technology allocated for the Engage 360 Program

**BGCSA Future Leaders Academy Budget - Intermediate**

<b>Expense Categories</b>	<b>1-2 sites</b>
Direct Service Mentor Professionals	54,612
Program Oversight	21,500
Employee Benefits, Taxes, Insurance, Transportation, Training, Etc.	25,117
Supplies*, Curriculum, Outcome Measurement & Equipment	9,475
<b>Total</b>	<b>110,704</b>

\*Supplies exclude technology required for programming and assumes permission to use SAUSD technology allocated for the Engage 360 Program

**Matching Funds & Resources**

Throughout the Boys & Girls Club of Santa Ana’s 60 year history, the Club has consistently raised millions of dollars, on an annual basis, that directly supports our mission and puts Santa Ana students on a path towards high school graduation with a plan for their future. Through the support of large strategic partners and small donors alike, our Club has been able to constantly innovate and invest in new programs, facilities, and resources that allow us to create the greatest impact with our kids and create greater outcomes in their lives. In addition to direct donations to the organization, the Club also secures



thousands of dollars annually in in-kind goods that further support academic performance: school supplies, technology, Christmas toys, field trips, college scholarships, and food. The Boys & Girls Club of Santa Ana also offers in-kind services and goods to local schools such as food baskets, supplies, parenting workshops, intervention programs, transportation, sponsorship, use of equipment, staffing for events, and access to our Main Club facility. The Club has a strong tradition of providing volunteer hours and manpower for the kids we serve; through our vast network of corporate partners, (ATT, PIMCO, Fluor, EMC, Microsoft, and many more) last year the Club secured over 700 volunteers to mentor Santa Ana youth and provide them with insight into new career opportunities, education pathways, inspiration for the future, and words of encouragement. Our Club is focused on our mission to create impact and better serve our kids; we are committed to securing the necessary support and investments to our program and have on average raised more than two dollars in matching funds for every dollar of SAUSD school based program funds.

## **Section 6: Success & Sustainability**

### **Sustainability**

The Boys & Girls Club of Santa Ana is proud to have served Santa Ana youth and families for almost 60 years; serving as a partner with the Santa Ana Unified School District to align with SAUSD's vision, values, and priorities.

We believe our mutual success is tied together; we are equally responsible for the outcomes seen in our community and we are committed to raising the standards and expectations for Santa Ana youth. We are committed to evolve as an organization based on the needs of our youth and families, and align with the new direction of the Santa Ana Unified School District.

With a high level of excitement we are proud to embrace the Common Core into our holistic and project based philosophy. As a partner for almost 60 years, we are committed to ensuring the SAUSD successfully continues this initiative and that we are aligned strategically.

### **Resources and Support from Boys & Girls Clubs of America**

As a proud affiliate of Boys & Girls Clubs of America, we have the benefits and resources of a national organization with the flexibility and nimbleness of a local community-based organization. As a member of the Boys & Girls Clubs of California Alliance, we have a Government Relations team in Sacramento advocating and strategizing directly with legislators on ASES funds for after school programs. Boys & Girls Clubs in California represent the largest service provider network of after school programs in the State of California, and as a result are considered by legislators and policy makers a key strategic partner to ASES funding.





Boys & Girls Clubs of America also provides a Government Relations team in Washington D.C. advocating and working with legislators to secure federal funds for intervention programs, mentoring programs, juvenile delinquency prevention, as well as training, marketing, curriculum, and fundraising.

Boys & Girls Clubs of America exists entirely to support local Clubs through National Marketing, National Fundraising, Professional Development, Program Development, Outcome Measurement, and other support systems.

### **A Collaborative Spirit and Partner-Driven Philosophy**

As a community leader, we feel it is one of our responsibilities to foster relationships with other non-profits and more importantly, find opportunities to collaborate and work together to address social issues. Depending on competencies and program structure, partner agencies are scheduled throughout the year into our normal day-to-day services. Our skill is to foster partner relationships as the lead agency, and coordinate service delivery. When we work together to combat social issues we are more effective at aligning resources and delivering higher quality impact to those we serve.



## **Proposal Summary**

Students in America are all held accountable to the same expectations and goals no matter where they grow up. Those expectations are to meet basic academic benchmarks such as grade progression, reading levels, math skills, and critical thinking. It is also expected that all students graduate high school on time and leave with a plan for their future.

It is unfortunate and simply unacceptable that as a country we have a large population of youth who will not meet those basic standards. It is even more troubling that statistically African American & Hispanic students are at higher risk of dropping out of high school.

It is clear to us that Santa Ana youth are struggling to succeed due to their lack of access to mentors, resources, and support systems.

The Boys & Girls Club of Santa Ana interprets this cry for help from the youth of Santa Ana as a call to action. We must serve more kids and save more lives.

We have a vision for a better Santa Ana, where success and college is within reach of every student. We are committed to working with the Santa Ana Unified School District to ensure Santa Ana students graduate high school with a plan for the future and are equipped to successfully compete in a global economy.

Elizabeth Aguilar  
Chief Operating Officer  
Boys & Girls Club of Santa Ana



# Active Learning

The ABC's of Healthy Living

## SAUSD After School Enrichment Provider Proposal 2015

### Active Learning

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**Active Learning** provides 4 specific segments to educate participants on lifelong wellness strategies: Segment 1-Physical Activities (range: Infants/toddlers, K-12 as well as parents/seniors); Segment 2- Early Childhood and Elementary PE (range: toddlers-Pre K, K-5 as well as classroom teachers);; Segment 3- Creative Movement and Dance Education(range: toddlers-Pre K, K-12 as well as classroom teachers & parents/seniors);; and Segment 4- Fitness and basic nutrition education for adults and seniors(range: adults 18 years +).

**Our Mission:** **Active Learning** is dedicated to creating, implementing, and evaluating programs that promote lifelong health and wellness, improving the quantity and quality of dance education and physical activity for children as well as teachers and parents who positively impact children's lives.

**Our Goal:** Our goal is to provide comprehensive education in dance and fitness through creative movement, technical workshops, cultural diversity, performing arts and emotional wellness.

The following proposal focuses on applying **Active Learning** as an enrichment provider of After-School Education for K-8 in the Santa Ana Unified School District. Our program provides specialized movement in dance education and combines visual and performing arts and culture that are wrapped around 21<sup>st</sup> Century skills to help students become college and career ready. We are offering six-week programs for elementary and intermediate schools in classical and cultural dance (ballet, tap, jazz, hip hop, break dance, pop & lock, African, Latin, Polynesian, Bollywood, Swing, Contemporary, Folklorico, Lyrical, Musical theater, Cheer, Interpretive plus many more and object manipulatives- props, literacy, poetry and art), fitness (yoga, Pilates, zumba) that are all combined with art from around the world.

## 1. Program Design:

The **Active Learning Dance Program** is designed to provide strategies and guidelines to increase the quantity and quality of classical and cultural dance education. We offer safe, proper and unique activities for children and their caregivers. The separate components within the **Active Learning** program provide essential goals to enlighten children about lifelong wellness within dance and fitness education. Through a range of creative master dance classes, children learn to respect who they are now and imagine the person they will become.

**Active Learning (AL)** hires college students and graduates that are masters in the fields of dance, fitness and musical theater in addition to having a background working with children and/or striving to become teachers. The hiring criterion is based on their education and experience. As a partner with local community colleges, Cal State's and Universities, **AL** recruits and retains staff through Dance, Kinesiology, Theater, Human Service and Education departments.

Along with education and experience, **AL** teachers are extensively trained in our comprehensive curriculum, classroom structure and management skills. The instructional methods are based on a progressive curriculum that is specifically aligned with the CA Health and Dance Standards and integrated with CA Common Core Standards in English, Language Arts, Literacy, History/Social Science, Math subjects.

Our research based, classroom practiced lessons, and structured schedules set our program apart from any other dance class. Within the core of the structure, students gain a comprehensive cardio-fitness workout, learn CCS standards intertwined with healthy messages for individuals, emotionally, physically and mentally. We focus on positivity throughout each lesson so students feel successful. (instead of "Don't" we say "Remember to") Beyond dance, we are culturally diverse in our programs offering enrichment education in music, rhythm, arts/crafts, theater, socialization and much more, which are all showcased at the culminating performances.

While motivating students for healthy lifestyles, our program integrates art, music and movement into captivating lessons that promote creative expression and bring reading and math concepts alive. Each hands-on learning class encompasses the development of English-Language skills & opportunities for children to:

- Apply **Literacy** using literature and games that focus on sounds, letters, blends, and words to build reading and writing skills-journal writing.
- **Math** Skills counting whole numbers, learning timing & rhythm , shapes , body in space, use of props.
- Develop **Cultural Awareness** in dance and music by exploring international dances and music.
- Practice creative dance styles that are **aligned with CA and National Dance Standards**
- Learn **Science/Coordinated Health & Nutrition**

The **Active Learning Dance Enrichment Program** will compliment SAUSD's Engage 360 program as a whole by working collaboratively and comprehensively with staff, parents and other community partners to strengthen the learning environment focused on raising the achievement of all students and preparing them for success in college and career.

Through dance education aligned with SAUSD mission and goals, linked to the 3 LCAP overarching goals, **Active Learning** gives children and adolescents a chance to learn a variety of specialized skills that will enhance the development of their individuality and unique characters. A report in 2013 from ArtWorks showing evidence on the impact of dance in the K-12 setting stated:

*The conclusions include that the arts build capacities that develop 21<sup>st</sup> Century skills in students and provide constructivist learning experiences for them. Longingly concludes: (1) the arts improve the school climate; (2) the arts' comprehensive tasks challenge students; (3) the arts turns schools into communities. (Overview Reports on the Benefits of Arts in Education; Evidence Report on impact of dance;1999, page 16)*

**LCAP GOAL 1: Our students need the knowledge, skills, and values to become productive citizens in the 21st century.**

Movement is essential to the learning processes, cognitive and optimal brain development. The body-brain connection lays the foundation for lifelong learning. Dance provides a multi-sensory experience that allows for deep learning and an aesthetic pathway for all students to communicate understanding through movement. Students understand dance as a universal language bridging culture, place and time. Dance students learn creativity, leadership, collaboration, acceptance, critical thinking, problem-solving, empathy, metacognition, self discipline and self esteem while celebrating culture, history and diversity.

According to recent studies from the California County Superintendents Educational Services Association (CCESA) regarding arts education in and out of the school day demonstrate the relationship between engagement in the visual and performing arts and cognitive capacities, motivation to succeed academically, and effective social behavior. CCESA urges every school to weave dance, music, theatre, and visual arts into the fabric of the curriculum, providing all students with a comprehensive education.

*The arts in after school programs provide critical tools In an ever changing global economy, after school programs that include the arts are focusing on developing student skills needed in the 21<sup>st</sup> century workplace, i.e. problem-solving, critical thinking, transfer, teamwork and cooperative planning.*

**LCAP GOAL 2: All students have equitable access to high quality curricular and instructional program that is accessible from school and home.**

**Active Learning** is devoted to SAUSD students, with approximately 60% of students as English learners, who may lack the resources or opportunities to access meaningful enrichment in art and specifically dance education. Our hands-on learning lessons, actively engage the students in the learning process, which is our priority. We offer enrichment in dance and art education to compliment the daily activities and collectively work with Engage 360 to cultivate a meaningful after school program that provides equitable access to all SAUSD K-8 students. Along with Engage 360s' high quality curricular and instructional program, we integrate valuable dance education so that each child has access to homework help, nutritious snacks, physical education and enrichment.

Over a 6-week series of dance and art education, students learn fundamental skills in technique and practice choreographed dances that are showcased at the culminating performances. For more opportunities for students to access dance education from home, we provide breakdown of choreography and dance skills on our YouTube channel and provide students with online resources.

- Valerie Rodriguez 4<sup>th</sup> grade student Monroe Elementary:  
*"I taught my cousins the moves I learned"*
- Alberto R. 1<sup>st</sup> grade student Thorpe Elementary:  
*"When my mom plays music, I am not shy anymore and I dance at home with her!"*

We also invite parents to volunteer and join our classes and activities offered. In addition we teach students fun take home crafts that inspire the whole family to move such as dance around the world game, dance charades and body

telephone. **Active Learning's** dance program includes active parent participation in many events. This helps establish family togetherness and motivates both parent and child to bond through achievement and feeling good. Each activity is designed to relate positive experience in physical activity. This has a direct benefit for nurturing the family unit with healthy messages, at home and in the school environment.

**LCAP GOAL 3: All students and staff work in a healthy, safe, and secure environment that supports learning.**

**Active Learning** dance education has been operating for over 15 years with 0% injuries. With more than 9 years in the after school programs in SAUSD, our physically safe programs are proven through our partnership and collaboration, which facilitates our excellence in defining secure physical space. By administering ongoing professional development trainings with our direct staff, teachers understand the importance of classroom organization and structure, administering effective classroom management and supervision for students' success. The key to our outline of safety procedures is the sequential operation of our program set up. This includes the classroom plan before, during and after class.

Our commitment to SAUSD students is to increase the quantity and quality of enrichment in dance education to link with current lessons during the school day. We are dedicated to a lifetime of preparing students and teachers for success to be college and career ready. Our safe and developmentally appropriate practices personalize the learning experience for each student. With a strong and efficient infrastructure, we continually assess and monitor program details to implement best practices for student achievement. Our expertise in research and curriculum development aligns the Common Core State Standards with Health and Dance. We will work collaboratively and extensively with SAUSD, stakeholders and our community partners to strengthen student learning.

**Active Learning's** program concentrate on efforts to ensure high-quality, personalized learning and instruction. Our Dance Curriculum is divided into different classes based on the CA Dance & Health Standards integrated with the Common Core State Standards to ensure the appropriate developmental level for each grade is met and implemented through our structured classes.

We make a significant impact on students within the 6-week rotation at the elementary and intermediate level, by teaching meaningful lessons that students find connections to each lesson culturally, emotionally and through art. Our curriculum builds in a 6-week series that begins with foundational skills in a dance style or a combination of several. The genre(s) are then methodically explored and analyzed through a multitude of activities and projects that merge art, expression, self awareness and end with a culminating performance.

Each class is constructed based on the developmentally appropriate needs of the students in elementary and intermediate grades. Activities are designed to enhance the implementation of the Common Core State Standards through active learning, creative movement and object manipulation with health and dance education. What really sets us apart from any other dance program is our implementation of healthy messages throughout our lessons that also include a comprehensive warm-up, cardiovascular and strength activity as well as a cool down portion that offers yoga and relaxation. By attending classes daily and moving in structured formats students improve and increase physical activity levels so they're ready to learn. This exceeds state mandated PE Minutes (*CA State Board of Ed- requires 200 PE minutes every 10 days or more*). Students also achieve socialization skills by making friends and connecting with their teachers and are able to consciously understand their bodies in space, how nutritious choices optimize their growth and have something to look forward to as an emotional and physical outlet each day.

Each hands-on learning class encompasses the development of English-Language skills as well as providing opportunities for children to explore, create and innovate their ideas through movement:

- Elementary and Intermediate students have the chance to apply literacy concepts by using literature to discover emotional connections in art and movement; choreograph poetry and stories through movement and dance.
- Students will practice Math-CCS skills by using:
  - Sequence and Patterns: through rhythms and dance choreography
  - Problem Solving: by creating dance patterns, exploring body shapes, levels in space and working in groups and partners.
  - Addition/Subtraction/Multiplication and Division: by creating dance patterns in boxes of 32 counts each
  - Explore corners, angles and turns  
(A corner is where two edges meet or where one edge turns and changes to a different direction. Edges are straight and consequently, corners are sharp.)  
"Make a corner with your elbow."

What is the space in between the two arm bones called? (Angle)

"Make a corner with your knee."

"Find another way to make a corner with your body." Find another way to make lots of right angles".

- **AL** instructors integrate Science/Coordinated Health CA standards and Nutrition by teaching:
  - The Human Body, muscles, lungs and heart
  - The Heart Rate
  - Nutrition and it's affect on personal performance
- History/Social Science and cultural awareness are taught to children and adolescents through lessons about:
  - International History of different cultural dances, music and art.
  - Classical dance styles and art through time.
- Socio-emotional skills are achieved through character education, team work by:
  - Working in groups, team work
  - Working in partners
  - Independent practice and following instruction
  - Multitasking by creating, following and learning new styles of dance
  - Practicing patience by watching and critiquing others
  - Becoming more self confident by having the opportunity to master skills in a supportive environment
  - Practicing Perseverance by working through different choreography and live performance
  - Learning simple, non-competitive, non-threatening dance choreography
  - Finding an outlet for emotions and behavioral problems

The instructional methods are outlined in our class structures:

**Table 1:**

<b>Elementary/Middle School Schedule</b>		
<b>6-week Agenda</b>	<b>5-Day Week Agenda</b>	<b>45-60 Minutes Class Agenda</b>
<ul style="list-style-type: none"> <li>• Week 1-Intro to dance workshop</li> <li>• Week 2-Fundamental skills and technique</li> <li>• Week 3-Exploring the Elements of Dance</li> <li>• Week 4- Applying what we learned into Choreography</li> <li>• Week 5-Creating and Critiquing</li> <li>• Week 6-Practice and Performance</li> </ul>	<p><b>Mondays</b> Intro to Cultural/Classical Dance</p> <p><b>Tuesdays</b> Cultural/Classical Dance</p> <p><b>Wednesdays</b> Arts/Crafts Dance Activity</p> <p><b>Thursdays</b> Theater-Dance Game</p> <p><b>Family Fridays</b> Cultural/Classical Dance</p>	<p><b>Introduction-Review (Health Standards)</b> 10 minutes</p> <p><b>Dance Fitness Warm Up</b> 10 minutes</p> <p><b>CCS-Dance Standard Activity</b> 15 minutes</p> <p><b>Dance Choreography</b> 10 minutes</p> <p><b>Cool Down, Stretch-Yoga</b> 5 minutes</p> <p><b>Review &amp; Journal Art (Health/CCS/Dance Standards)</b> 10 minutes</p>

For elementary students, classes are structured in segments to provide meaningful learning that is student centered. Classes are separated by grade level spans: Kindergarten to 2nd grade and 3rd-5th grade. Depending on sites however, some exceptions are made for combination groups such as Kindergarten-1st, 2nd-3rd graders and 4th-5th graders together. For Intermediate schools, classes are 60 minutes and students are usually grouped together. Individual sites may differ and we are happy to accommodate the needs of the students according to the site details. In all classes students are taught motor and mental skills in a multitude of formats encompassed with classical and cultural styles for a wide variety of fitness and dance education. By participating in class and working in their journals, each grade level will:

- *Discover* what they already know about dance and choose a goal of what they want to learn by the end of the session.
- *Identify, discuss and demonstrate* an understanding of the elements of dance.
- *Create* movement patterns by themselves, with partners and/or in groups that will be showcased at the performance.

- Learn brief history and cultural aspects about various dance genres.
- Critique novice (with classmates) and professional dance performances (either through video, fieldtrip or live performers).

**Active Learning**, use student performance as a means to teach students to grow and develop into performers and informed and thoughtful audience members. Students discover through dance that their bodies are capable of expressing a multitude of thoughts, ideas and experiences.

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## 2. Elements of High Quality Programming:

Program Leadership: **Active Learning's** Executive Director and Program Coordinator will oversee individual dance teachers per site and continually link with administrators to ensure programs are of the highest quality centered around four main elements of the program environment a) Linkages to the school day and positive relationships, b) high quality staff c) safe environment and appropriate physical space, d) high interest programming

a) Linkages to the school day: **Active Learning (AL)** maintains strong collaborative partnerships with the school through regularly scheduled meetings, email and other communication means. In order to promote team building, provide leadership support, and communicate with staff, the Executive Director and Program Coordinator will make and maintain contact with the site principal, site coordinators and school administration to ensure ongoing synchronization and parent interaction between the school day and **AL** programs.

The Executive Director and Program Coordinator will meet with school administration and introduce the assigned dance teachers, review the program details that include the desired grade levels and secure a physically safe space on site for the activities (usually held in the MPR or Library). This also acquaints the dance teachers with the site location and space details. We also learn the individual school site behavioral procedures and adopt them into our classes to extend behavior management into the after school program from what students are learning during the school day. Team leaders will frequently visit the site to maintain quality of service and enhance student learning environment. The Executive Director and Program Coordinator regularly communicate with site administration to ensure that procedures and policies for both **Active Learning** and school day staff are working harmoniously together.

The Executive Director will make recurrent visits throughout the 6-week sessions during school year to experience, observe and evaluate the activities at the site and to facilitate regular communication with the Program Coordinator and school day staff. The Program Coordinator and dance teachers will link with parents and students to create an inviting and welcoming program environment for families. During student pick up, the Program Coordinator and dance teachers will collaborate with parents on their child(ren)'s behavior and progress and invite them to family dance fitness classes every Friday and culminating performances at the end of the 6-week program.

Each site will receive a printed welcome packet, also available online, that includes **Active Learning's** outline of curriculum with online resources, dance strategies, policies and procedures, journal writing ideas and practice tools for students and families to do at home. The lesson tools offered include: custom made music with appropriate content that can be downloaded online from the **AL** website; You Tube video tutorials and an outline of objectives from our curriculum aligned with the CA Common Core Standards incorporating Literacy, History/Social Science, Science and Math as well as the CA Health and Dance standards.

Our program policy and procedure standards are adopted from the *Generic Mentoring Program Policy and Procedure Manual Effective Strategies for Providing Youth Mentoring in Schools and Communities* ( Linda Ballasy, Mark Fullop, and Michael Garringe Published by: The Hamilton Fish Institute on School and Community Violence &The National Mentoring Center at Northwest Regional Educational Laboratory supported by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, Revised 2007)

One of the cornerstones of **Active Learning's** program is a policy and procedure manual that provides governance and guidance in the delivery of services. This research-based and best practices manual specifically addresses its purpose, rules, and procedures. There are many important facets to administering a quality program and written policies and procedures contribute greatly to the long-term stability and safety of our program by:



- Providing documentation of our organization's vision and operating principles. Providing staff with clear guidelines on how to administer a program. Detailed with step-by-step instructions on how to administer our program activities and clearly defines staff roles, agency expectations, and routine operating guidelines.
- Addressing risk management issues. We provide clear and explicit instructions on how every part of our program will be administered. Our policy and procedure manual will help eliminate uncertainties concerning how to safely, effectively, and consistently run the program.
- Ensuring consistent operations. By clearly detailing, in writing, how our program is run, we minimize organizational knowledge loss and program disruption.
- Serving as a baseline for continuous improvement. Our program continuously examines its services for improvement structure of current program practices.

For school day staff we provide a manual that reflects our policies, which require our classes be held indoors to minimize external noise and other distractions, keep equipment clean and offer a safer space and environment for the students to allow for floor work during classes. Each site will differ and certain exceptions to this policy can be made to accommodate the student's safety and maximize activities. Classes are structured by developmentally appropriate age groups (K-2; 3-5, 6, 7-8) and broken up into segments as shown in **Table 1.0**.

b) High Quality Staff: The **Active Learning (AL)** teachers lead participants through creative movement, dance and physical activities and educate students in various dance genres including technique, footwork and performance. We hold the highest standards for the quality in **AL** staff. **Active Learning** hires college students and graduates that have intentions of working with children and find joy in teaching children. Our teachers get to know their students and modify their lessons to meet their needs. Staff expectations and program measurements are continually monitored with varied evaluations and assessments at each site, for student growth and **AL** teacher conduct. **AL** expectations are met by extensively training and supporting staff so they know what is expected of them and what their job responsibilities are before working with students.

**Active Learning** has partnered with local campuses in and around Orange County such as California State Universities, Fullerton and Long Beach; University of California, Irvine and local community colleges that link a teacher certificate program with the dance departments such as Orange Coast College, Cypress, Coastline, Santa Ana and Cerritos College. In addition we have an ongoing internship program with California State University, Fullerton where interns have the opportunity to work with children in dance and gain college credit through various assignments. We have also recently partnered with Santa Ana High school to recruit high school dance students to participate and learn the aspects of teaching dance to children from experts. We have had so much success that two of our former **Active Learning** students are currently assistant teachers in the program. **AL** participates in seasonal career fairs and also enlists with numerous talent agencies. Often, staff report "This is my dream job", "The pay is great!", "I excel in my college courses from this work".

In compliance with the requirements of the Elementary and Secondary Act (NCLB), **Active Learning** hires committed individuals that demonstrate professionalism and instructional vision by attending mandatory monthly professional development trainings and seasonal dance/fitness and PE conferences to support and strengthen student learning and achievements, which is monitored through program and staff evaluations. Furthermore, teachers are required to follow the set curriculum aligned with the Dance, Health and Common Core State Standards along with custom music provided by **Active Learning** as well as write lesson plans, create dance routines and film You Tube video tutorials to showcase their choreography.

c) Safe and Appropriate Environment: As a proud community partner with over 9 years in the SAUSD After School Programs and 0% injuries, our physically safe programs are proven by communicating effectively with site administration to secure physical space during each enrichment rotation. Our ongoing professional development trainings outline the importance of classroom organization and structure, and guide teachers in creating effective classroom management and supervision for student's success. The basis to our framework of safety procedures is the sequential operation of our program structure and classroom strategies before, during and after:

- Recruit, hire and train qualified teachers: teachers are trained extensively in classroom management and organization strategies to capitalize on student learning.
- Scope out space details: for physical safety, the room must have adequate space for activities to be conducted safely. This is usually held in the MPR or Library.

- Classroom organization-boundaries: equipment such as cones, poly spots, lines and more are used to give students a visual understanding of where to stand and what is expected of them while using personal and shared space.
- Classroom management strategies provided and enforced to maximize student learning environment.
- Supervision enforced with teacher assistants and management
- Communication with students on safety during class is clearly defined and taught as responsible and respectful behavior with rewarding results.

Prior to start date, the Program Coordinator and Executive Director examine each site's physical space and environment to ensure it is appropriately equipped for staff members to conduct a range of activities that promote both mental and physical wellness of participating students. The main aim is to make sure that students are in a safe, supervised environment. Then it is documented that site space is safe, clean, secure and in proper condition for use. Once adequate and comfortable space is secured, classroom organization procedures are revised and set up such as boundary markers, cones, lines or poly spots are set out to ensure students know where to go and what they are expected to do. Classroom management strategies are put into place through extensive staff trainings and best practices. Class is limited by age/developmental appropriateness and number of students. The classes are structured by grade level to ensure student's learning is maximized and to monitor implementation of best practices. Finally, policy procedures (linked with the school day) are communicated to students so they know what is expected of them and what the outcomes are (rewards, consequences). Supervision from additional staff is mandated to monitor student behavior and ensure directions are followed. Each site will vary in the number of enrichment partners need to comply with the 20:1 ratio, and our extensively trained teachers and assistants will provide a safe physical and emotional space for each child throughout the entire hours of program daily.

Our classroom management techniques have been adopted by many other programs as a source of gathering large groups of students and keeping their full attention in a safe, respectful and responsible way. **Active Learning** requires all the teachers to attend mandatory ongoing child development and classroom management trainings to ensure these techniques are contemporary and taught within each lesson and class. In addition, students learn about spatial cognition and awareness: participants learn how to safely move in shared and personal space with a stronger sense of body awareness.

**Active Learning** believes the awareness in our bodies can modify behavior and physical sensations. Do we dance differently if we had a tough day or a great day? According to an article in *Voice of OC* by Tracy Wood released on May 15, 2011 "A student's well-being is directly tied to achievement," stated Deputy Superintendent Cathie Olsky. "If you don't feel good, you're not going to do good."

**Active Learning** was born to create an emotionally supportive and safe environment for students. From the first day of class, teachers automatically set the tone of a learning environment for students and reward them for their participation and having fun. Children and adolescents also have the chance to perform for families and their peers. They learn the role of being an audience member and that of a performer. Together they share and support each other in performance and participation. Moreover, students gain the freedom of self expression through movement as a stress relief for psychosomatic wellness. Dance is a fun activity for children and adolescents and having fun is good for everyone. The positive social impact and connections students make with their peers in class also helps them develop an excellent sense of team work and socialization in a healthy environment while exercising. This helps students learn about lifetime fitness habits through group exercise and dance.

Furthermore, AL instructors are here to encourage the development of leadership and critical-thinking skills for the future by utilizing a technique called *Spaces*.

- Inner Space -self awareness and self esteem; activities taught to orient a child towards getting to know more about him/herself (**ex.** aerobic dance. How does my body feel? What does the activity do for the body?)
- Outer Space-facing the unknown, creativity, problem-solving, creativity; encourages the explorer within a child (**ex.** throwing for distance. Throw a variety of different objects such as a ball, feather, scarf, paper airplane or ball of paper. Which object goes the greatest distance and why? Have kids measure and record distances. Does the person throwing the object affect the distance; does it matter if the activity is done inside or out?)
- Shared Space- creates opportunities for socialization and teamwork. How space is shared independently or in a group, resolve conflicts, use communication;(**ex.** Playing in a small circle with everyone standing as close together as possible. What happens when too many people try to share the same space?)

In every domain of development, there should be an awareness and emphasis on developing each of the spaces within a child. Spaces provides a perspective for looking at the world and preparing kids for a high-tech and global future. When we choose activities that also meet the developmental needs of the individual child, we are promoting optimal growth and development.

d) High Interest Programming: **Active Learning** identifies needs assessment and design a system to uphold a benchmark of quality learning services for student achievement and healthy lifestyles. One effective method used to recruit students for after school enrollment (since 2006) is the lunch time performances we offer. After a thrilling and colorful dance showcase, teachers interact with the student body through incentives and mass enrollment form distributions that have proven to raise ADA numbers for SAUSD after school programs. For more than 9 years **Active Learning** has serviced SAUSD schools, our class attendances have always exceeded the 85% goal at all sites. The offering of such programs has proven to raise and maintain attendance numbers throughout the year.

Our innovative games, lessons and modern music and movement activities attract students of all ages. In addition, we incorporate object manipulation into creative classical & cultural dance styles to give children and adolescents a chance to learn a variety of skills that will enhance the development of their individuality and unique characters. Many schools currently use **AL** services as a reward incentive for student achievement. With successful completion of the program, children develop a positive sense of self as well as a healthy physical and emotional outlook. Furthermore, we offer incentives that motivate students to come back such as awards for achievement. Our progressive curriculum builds each week, giving students the chance to excel in technique and various specialized skills in dance.

Parents are proud to have their children participate with **AL** for many reasons: safety after school with an emphasis on health and fitness education, body awareness, socialization skills, relief of stress through movement, cultural, musical and performing art appreciation as well as having fun. Parents see the growth of their children's skills at the family dance days and during the culminating performances. Students showcase what they learned each week and present their dance journals that highlight English-language skills and creative art expression..

MacArthur Fundamental reached out to **AL** to ensure program existence for 2012 Spring. With an upcoming visit from the CA Dept. of Education Portola Intermediate school in Orange, sought after our support to recruit and maintain attendance in the after school program. We were brought in for one month and grew a dance program that began with 11 students on day one to 37 in a matter of 4 weeks. Principals valued the immediate connection we made with the students, that they have partnered with us to provide seasonal award dance assemblies. CA Department of Education representative enjoyed the dance class so much that he participated for the full hour and had only positive comments to report about the program.

We pride ourselves with the uniqueness of setting healthy trends in schools and communities by updating our music, movements, lessons and games to the most contemporary styles that currently define the culture. **AL** teachers make an impressive appearance, appropriately uniformed in T-shirts and use the latest cartoon characters and media fads to enhance their lessons. In addition we provide a class structure that offers suspenseful cliff hangers each week to attract students' return and participation in the evolving curriculum with culminating events to showcase their progress, such as student performances in local parks or that are linked to You Tube, presentations by guest artists, healthy incentives and supportive awards.

### 3. Organizational Design

Capacity: **Active Learning** staff recruitment and retention is based on 3 main topics: a) program recruitment and hiring process; b) staff retention strategies and c) staff reviews.

a) Program Recruitment and Hiring Process: **Active Learning** has the capacity to recruit and hire staff through local universities and community college partnerships with dance, performing arts, Kinesiology and education departments. As a resource to **AL**, Orange Coast College, CSU, Fullerton & Long Beach, Chapman University, University of California, Irvine and Cypress Community College refer approximately 10-20 students, graduates and interns per semester as potential new hires and volunteers. Colleges also invite **AL** to recruit at seasonal career fairs. Resumes and job descriptions are available to SAUSD upon request.

b) Staff Retention Strategies: All of the staff describe an enjoyment of working with children and express that their job is a positive experience. **Active Learning** has had 85% of recurring staff applying to work in the same position and

100% renewal of re-hire with 40% maintained as active staff at current status, since 2006. Moreover, the majority of our recruitment and retention is from our very own staff which has enlisted 80% rate of new hires since 2006. **AL** teachers are so proud of their job, supporting student achievement and joy through dance; they constantly share any open job opportunities with their peers and colleagues. Moreover, we take pride in supporting our staff with:

- Ongoing trainings and online resources (staff portal on website, custom music, lessons and classroom management strategies)
- Offering academic credit and competitive salaries,
- Providing collaboration with management and direct service staff
- And an office library of equipment and educational tools to encourage creativity in lesson planning strategies.

c) Staff Reviews: Staff expectations and program measurements are continually monitored with varied evaluations and assessments at each site, for student growth and **AL** teacher conduct. **AL** expectations are met by extensively training and supporting staff so they know what is expected of them and what their job responsibilities are before working with students.

Staff Absence and Substitute Policy: In education we connect students to aspects of their culture. Active Learning teachers find rewards in serving the Santa Ana community, which is composed 60% of English learners. The fulfillment of connecting with students on a weekly basis creates a consistent relationship and establishes trust between the student and teacher. Instructor commitment and attendance is strongly enforced to comply with **AL** standards of excellence and expectations. In addition, our strategic placement of multiple instructors per site with assistants and substitute teachers maintain the 20:1 ratio and student's learning environment with consistent lessons. In the event in which a staff member is absent, classes are substituted by **AL** on call staff and Program Coordinator. For successful program implementation, teamwork is emphasized with **AL** staff and school day to work together for effective conflict resolutions. Consistent communication between the Executive Director, Program Coordinator, dance teachers and school day staff will help maintain a collaborative atmosphere both within the school day and with the after school programs.

Professional Development: **AL** teachers attend weekly professional development trainings to review and develop in the following ways:

- Creating and implementing comprehensive lesson plans to strengthen student achievement that are developmentally appropriate and aligned with the K-8 CA Common Core Standards.
- Gain an understanding of and practice hands-on classroom management skills, etiquette and professionalism in the school environment.
- Exposure to varied dance styles, teaching methods and working with other specialists in dance. (team teaching and mentors, master teachers and artists)
- Gain practical experiences that focus on establishing relationships with children and developing guidance and collaboration techniques in facilitating learning.
- Creatively express their talent, skills and passion by mentoring younger generations and by teaching dance as a profession.

**Active Learning** also offers contracted professional development trainings to classroom teachers, program leaders, site directors and parents as requested. By providing in-services for parents, teachers, administrators and more we teach them developmentally appropriate, realistic and simple ways of implementing daily physical activity, fitness and dance into education and exercising at school, work and home!

Communications/Information Dissemination: **Active Learning** program offerings, evaluations and research-based measurements are shared bi-annually with local partners in the community, through meetings, conferences, special events and workshops; posted on **AL** website and social media; provided to SAUSD and Santa Ana agency partnerships. Some community partners that we have worked with are OCDE-After School ASES programs, ONEOC, NuPAC (Nutrition and Physical Activity Coalition of OC), Network for a Healthy CA-OC County of Health Services, KID Healthy, Community Action Partnership of OC, **Active Learning** Advisory Council Members, The Heritage Museum of OC, The City of Santa Ana, Anaheim City USD, Boys and Girls clubs of Santa Ana, Anaheim Achieves, Orange County Head Start, Molina Healthcare-Inland Empire, TheStudioOC-Santa Ana, and many more. **AL's** Social Media Coordinator updates current performance results of program on website and other media outlets such as **Active Learning** Facebook and You Tube.

Evaluation results are shared with local partners, school personnel and parents through journals, performances and newsletters. One of the ways we implement the CA Common Core Standards is by encouraging journal writing and presentations on student's behalf; which are showcased in a culminating event/performance at the end of each semester. Parents, school personnel and community partners are invited to see the results of the program content, which are

physically demonstrated and presented with student produced journals. Bi-annual newsletters are delivered to community partners and school personnel through email to highlight success in achieving CA state mandated PE minutes, ADA increases, English-Language skills and motor and mental skill enrichment. Sites are encouraged to include newsletters with parent letters and announcements.

Volunteers: **Active Learning** has partnerships with local organizations such as ONEOC-volunteer center of OC, varied universities and community colleges in dance, performing arts, social services and education departments. Annual career fairs at the local college and university campuses invite **AL** to recruit potential volunteers and interns. Interns receive semester academic credit and volunteers build personal resumes.

Volunteers are invited to attend the monthly professional development trainings with potential for hire. In addition, they may be required to assist Program Coordinator with basic administrative duties and provide support to the assigned dance teachers on site. Part of the orientation process with **AL**, is for volunteers to shadow and assist master teachers at sites, help manage classes and perform dance choreography.

We also invite teachers and parents to volunteer daily in our programs. Opening up classes in the afterschool program to parents, will give us the opportunity to communicate openly with each other in order to measure and assess the best possible practices for student growth at school, at home and in the community. Furthermore, parents will have a firsthand view on the safety of their children during the program and will also have the opportunity to build trusting relationships based on respect, responsibility and results.

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#### 4. Program Evaluation

**Active Learning's** dance education program strives for continuous improvement. Our evaluation plan is based around the Seven Building Blocks to SAUSD Success, preparing all students to be college and career ready. **AL** program expectations are clear, specific and overt so students know what is being asked of them and their achievements are tangible. Furthermore, after each lesson, unit, semester or year, we make any adjustments to improve student learning experiences. The evaluation plan runs in a series of 6-week daily programs per school year. It contains multiple measures to assess what SAUSD students per each grade level (K-8) know and can do with respect to various dance and fitness genres, aligned with the elements of dance and CA Dance Standards.

**Active Learning** utilizes periodic evaluations to identify program strengths and weaknesses throughout the school year as they are critical for the sustainability of the program, an instrument to inform constant self-improvement and evidence of program outcomes. We administer regular assessments to ensure continuous improvement and measure program effectiveness centered on a detailed plan for evaluation of program activities, staff performance, and student development. These are comprised on five assessment indicators 1) Method of evaluation for staff performance; 2) Method of evaluation for program activities; 3) Method of evaluation for student engagement; 4) Evaluation of students' improvement on academic achievement (based on the CA Dance Standards); and 5) Evaluation findings are used for program improvement.

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##### Clear Focus on Learning:

- **AL Methods 2) 3) 4) & 5)** Evaluation findings are used for program activities, student engagement and achievement with reinforcement of academic achievement in our educational curriculum aligned with the California Dance and Health standards integrated multi-disciplinary subjects with Common Core Standards.
- **Data Sources Used:** both quantitative-rubrics and scales as well as qualitative-surveys on lesson objectives, activities, attitudes, personal interviews, observations and journals.
- **What is Measured:** Rubrics for performance objectives- skills mastered based on standards and scales to measure academic achievement improvement. Survey responses on attitudes-motivation of students behavior to attend, participate and perform, personal interviews-what students enjoy most about class structure, observations- progress in skills and journals-connecting to the CCS, English-language development, literacy and elements of dance.
- **How Used To Determine Success:** Pre and post tests will be administered at the beginning and end of the session as well as daily observations and self reflection journals to be implemented and monitored. May be used with a focus group.

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##### Comprehensive Accountability:

- **AL Methods 1) 2) 3) 4) & 5)** Evaluation for program activities and for staff performance: growth of technical skills in dance, motor, mental and social skills, emotions and cognitive development with respect to movement.
- **Data Sources Used:** both quantitative-rubrics as well as qualitative-surveys on lesson objectives, observations and journals.

- **What is Measured:** Rubrics for skill improvements based on CA Dance Standards; Survey responses on lesson objectives, observations- progress in skills and journals-connecting to the CCS, English-language development, literacy, elements of dance and Health content standards.
- **How Used To Determine Success:** Pre and Post tests will be administered at the beginning and end of the session, as well as weekly surveys, observations and journals to be implemented and monitored on a daily basis. May be used with a focus group.

**Climate:**

- **AL Methods 1), 2) 3)& 5)** Evaluation findings are used for program activities, improvement and for staff performance: Monitor class structure and environment, staff supervision, policy and regulations: *Respect, Responsibility, Results*.
- **Data Sources Used:** both quantitative-rubrics as well as qualitative-surveys on lesson objectives and observations.
- **What is Measured:** Rubrics on after-school safety: 1) Program space that is safe, clean and secure; 2) System is in place that keeps unauthorized people from taking students from the program; and 3) Students are carefully supervised. Survey responses on staff and student attitudes, observations on supervision and space.
- **How Used To Determine Success:** Extensive professional development trainings with an emphasis on classroom management, **AL** policies, student safety, class structure and environment are monitored regularly.

**Capital:**

- **Methods 1), 2) & 5)** Evaluation findings are used for program activities, improvement and for staff performance: Identifies the resources necessary for high quality program outcomes.
- **Data Sources Used:** both quantitative-rubrics as well as qualitative-surveys on supplies necessary for program operation.
- **What is Measured:** Analysis based on program operation including in-direct and direct services, physical supplies (i.e. music, art, equipment/props) and needs assessment on professional development trainings for staff progress, fund allocation-what is most cost effective and strategies to lower costs. Site monitored to verify needs assessment for equipment and staff training.
- **How Used To Determine Success:** Pre and post budget analysis will be conducted at the beginning and end of each 6-week session as well as the school year. We will administer quarterly reports on needs assessment and fund allocation that determine most cost effective strategies for program quality.

**Communication:**

- **Methods 2) 3) 4) & 5)** Evaluation findings are used for program activities, student engagement and achievement.
- **Data Sources Used:** both quantitative-rubrics as well as qualitative-surveys on lesson objectives, activities and observations.
- **What is Measured:** Rubrics for skill improvements based on CA Dance and Health standards. Survey responses on elements of dance and observations- progress in performance skills in technical specialized movement in dance and fitness; progression in fitness levels per grade level: cardiovascular, strength, flexibility and endurance training that focuses on teaching students ways to be active for a lifetime to strengthen a unified message and broaden the awareness of healthier lifestyles for the whole family.
- **How Used To Determine Success:** Pre and post tests will be administered at the beginning and end of the session as well as daily observations to be implemented and monitored.. May be used with a focus group.

**Community and Parent Involvement:**

- **Methods 1), 4) & 5)** Evaluation findings are used for program activities, improvement and for staff performance: Implications of parent and family involvement. Culminating dance performances and family exercise classes will be held to promote togetherness and socialization skills at school sites and through community events. Partnerships with City of Santa Ana, Toyoma Karate Doe, American Cancer Society, SAUSD Parent Conference, Dad's University, Network for a Healthy CA, OC Healthcare Agency, KIDHealthy, CAPOC, as well as stakeholders invited to performances and student performances at community events.
- **Data Sources Used:** both quantitative-rubrics as well as qualitative-surveys on performance objectives and lessons to increase parent-child togetherness in program.
- **What is Measured:** Rubrics for attendance with respect to parent/family involvement. Survey responses from parents' attitudes towards student achievement, physical and emotional wellness and socialization skills.
- **How Used To Determine Success:** Pre and post tests will be administered at the beginning and end of the session, observations to be implemented and monitored on a daily basis. May be used with a focus group. Clear and concise reports will be administered to all stakeholders through quarterly reports, including background

information, all evaluation questions and descriptions, how data was analyzed, findings and conclusion with recommendations.

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**Commitment and Capacity:**

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- **Methods 1), 2) & 5)** Evaluation for staff performance and program activities. Assess number and type of mandated professional development trainings and monitor staff instruction to secure that staff competency is thriving for student success.
- **Data Sources Used:** both quantitative-rubrics as well as qualitative-surveys on staff attitudes and regular self-reflection and employee performance assessments.
- **What is Measured:** Rubrics for skill improvements based on developmentally appropriate activities for students, using CA Dance Standards, regular PBIS trainings, classroom management on safety and supervision, **AL** policies and standards. Survey responses on program, support, performance and professional development trainings and observations to monitor and reward staff success in implementing student-learning environment.
- **How Used To Determine Success:** Pre and post tests will be administered at the beginning and end of each training to measure student-learning outcomes, as well as ongoing observations at site to verify implementation of program goals based on **AL** policies and standards.

**Active Learning's** targeted audience is intended for SAUSD with approximately 60% of students as English learners. Our purpose is to identify students' engagement and achievement in technical motor skill competency and specialized movement in dance, as well as social skill development and joy of participation. This is especially important in documenting program outcomes. Overall satisfaction evaluations are also assessed among staff, students, and families and shared with SAUSD to ensure that expectations and the needs of all program participants are being met. Evaluation findings are consistently reviewed and made readily available in order to examine program progress.

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**5. General Budget Information**

Direct Services 20:1 Adult to Student Ratio	Elementary Based on 774 Students	Middle Based on 112 Students	Direct Services per year
	13 Enrichment Providers per Team of Sites	2 Enrichment Providers per Team of Sites	
Expert Artists in Dance and Fitness Education	134 regular days (4 hours) = 536 hours	137 regular days (4 hours) = 548 hours	177 school days
	43 modified days (5 hours) = 215 hours	40 modified days (5 hours) = 200 hours	5 days per week
	751 hours total	748 hours total	35.4 weeks
	751 hours/35.4 weeks	748 hours/35.4 weeks	\$292687.20 (elementary)
	21.2 hours per week	21.1 hours per week	\$44816.40 (Intermediate)
	\$30/hour x 21.2 hours =\$636/week	\$30/hour x 21.1 = \$633/week	
	\$636 week (35.4 weeks) = \$22514.40	\$633 week (35.4 weeks) = \$22408.20	
	\$22514.40 (13 teachers) = \$292687.20	\$22408.20 (2 teachers) = \$44816.40	
<b>Total Direct Services per year</b>			<b>\$337503.60</b>
In-Direct Services Oversight		Salary	Total Percent
	Executive Director 1.0 FTE per year	\$51394	(10%)
<b>Total In-Direct Services per year</b>			<b>\$51394</b>
Statutory & other Employee Benefits	Description	Cost	Total per year
Payroll taxes	Includes payroll, Social Security, Medical, Federal and State taxes per employee per year.	7.65% federal, 6.55% medical, 12.79% employer	\$91,092.22
Workman's comp. and Insurance		3.33%	\$54,772.58
Fingerprint & TB	per school year for each employee, interns, volunteers	\$54/FP and \$22 TB	\$4,740
<b>Total Statutory &amp; Other Benefits</b>			<b>\$150605</b>



Professional Development	Description	Cost	Total per year
Classroom Management/Child Development Teacher Trainings	160 hours per teacher based on 25 teachers per school year	41 hours (\$12/hour) = \$912 \$492 (15 teachers) =	\$7,380.00
Contracted Services	Specialists/Artists to train staff on curriculum	\$150/expertise choreographers; 3 trainings per school year (3 to 4 hours each)	\$450.00
CPR		\$90 per teacher	\$0
<b>Total Professional Development</b>			<b>\$7830</b>
Supplies & Equipment	Description	Cost	Total per year
General school and art supplies	Journal and Art supplies to correspond with dance curriculum. Includes paper, markers, pencils, glue, notebooks based on 774 elementary students and 112 intermediate per rotation, total 6 rotations per year	886 students per rotation (6 rotation) = 5316 students \$1.12/per child (5316 students) = \$6000.00	\$6,000.00
Object Manipulatives	to correspond with curriculum. Includes scarves, bean bags, hula hoops	\$0.00	\$0.00
Transportation	not applicable	\$0.00	\$0.00
General operating	Music, USB/Aux Cables, Incentives for students; Copies/Print (Evaluations, Surveys, Parent Newsletters, SC and Site communication (i.e. schedules)	5316 students per school year (\$2.25 per child) = \$12000.00	\$12,000.00
<b>Total Supplies &amp; Equipment</b>			<b>\$18000</b>
		<b>Total Direct</b>	<b>\$337,504</b>
		<b>Total In Direct</b>	<b>\$51,394</b>
		<b>Total Statutory &amp; Other Benefits</b>	<b>\$150,605</b>
		<b>Total Professional Development</b>	<b>\$7,830</b>
		<b>Total Supplies &amp; Equipment</b>	<b>\$18,000</b>
		<b>Grand Total per Year</b>	<b>\$565,333</b>

### Costs per Participant per Day

We strive to give students the opportunities to explore self expression, relive pressures of daily life and to learn a lifestyle of health and fitness through dance. Our goal is to maintain dance exercise classes in all schools so students grow with the skills to be fit and healthy for life. In order to make this happen we provide our services at lower costs. Based on 774 children per elementary site the cost per child is \$3.13 per day or \$1.57 per hour and for 112 intermediate students the cost is \$2.37 per day or \$1.19 per hour. We want to help students learn through movement and dance, because it works.

### Adequate Resources Per Site

**Active Learning** uses little or no equipment so that students are sure to succeed. More than 9 years of service with SAUSD is evidence that there is a commitment of adequate resources per site for all participants in the after school program. All we need is space and the students; we will make the rest happen. For almost a decade, we have been serving all sites and continue to make it most convenient so that students have the chance to achieve, have fun and exercise.

The expenditures and spending costs to support program goals are fundamental to this organization. We feature the most current, up-to-date music and media trends as a vehicle to capture students' interests and guide them to what's really important, their health. To master this expertise and exploit pop culture, we devote necessary time in research, customizing and analyzing music and curriculum to make it appropriate and exceed student expectations. Children learn through association and music plays a significant role in sensory influence. Furthermore, our unique object manipulative activities inspire innate imagination and creativity is awakened. Our students learn fundamental physical skills in sports to the rhythm of musical beats, such as basketball hip hop, salsa soccer, kitchen calisthenics and animation station.

**Active Learning** offers many opportunities to provide in-kind services including grants, volunteers, services, and resources. Pending SAUSD approval, **AL's** goal for 2015-2016 school year is to pilot, document and measure student growth in published literature to be used as a model for sustainability and effective dance-fitness education for schools world-wide. Perspective donors highly consider funding our services due to the proven effects our program has on student success. We currently have been approved to provide services within the following categories: academic enrichment, health and wellness, mental health, physical health, PE, dance-performing arts, education, child development and early literacy through 21st Century, Prop 49, Title 1 and discretionary funds. Since Health content standards and nutrition messages with physical activities are integrated in all our lessons, we also apply for funding through the Network for a Healthy CA.

Other in-kind services and resources include but are not limited to: services and resources estimated at \$57,385 that consist of:

- **Annual community events** such as **SAUSD Parent Conference, Dad's University**, and other events highlighting student performances and dance competitions, **Party in the Park**. This FREE event held in Santa Ana each year, brings awareness to local parks and resources and encourages family togetherness in dance and fitness through fun filled activities like Zumba, yoga, field games, and music.
- **Annual visit, tour and presentation to California State University Fullerton**: Each year we are invited to highlight students from one elementary or intermediate school at CSU, Fullerton's conference *Arts at the Center of the 21<sup>st</sup> Century Education*. Families will be chosen from an SAUSD school to come out enjoy a tour of the college campus, enjoy a delicious lunch and perform as the main attraction.
- **Promotional Lunch Assemblies and Professional Dance Performances** at Intermediate schools and special events.
- **Operational, qualified Active Learning staff**- Professionally trained, degreed/certified dancers, choreographers, and experts in their fields as well as interns and volunteers.
- **Comprehensive lessons**- developmentally appropriate for children of various ages that build on each other for a culminating activity at end of program;
- **Dance Recital**- Each site will end with a culminating activity and performance where children will have the opportunity to showcase their hard work and journals.
- **Photography/Video**- Each dance recital is photographed and videotaped and by the end of each session, the site will receive a video footage compiled with pictures and video of the students.
- **Overtime**- help children finalize performances; practice and feel comfortable before recital;

- **Resources-** for site administrators including, lessons, You Tube videos, access to custom music online & much more;
- **Costumes-** Children will have the opportunity to make costumes for dance performances.
- **Travel and planning time-** ED and PC will rotate and manage sites to ensure standards are met.
- **Assessments and evaluations** to measure children's needs and abilities, as well as, outcomes of instruction .Evaluations and research based surveys
- **Guest choreographers**, professional dance crews and performances; (*program is not limited to dance; professional singers and actors also come out for special events*, etc.)
- **Rewards and incentive items** for students: Costumes T-shirts, CD's, hats, DVD's etc.

## 6. Success and Sustainability

Record of Success: **Active Learning** has partnered with a vast number of school districts and Community Based Organizations for over 16 years throughout California. Our programs are currently reaching great success in local school districts that include:

- SAUSD, Anaheim City, Centralia, Ocean View, La Habra City, Capistrano Unified, Huntington Beach Union High, Orange, Irvine, Newport-Mesa, and early childhood programs- Head Start, School Readiness, Kinder-Readiness.

### Santa Ana Community Involvement and Success

#### Parent/Family Success

**Santa Ana High School Dance Programs:** Odalys Sanchez is a former dance student from **Active Learning's** classes in both her elementary (Garfield) and intermediate (Villa) SAUSD schools and is currently a sophomore student at SA High and on the dance team. In partnership with SA High Dance department director, Odalys learned of a job with **Active Learning** and is currently serving as an assistant teacher in our program. She is the second student turned into teacher from our classes. *"I'm living my dream"* says Odalys on March 10, 2015.

**Party in the Park:** We sponsor annual events in the City of Santa Ana. **AL** creates, sponsors, and directs FREE and healthy community events to promote the health and wellness through dance and fitness for the entire family. Santa Ana residents and SAUSD students are thrilled to participate in this annual event. The 2012 Video footage was submitted to Let's Move! Campaign: *communities on the move- video challenge*. SAUSD students still approach us with positive memories from the event.

**KID Healthy-Parent/Teen Mendez Exercise Classes:** Exercise classes held at Mendez Fundamental during evenings lost capacity to retain the instructor and began losing attendance in the scheduled program. **Active Learning** supported KID Healthy, by taking over the program without delay. Bi-lingual instructors were recruited, hired and raised overall attendance for a total of 5 months from 11/2011-4/2012. Classes became so popular, parents brought in pre teens and teens to join.

### 2015 Community Events and In-Kind Services

- April 2015 **SAUSD Dad's University**
- May 2015 Relay for Life, American Cancer Society Santa Ana College, dance warm up
- March 21, 2015 Party in the Park 2 Memorial Park Santa Ana
- March 14, 2015 **21<sup>st</sup> Annual Parent Conference:** Villa Fundamental
- May 1, 2015 **Valley View High:** High School Inc. Health Academy Wellness Conference
- 2015-2016 **SAUSD Wellness Committee** volunteer
- January 24, 2015 Presented CSUF Arts at the Center of the 21<sup>st</sup> Century Education Conference  
Check out the footage of **Monroe** Students Performing: <https://www.youtube.com/watch?v=3adlOtt7yHU>
- 2014-2015 **Toyoma Partnership:** FREE Zumba Classes for SAUSD Families Every Saturday

### Other In-Kind Services

- February 2, 2012 Party in the Park 1 El Salvador Park

Check out the footage of SAUSD families: [https://www.youtube.com/watch?v=NOibB\\_NTSJ8](https://www.youtube.com/watch?v=NOibB_NTSJ8)

- 2013 Donated a 6-weeks Series of Family Dance Classes at SAUSD Taft Elementary funded by Dizzy Feet Grant
- 2011-2012 Donated exercise classes at **Mendez** Fundamental for SAUSD parents and teens
- May, 1 2011 Donated a full day of dance and exercise for **Valley View** High: High School Inc. Health Academy Wellness Conference
- 2010-2011 Donated dance classes for **Century and Valley View** High

#### School Education Success

- 2015 Certificate Of Participation CSUF Arts at the Center of the 21<sup>st</sup> Century Education Conference
- 2014 **National Community Leadership Award** President's Council on Fitness, Sports & Nutrition
- 2013 Certificate of Recognition **SAUSD** After School Programs
- Nominated for **Community Leader of the Year** by UCI.
- 2011 Certificate of Appreciation **SAUSD** Valley View
- 2011 Certificate of Appreciation **SAUSD** High School Inc. Health Academy Wellness
- 2010 Certificate of Participation International Federation of Physical Education Oceania Conference
- 2008 Hip Hop Dance Award Commonwealth Elementary School
- 2006-2007 Appreciation Award for Partnership and Support **SAUSD** After School Education and Safety Program.
- 2006 International Dance and Fitness Award Training of Trainers NFC - NESTA
- 2005 Innovator Of The Year **OCDE CAHPERD**
- 2004 Excellence in Health and Physical Education **SAUSD** Kinder Readiness Program.
  
- **OCDE & CAHPERD:** Working with over 11 OC school districts and after presenting best practices at the CA conference for Health, PE, Recreation and Dance, Hiba Shublak **AL** Executive Director, was honored by the OC Department of Education with an award **Innovator of the Year** in 2005 for methods of using hip hop music as an exercise tool to get students moving and having fun.
- **SAUSD Success:** Since 2003 till present time, **Active Learning** has provided a multitude of dance, physical activities and education in SAUSD. Beginning with early childhood, we taught safe and developmentally appropriate physical education to all Kinder Readiness sites in the district coupled with teacher trainings for sustainability and received an **Award for Excellence in Health and Physical Education**. In 2006, we launched the after school dance education program that started with 9 intermediate sites and received a plaque of **Partnership and Support of SAUSD's After School Education and Safety Program**. With continued success in the middle schools and by popular demand, we've expanded into all 36 elementary schools. In 2009-2010, **AL** donated in-services with Century (2 days) and Valley (1 day/week for 1 school year 2010-2011) High school in dance education and received a **Certificate of Appreciation** for dedication.
- **Commonwealth Elementary:** In 2008, **AL** choreographed, taught and directed a school wide dance performance for grades K-6 and received a Hip Hop Award for appropriate dance education in elementary schools. The PE teacher brought us back every year thereafter, and we were honored with several certificates in dance performance until he retired.
- **Gauer Elementary:** We currently visit the Kinder and 1st grade classrooms annually to provide a grade level seasonal performance and have received certificates of appreciation since 2009.

Stakeholder Feedback Within the past 7 years, **Active Learning** has collected thousands of surveys from its stakeholders, including district and program administration, principals, parents and students. **Active Learning** uses this feedback to inform program development efforts at both the site and organization levels. The data feedback is reflected at staff meetings and used to plan goals that will to continue opportunities for student growth.

**District Liaisons:** Over 91% of District Liaisons have indicated that they are satisfied or strongly satisfied on all of the following indicators: *program organization, safety, alignment with district expectations, professionalism of staff, Innovation, maximizing student learning, managing student behavior and the quality of the academic components integrated into dance.*

**School Principals:** 87% of principals reported that **Active Learning** curriculum and instruction reinforces concepts taught during the school day. Nearly one-third of principals partner with **AL** to provide health reward assemblies for students.

- "Tyler has so much positive energy that rubs off on the children it is awesome. He is professional and fun at the same time. He gets the students active while they are learning"

- *"Allie's been great and she displays great classroom management over the students and keeps them engaged. She forms organized lines and is able to connect with the kids which I am deeply appreciative of. "*

**Parents:** 86% of parents strongly believe that their child is more confident since coming to **Active Learning** classes.

- *"I thought my daughter hated exercise until she took these classes!"*
- *"I am a parent and the principal at Lowell Elementary, and I have been positively impacted by **Active Learning**"*

**Students:** Nearly two-thirds of students report that the program has helped them learn how to do dance, make friends, practice self efficacy and do things they never thought they could. 89% of elementary and middle school students say that the program helps them do better in school, because they feel healthier and look forward to dance after school. 95% of elementary and middle school students say that the program is a safe place for them to be afterschool.

- *"I really like this program. In dance class I feel more confident and my self esteem is higher. I am so glad it came to my school and hope all the kids get to try it! "*
- *"I taught my cousins the moves I learned"*
- *"When we have ideas for a dance she pays attention to us, and that makes me feel better."*
- *"I wish the program was longer because with the steps you learn math, angles and it's fun!"*
- *"Thank you for teaching me dances, because dancing is my dream!"*

Articles of Success: Feature Articles in Newspapers and Magazines: (copies available upon request)

- Orange County Register -4 times
- Costa Mesa Daily Pilot- 3 times
- Japan Fitness News- 1 time
- Orange Coast Magazine-1 time
- Anaheim Tribune-2 times
- Kost 103.5 and KBIG 104- Radio Interview 2005
- Channel 7 ABC Eyewitness news- On behalf of Network for a Healthy CA- Physical Activity 3 times 2005-2008
- Local Orange County channel featuring **Santa Ana School District**, Boys and Girls clubs of Santa Ana and PA- 2005-2009

Sustainability Plan: **AL** focuses on the individuality of the student through its curriculum. We aim for each child to leave our classes academically better equipped, physically more fit and emotionally more connected to himself, family and community. Our goal is to prepare these children to peak as healthy and successful citizens. Our continuous efforts in strengthening our partnership with SAUSD and expanding throughout the district will increase healthy behaviors lifestyles for Santa Ana community.

Some of the partners that **Active Learning** links with Santa Ana to showcase student growth are community based organizations such as Toyoma Karate, the Boys & Girls clubs, YMCA, Delhi-Center. Our continuous efforts in networking and to strengthen the partnerships include support in local health awareness fairs, SAUSD specific events and local conferences. We have recently connected with the Heritage Museum of OC and where we have been operating our monthly Advisory Council meetings. We have also partnered together to plan a special event for summer program and SAUSD students to experience the history of OC through movement and exercise. Children will have the chance to re-enact the Gold Rush, learn square and folk dances of CA natives and Native Americans all while learning about the cultural and natural history of Orange County.

## Conclusion

**Active Learning** lessons engage all aspects of learning: cognitive ("I know"); affective ("I feel"); and psychomotor ("I experience and do"). We believe every child and youth can develop appropriate skills, feel good about his or her body, and relate to others in positive ways. Founded in 1999, **Active Learning's** vision was to incorporate a sanctuary in the school setting, that models healthy behaviors, allowing individuals to recognize their inner strengths and infinite talents with trusted mentors. Since 2006, SAUSD After School Program has supported this vision into fruition. **Active Learning** bestows absolute acknowledgment and the caliber of partnering together. Collectively we continue to increase the capacity of students growth and self efficacy.

**Active Learning's** Founder and Executive Director, Hiba Shublak has read and agrees to comply with the following stipulations listed below and located in RFP:# 15-15. All documents including *Limited Indemnification and Hold Harmless, Insurance, Workman's Compensation, Fingerprinting* are available on request.

- Terms and Conditions
- Failure to Comply with Instructions
- Withdrawal and Question of Proposal
- Protest of Award
- Cost of Proposal Preparation
- Previous Performance
- Competency of Applicant
- Insurance for Selected Provider
- Minimum Insurance/Coverage
- Primary Insurance Endorsement
- Workers Compensation
- Injury and Illness Prevention
- Commercial Automobile Liability
- Survivability
- Joint Interests
- Assignment and Subcontracting
- Excuse for Non-Performance
- Property
- Right to Refuse Entry
- Fingerprinting Requirements

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Hiba Shublak  
Founder/Executive Director  
**Active Learning**

**In response to:** SAUSD RFP #15-15, After School Education & Safety Program Enrichment Partners

**Provider Organization:** Discovery Cube Orange County (DCOC)

**Address:** 2500 North Main Street, Santa Ana, CA 92705

**Contact:** Janet Yamaguchi, Vice President, Education

**Phone:** 714-913-5005

**Email:** [iyamaguchi@discoverycube.org](mailto:iyamaguchi@discoverycube.org)

**Purpose:** Discovery Cube proposes to provide Science, Technology, Engineering, and Math-based enrichment programs for SAUSD afterschool students during the 2015 – 2018 school years. The STEM programs will link with and support SAUSD’s mission and vision to prepare all students to be college and career ready. Discovery Cube’s high quality programming and instructional style within a safe environment, will impart to the students the knowledge, skills, and values to become productive citizens in the 21<sup>st</sup> Century (details are provided within this document).

## **1. Program Design**

Discovery Cube’s proposed STEM-focused enrichment program will include a comprehensive and integrated approach to investigate and learn about not only all fields of science, such as Life Science, Earth Systems Science, and Physical Science (including chemistry), but will incorporate engineering design, practices, and challenges, along with an exploration of technology and math. As an example of some of the intermediate STEM lessons: students will participate in hands-on activities using 3-D models, such as Slinkys and model walls made of wood, bolts, and tongue depressors, in order to understand the basic concept of earthquake waves, including wave anatomy, terminology, behavior, and a wave’s association with energy transfer. Students will (a) conduct hands-on experiments on how to retrofit the model walls during a study of structural integrity, then attempt to knock the walls down, (b) use journals to create their own models and capture their thoughts and reflections, and (c) calculate the lag time from when a primary wave hits to when the secondary waves hit during an earthquake. These STEM-based lessons and others are currently being taught to SAUSD students by Discovery Cube and have been shown to be engaging and effective at imparting interesting, in-depth STEM knowledge and inciting active participation by students.

During the past eight years, Discovery Cube has provided high quality afterschool enrichment programs for students at all 36 SAUSD elementary schools and some intermediate schools whether by direct delivery of programs or indirectly through training of THINK Together program leaders who implemented the afterschool program. These hands-on, inquiry-based, STEM-focused programs align with the California Science Content Standards and support the regular school day policies and curriculum. In addition, the science center has developed over 80 hours of curriculum to ensure that the students do not experience redundancy in their activities as they graduate into subsequent grade levels during afterschool programs.

In addition to teaching afterschool programs to SAUSD students, Discovery Cube has a 23-year history of teaching STEM-focused programs to over 295,000 students per year. Of those students, about 250,000 of them experience programs in their own classrooms during in-school and out-of-school hours. In 2013, Discovery Cube won the National Medal of Service, the Nation’s highest award for a science center, museum, or library due to our

educational programs that positively shape the participants' perception of STEM and help lay a foundation for future interest and achievement in these fields, academically and professionally.

Discovery Cube's STEM-based programs will complement the SAUSD's Afterschool Education and Safety Program utilizing an engaging and strong academic platform providing the students with STEM knowledge and encouragement to pursue these fields of interest while also implementing language-acquisition strategies, teamwork, and positive habits of mind, such as problem-solving, persistence, and creativity. The STEM-focused lessons used during the afterschool program are created by Discovery Cube and have been also used in association with other school districts and individual elementary, intermediate, and high schools in Orange County, Los Angeles County, and the surrounding counties.

Discovery Cube's afterschool enrichment programming will be structured to have a significant impact on the elementary and intermediate students during the 6-week (30-hour) sessions. The hands-on sessions will support inquiry-based learning, science-thinking skills, model-making, and demonstrations of science concepts. The students will learn by doing, including performing experiments, building contraptions, concocting substances, and competing in engineering challenges. Some science topic areas will include: chemistry, astronomy, dynamic earth processes, density and buoyancy, and forces and motion. The program's content will be aligned with the California Science Content Standards and the activities will be age and developmentally appropriate for the students. Student journals will be used in order to capture data, drawings, conclusions, and reflections, while also strengthening language skills. An evaluation system will be implemented to ascertain content knowledge gain and language acquisition.

## **2. Elements of High-quality Programming**

### Linkages to the School Day:

Discovery Cube staff members are well-versed in communicating and cooperating with schools and school personnel, as well as understanding security guidelines, student-safety policies, and the general operation of schools. The staff are also knowledgeable in school restrictions and are flexible (able to adjust easily to new circumstances, changes and use of classroom/program spaces, etc.) in that each science center instructor may teach up to 25,000 students per year at over 130 different school sites in total, so they have had a lot of experience in this area. The science center staff utilize appropriate instructional methodologies and group and materials management techniques.

Curriculum used by Discovery Cube is aligned with the California Science Content Standards, incorporates teaching strategies of Common Core State Standards, and supports the science and engineering principles of Next Generation Science Standards. The STEM-focused afterschool program also utilizes journaling as a format for students to collect data, to diagram concepts, and to reflect on what they have learned. An evaluation process will be performed during the school year in order to assess student content knowledge gain and language acquisition.

### High-quality Staff:

Paul Pooler, Discovery Cube Director of Outreach Programs, would lead and support the Discovery Cube afterschool program, as liaison with the SAUSD administrators, along with Tina Rolewicz, Discovery Cube Education Manager, as instructor trainer and manager and will also lead the evaluation component of the program. Janet Yamaguchi, Vice President, Education, Discovery Cube, will supervise the above mentioned staff and the creation,



implementation, and evaluation of the staff, students, and program. Discovery Cube will use the majority of its current program instructors and will hire other instructors as needed. Many of Discovery Cube's instructors have advanced degrees and/or teaching credentials. Some of the science center staff are bilingual in English and Spanish.

When hiring afterschool instructional staff, the science center requires a minimum of two years of previous teaching in a formal or informal classroom and they must have obtained an associate's (or higher) degree. In addition, weekly professional development classes are provided to the Discovery Cube afterschool instructor staff. They are evaluated on a regular basis, including (a) informal "pop-ins" by program supervisors, (b) formal written evaluations, and (c) videotaped sessions to ensure the high quality of the staff and program.

#### Safe & Appropriate Environment:

Discovery Cube staff is accustomed to the importance of providing safe and appropriate environments for both the guests that visit the Discovery Cube facility and for the students taught during in-school and out-of-school hours, including weeklong summer camp programs taught both at the science center and at our partnering sites, such as the Santa Ana Zoo and the San Joaquin Marsh. The science center instructor staff receive training in this area to ensure that each child is physically and emotionally safe. In addition, the staff are well-versed in the protocol of alerting superiors in the event that there is an issue or concern of which the school or parent needs to be made aware. In addition, if SAUSD wants to provide Discovery Cube with any specific instructions regarding this area, we will be more than happy to integrate this information into our staff training classes. Discovery Cube currently does and will continue to adhere to the required "one adult to twenty students" ratio. The science center has a deep field of substitutes, including our education managers and directors, who are qualified and trained to teach the afterschool program.

#### High-interest Programming:

Attitudinal surveys conducted during previous years with students who participated in the Discovery Cube afterschool programs show that students who once thought that science was boring, difficult to understand, or unattainable, have commented that they enjoy ("love!") science and want to be a scientist when they grow up. We believe that these types of comments are a reflection of the high-interest, hands-on programming that the science center presents and on the instructors that teach the program.

STEM-based curriculum (also detailed earlier in this document) will be comprised of the three fields of science: Physical Sciences, Earth Systems Sciences, and Life Sciences, and will be delivered in a multi-disciplinary format incorporating English Language Arts, math, and scientific and engineering practices. The hands-on lessons will support inquiry-based learning, science-thinking skills, model-making, and demonstrations of science concepts. The students will learn by doing, including performing experiments, building contraptions, concocting substances, and competing in engineering challenges. Some science topic areas include: chemistry, astronomy, dynamic earth processes, water and weather related science, density and buoyancy, forces and motion, Newton's Laws of Motion, ecology, environmental sciences, and the physics of light. The program's content will be aligned with the California Science Content Standards and the activities will be age and developmentally appropriate for the students.

### **3. Organizational Design:**

#### Program Leadership:

Discovery Cube is a large and professional organization with many departments. The Education Department is led by Vice President, Janet Yamaguchi (23 years at Discovery Cube). She serves on the California Department of Education's Next Generation Science Standards (NGSS) Review Panel, Science Expert Panel, and Strategic Implementation Team for California to help usher in the CA NGSS adoption and craft the Middle School course pathways. In addition, Ms. Yamaguchi has developed and taught a course for UCI's "Certification for After School Education," is a member of the Advisory Board for the California STEM Initiative and the OC STEM Learning Ecosystem Initiative, has served on the California Advisory Board for MacMillan/McGraw Hill Publishing Company for elementary school science textbooks, and has written middle school science labs for Holt McDougal Publishing Company. She was a high school science teacher and taught for the Orange County Department of Education before joining Discovery Cube as Vice President.

Paul Pooler, Discovery Cube Director of Outreach Programs, would lead and support the Discovery Cube afterschool program, as liaison with the SAUSD administrators, along with Tina Rolewicz, Discovery Cube Education Manager, as instructor trainer and manager and will also lead the evaluation component of the program. Janet Yamaguchi, Vice President, Education, Discovery Cube, will supervise the above mentioned staff and the creation, implementation, and evaluation of the staff, students, and program.

Mr. Pooler has been working in the education field for the past 22 years, primarily in informal science education. However, he began his education career with the Orange County Department of Education as an Instructor and Site-Coordinator for their Outdoor Science Education program. Later, he joined Science Adventures, a hands-on, after-school/summer camp program and ultimately attained the position of Training Manager, responsible for training more than 300 staff members across the Nation. For the past nine years, Mr. Pooler has been the Director of Outreach Programs at Discovery Cube, overseeing the implementation of STEM curriculum for in-school and out-of-school time. As Director, he has established and maintained partnerships with school districts, community colleges, and universities.

Ms. Rolewicz currently manages the afterschool instructor staff and develops and implements evaluations as a part of the SAUSD afterschool program for Discovery Cube to determine program and staff efficiency and efficacy. She has also taught the Discovery Cube/SAUSD afterschool science classes. Prior to working with the science center, Ms. Rolewicz was Principal of Mission Parish School in San Juan Capistrano, where she led the school to receive the 2009 National Blue Ribbon School Award (one of only two schools in CA to receive this award). Previous to that, she was a middle school science, math, and religion teacher. She has also taught Kindergarten through 6<sup>th</sup> grade other California schools, received her BA in Economics and her MA in Educational Administration.

#### Capacity:

Discovery Cube is a large-scale, professional organization able to hire, train and retain the appropriate number of staff needed to perform the necessary job requirements. In the event that an individual instructor is sick and a substitute is needed, Discovery Cube's Education Department has layers of staff (other instructors, managers, and directors) that are ready, willing, and able to teach.

#### Professional Development:

Weekly professional development classes are provided to the afterschool instructor staff and they are evaluated on a regular basis, multiple times per year, including informal "pop-

ins” by supervisor staff, formal written reviews, and videotaped sessions to ensure the high quality of the staff and program.

As part of our professional development plan, Discovery Cube staff members are coached in communication skills, security guidelines, and student-safety policies. In addition, the staff are trained in the protocol of alerting superiors in the event that there is an issue or concern of which the school or parent needs to be made aware. They also attend weekly sessions that increase their understanding of STEM content, classroom management, and presentation techniques. If at any point SAUSD wanted to provide Discovery Cube with any specific training instructions that they feel our instructor staff are lacking or could benefit from, we will be more than happy to integrate this information into our regular staff training classes.

Discovery Cube staff at the vice president, director, and manager levels also receive professional development opportunities in the form of attending conferences, seminars and participating in webinars, such as are held by OC STEM Network, California STEM Learning Network, OC Department of Education, Association of Science and Technology Centers, California Science Teachers Association, and so forth.

Discovery Cube is also conducting assessments to determine knowledge-gain by the students, thereby assessing the effectiveness of this professional development program. Discovery Cube currently has a doctoral candidate serving as an intern who is leading the statistical review of the afterschool staff and student evaluations. Some of the results that we have seen in the first two of months of the afterschool program are: (a) the majority of the students (K-5<sup>th</sup> grade) are proficient at producing and interpreting graphs that display data; (b) sixty percent of the students (K-5<sup>th</sup> grade) were able to recall exact details, compare similarities, and contrast differences between the animal designs, behaviors, and structures of two unfamiliar animals (puffer fish and squid); an indicator of strong science-thinking skills; (c) almost forty percent of the students (K-5<sup>th</sup> grade) were able to describe what an insulator is in association with electricity and with conserving the thermal energy of animals (i.e, sheep have wool to help them stay warm; heat is transferred from warm to cold areas/items; insulators slow down or do not allow for energy transfer).

In addition, Discovery Cube has a robust professional development program for in-service and pre-service teachers, helping to increase educator proficiency and confidence in teaching science and math, including seminars and courses on the content and practices associated with the Next Generation Science Standards. The science center’s highly effective professional development programs promote teachers’ involvement over a number of years; in some cases, individual teachers have participated in the center’s professional learning programs for over ten years. Each year, Discovery Cube teaches over 400 in-service and pre-service teachers who in turn impact thousands of students during their teaching career.

#### Communication/Information Dissemination:

Discovery Cube proposes to communicate and disseminate information to parents, school personnel, and the School District in a few different ways. Bilingual “Letters Home” would let parents know what their children did during the STEM-focused classes and would include ideas of what activities could be done at home (their child becomes a teacher to their family members). “Letters Home” is a strategy that the science center uses in its summer camp program and is highly successful in informing and engaging the parents.

Invitations to community events, such as Discovery Cube’s annual Rocket Launch, Pumpkin Launch, and free Santa Ana resident admissions day at the science center would give the children the opportunity to share with their parents some of the information and

projects they had designed and tested during their afterschool program, again allowing the student to become the teacher.

To keep the SAUSD informed on the progress of the program, Discovery Cube could provide quarterly reports, reflecting the quantitative and qualitative results of the program. Each quarter, the report would detail the number of students per school, along with information determined from pre/post-tests and an outline of the topics/concepts taught during the quarter. The report would also describe what lessons/activities are planned for the subsequent quarter.

#### Volunteers:

On an annual basis, Discovery Cube has a large core of over 900 long-term and short-term volunteers that are used for a variety of programs and in a variety of different departments, including Education, Marketing, Development, Operations, Exhibits, and Finance. However, we do not anticipate that the science center will be using volunteers in the afterschool program, as this proposed program can be managed and implemented by the Center's paid staff.

### **4. Program Evaluation**

#### The Plan:

As mentioned previously, Discovery Cube could collect and provide information about the progress of the program through quarterly quantitative and qualitative evaluations of the program. With access to roll sheets, Discovery Cube could determine program retention rates. In addition, the science center would administer pre/post-tests during the school year that would help determine knowledge-gain of the students and instructor effectiveness.

Discovery Cube proposes to offer a motivational incentive for students to achieve a high score on the post-tests that we would administer at the end of each content unit. Students who achieve at or above an 87% level of correct responses will be entered into a drawing to win a kid-friendly prize. We believe that if a prize is at stake, not only do the students realize that their focused participation in the program is important, but we have found through trialing this procedure that the students make a greater effort to thoughtfully participate in completing the post-tests.

Students will be engaged in journaling, recording their reflections, data, and concept diagrams in order to deepen and cement their understanding of science content. Science center instructors would also be able to observe the students' journals and gauge the students' level of understanding of content areas.

Discovery Cube instructor staff would be evaluated on a regular basis (a minimum of four times a year) as mentioned in previous sections, to ensure that the program maintains a high quality and the Instructors are teaching so that children learn. Instructor staff evaluations would include informal "pop-ins" by their supervisors, formal written reviews, and videotaped sessions (shared and discussed with the videotaped Instructor).

#### Indicators of Success:

- a. Annual attendance retention rate of 85% of the students in the program
- b. 100% of students increase their knowledge-gain on the post-tests as compared to what was achieved on the pre-tests [Note: pre/post tests will be based on the students' understanding of science content and concepts]

- c. The majority of students achieve a score of 87% or greater correct responses on the post-tests

Feedback:

The evaluation results would be shared with SAUSD on a quarterly basis once pre/post-test results become available; some results would be detailed in an annual report (particularly the annual attendance retention). Evaluation results would be shared with the Discovery Cube instructor staff to ensure that they are aware of how the students they are teaching achieve on the pre/post-tests. This information would also be used by the science center Education administration staff and become instrumental in determining the individual instructors’ effectiveness and provide for a professional development/ improvement plan if necessary. Student- journaling would also be considered a feedback mechanism, since students can reflect on their work, prepare for post-tests and share their knowledge with their parents. Science center instructors can use the students’ journals to gauge the students’ level of understanding of content areas and give individual or class-wide guidance to help correct any misconceptions that may have occurred.

**5. General Budget Information**

Elementary School Program Budget

During each of three school years (2015-16, 2016-17, 2017-18), Discovery Cube proposes to teach afterschool programs at all SAUSD elementary school sites (5-7 schools per each period of 6 weeks) to approximately 774 K-8<sup>th</sup> grade students per day (in groups of approximately 20 students per hour), 5 days per week for a total of six 6-week units. Thirteen Discovery Cube instructor staff would teach 4 hours of programs per day (except 5 hours on Wednesdays) or 21 hours per week.

Elementary School Budget Narrative

The cost per student per day equates to \$3.70. The budget reflects an adequate set of resources in order for the students to have the appropriate amount of supplies necessary to perform high-quality, STEM-based programs, taught by qualified staff. The oversight figures reflect the ability to ensure that students are taught in a way that they will successfully learn, as that funding supports the necessary time to train and evaluate the instructor staff and to maintain strong communication with SAUSD. Indirect service also contains the support staff necessary to organize, prepare, box, and deliver the hands-on science and engineering supply kits. In-kind resources include invitations for the students and their families to Discovery Cube’s special events listed in this proposal, along with any evaluation incentives.

**Budget for Elementary School Sites Per Year**

<b>Budget Items</b>	<b>Rate</b>	<b>Total</b>
Staff (direct service) – Discovery Cube instructors	\$20/hr X 21 hrs per week X 13 instructors X 36 weeks (5 days per week for 36 weeks)	\$196,560.00
Statutory & other employee benefit costs (25%)	\$5/hr X 21 hrs per week X 13 instructors X 36 weeks	\$49,140.00
Supplies & equipment	\$1.50 per student per session (X 774 students X 180 days)	\$208,980.00
Transportation	\$.575 per mile X 12 mile roundtrip	\$8,694.00

	X 7 sites X 180 days	
Professional development		\$0
<b>Subtotal</b>		<b>\$463,374.00</b>
Oversight (indirect service) – also includes evaluations and reporting	11.5% of the above budget items	\$53,288.01
<b>Total for 13 instructors to teach 774 students per day, 5 days per week for 36 weeks</b>		<b>\$516,662.01</b>

*Note: If acceptable, Discovery Cube could invoice the SAUSD \$51,662.00 per month for a total of 10 months (totaling a 36-week program) per each of 3 school years. Invoices would be sent to the District at the end of each month (September through June).*

### Intermediate School Program Budget

During each of three school years (2015-16, 2016-17, 2017-18), Discovery Cube proposes to teach afterschool programs at all SAUSD intermediate school sites (1-3 schools per each period of 6 weeks) to approximately 112 6<sup>th</sup> - 8<sup>th</sup> grade students per day (in groups of approximately 20 students per hour), 5 days per week for a total of six 6-week units. Two Discovery Cube instructor staff would teach 4 hours of programs per day (except 5 hours on Wednesdays) or 21 hours per week.

### Intermediate School Budget Narrative

The cost per student per day equates to \$4.12. The budget reflects an adequate set of resources in order for the students to have the appropriate amount of supplies necessary to perform high-quality, STEM-based programs, taught by qualified staff. Supply cost is slightly higher for the intermediate school program than for the elementary school program, as the intermediate STEM-focused projects will contain a greater amount of robust materials for building and experimenting with engineering challenges. The oversight figures reflect the ability to ensure that students are taught in a way that they will successfully learn, as that funding supports the necessary time to train and evaluate the instructor staff and to maintain strong communication with SAUSD. Indirect service also contains the support staff necessary to organize, prepare, box, and deliver the hands-on science and engineering supply kits. We can complete these indirect services for a lower percent only because we are conducting similar services for the larger elementary school program. In-kind resources include invitations for the students and their families to Discovery Cube's special events listed in this proposal, along with any evaluation incentives.

### Budget for Intermediate School Sites Per Year

<b>Budget Items</b>	<b>Rate</b>	<b>Total</b>
Staff (direct service) – Discovery Cube Instructors	\$20/hr X 21 hrs per week X 2 instructors X 36 days (5 days per week for 36 weeks)	\$30,240.00
Statutory & other employee benefit costs (25%)	\$5/hr X 21 hrs per week X 2 instructors X 36 weeks	\$7,560.00
Supplies & equipment	\$2.00 per student per session X 112 students X 180 days	\$40,320.00
Transportation	\$.575 per mile X 12 mile roundtrip	\$2,484.00

	X 2 sites X 180 days	
Professional development		\$0
<b>Subtotal</b>		<b>\$80,604.00</b>
Oversight (indirect service) – also includes evaluations and reporting	3% of the above budget items (when combined with elementary school program, we are able to conduct this service at a lower %)	\$2,418.12
<b>Total for two instructors to teach 112 students per day, 5 days per week for 36 weeks</b>		<b>\$83,022.12</b>

*Note: If acceptable, Discovery Cube would invoice the SAUSD \$8,302.21 per month for a total of 10 months (totaling an 36-week program) per each of 3 school years. Invoices would be sent to the District at the end of each month (September through June).*

## **6. Success and Sustainability**

### Record of Success

For the past eight years, Discovery Cube has successfully conducted high-quality afterschool programs for SAUSD either as direct delivery with our instructors or indirectly by training THINK Together staff to conduct the program.

For the past four years and currently, Discovery Cube successfully has conducted and is conducting afterschool programs for middle school students in the Ocean View School District for El Viento Foundation. These STEM-based programs serve about 25 students per grade level, span 30 weeks (Sept – May) and are delivered in 1 ½ hour blocks of time. El Viento Foundation is very pleased with the progress of this grade-specific program (grade-specific 5<sup>th</sup> grade through high school level curriculum is presented to each appropriate grade-level) which is also integrated into El Viento Foundation’s long-term plan of providing special STEM-based programming for a specific cluster of students who commit to participate in the afterschool program over the course of ten years – from their fifth grade year through their second year of college!

In addition, Discovery Cube in partnership with THINK Together conducted afterschool programs at the Tustin Unified School District, along with those conducted with the Santa Ana Unified School District. The pilot program with TUSD was successful in building the excitement and confidence level of the frontline staff to conduct STEM-based programming. Also, the science center conducts long-term afterschool programs in Buena Park (GATE students), Anaheim Union High School District, and Anaheim City School District.

Discovery Cube conducts training programs for the Big Brothers and Big Sisters of Orange County in order for the “Bigs” to teach their “Littles” hands-on STEM-based activities.

Also, the science center developed and is conducting a program (now two years old) called Futuros Radiantes; a professional development program for Latino parents of preschoolers. This very successful, free series of bilingual workshops are held at the science center, the Santa Ana Head Start facilities, Santa Ana Library, and at the Westminster School District preschools to teach parents how to prepare their children to succeed in kindergarten and beyond.

For the past four years, Discovery Cube has taught a component of “TEACH Academy” with Santa Ana’s Century High School to help train high school seniors in STEM-focused programs with the ultimate goal of these students becoming our future teacher workforce.

## Sustainability Plan

Since its opening in 1993 at its preview facility in the Crystal Court Mall about 23 years ago, Discovery Cube (formerly Discovery Science Center) has partnered with SAUSD. During those 23 years, thousands of SAUSD students and their teachers have benefitted from free field trips, including bus stipends, free outreach programs, and free professional development programs for their teachers which have included free classroom kits of materials. To give an idea of the scale, last year alone SAUSD teachers and students received over **\$80,740** worth of scholarship programs for **13,326 Santa Ana students**.

Discovery Cube has many agency partners that help support programs that are delivered to the SAUSD at no cost to the District, their schools, students or parents of the students, such as the Municipal Water District of Orange County and City of Santa Ana who fund **\$25,337.50** for **10,135 Santa Ana students** each year in the Ricki the Raindrop assembly-style programs, a K – 5<sup>th</sup> grade-specific water education program (includes student take-home booklets for the students) developed, managed and taught by Discovery Cube

Each year, Orange County Waste and Recycling City agencies fund **\$32,836.92** for **1266 Santa Ana students** to attend a 6<sup>th</sup> grade, resource-focused (reduce-reuse-recycle) assembly-style program (includes take-home booklets and household hazardous waste bins for the students and trash sorting bins for the teachers), professional development classes with kits for the teachers, and field trips to the science center. This program was designed and is taught by Discovery Cube.

Last year, the Samueli Foundation funded **\$13,380** for **918 Santa Ana students** to receive an 8<sup>th</sup> grade Science of Hockey program that teaches about forces and motion and includes professional development for teachers, classroom kits of materials, field trips to the science center and in-school booklets for the students. This program was designed and is taught by Discovery Cube and the accompanying in-school booklets were co-designed by DC and SAUSD staff.

In addition, Discovery Cube hosts a “Free Santa Ana Residents” Day” at Discovery Cube every first Tuesday of the month. Santa Ana families are able to attend the science center for free during these dates with proof of residence. In addition, Santa Ana Unified School District teachers are admitted to the science center for free at all times whether on a field trip or as a visiting guest.

As Discovery Cube continues to grow, so does our partnership with SAUSD. As mentioned previously, during the past eight years, Discovery Cube has provided afterschool programs to SAUSD either by direct delivery or indirectly, through training THINK Together staff to conduct STEM-based programs. Currently Discovery Cube is conducting STEM-based afterschool programs at twenty elementary and intermediate schools.

*Discovery Cube is excited about continuing to partner with SAUSD to ensure that all children are prepared to be college and career ready and that there is a clear focus on results-based learning by all parties involved: the Science Center, the District, the teachers, the students, and their families. We appreciate your consideration of our request to participate as a leader and partner in your after school program.*





# Toyama Karate-Do

“Youth Developing Self-Discipline through Martial Arts and Fitness”

## Proposal

School Years

2015-2016 2016-2017 2017-2018

Santa Ana Unified School District

RFP # 15-15

After-School Program Enrichment Provider

for

After-School Education and Safety Program / 21<sup>st</sup> Century

Community Learning Centers Grant K-8

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# Toyama Karate-Do Organization

After School Program Service Provider for  
SAUSD

## Purpose

Toyama Karate-Do Organization is pleased to submit this proposal to the Santa Ana Unified School District (SAUSD), in an effort to continue as part of the after school program service providers for the up-coming 2015-2016, 2016-2017, and 2017-2018 school year. Our program is a perfect fit as an enrichment providers offering specialized movement through Martial Arts. We understand and value the need of the SAUSD to established merging efforts with local community programs, in order to improve the enrichment program needed for students in a safe and fun environment; such programs that students would have no access due to many reasons.

Toyama Karate-Do was established in Santa Ana in 1991, and continues to be one of the prominent schools in the teachings of Karate in California. Our ongoing 13 year After School Program is called “Youth Developing Self-Discipline through Martial Arts & Fitness” (YDSDMA) it was established in 2000, with the help of a Santa Ana College and the SAUSD by Board members and the Superintendent. **Our mission is to collaborate in the common core efforts, the LCAP, and the seven building blocks for the SAUSD by providing martial arts lessons as a tool to guide student’s energy, motor skills, and mental capacity to learn and understand the importance of confidence, concentration, focus, respect, values, physical fitness, discipline, leadership, nutrition, and safety.** We offer specialized movement which then transfers over to creating great students that will perform better in school because they are ready to learn with no limitations and focus.

We support the After School Program Enrichment Goals and all its efforts such as this one in order for the SAUSD to continue to improve student’s academic achievement, and the opportunity for students to be part of developmental activities in a safe environment. Many studies show that students who are involved in a Structure Physical Activity such as Karate, increases the scores on standardized tests, students concentration, and reduces disruptive behavior, and promotes a better health. These improvements allow for cost-effective strategies to be made by districts to maximize funds. We believe we are a much needed program in our community, which will keep partners like us promoting a positive stage in the life of the students to help them achieve success along with family involvement.

## **1. Program Design**

Our program is far beyond just the simple idea of teaching students to kick and punch; we focus to lead student's energy and knowledge towards understanding and demonstrating discipline, confidence, and educational improvement. This allows academic providers to have students ready to learn by being attentive.

**A. Range:** The range of our program is open for all ages. We will provide Karate to students at Elementary and Jr. High level. Our classes are designed to adapt to the needs of every school, and interest of age group. Karate is a popular way to keep students active and learning skills that will help them educationally. We promote non-violence structure to get their minds working towards a positive result.

**B. Types of Programs:** The types of programs we have are (1) Tiger Karate for K<sup>st</sup>-2<sup>nd</sup>, (2) Eagle Karate for 3<sup>rd</sup>-4<sup>th</sup>-5<sup>th</sup>, and in elementary schools who wish to customize our program. In Intermediate Schools we offer (3) Jr. Karate, Kick Boxing, and Dynamic Martial Arts for all Intermediate Grades.

**C. Number of Students and Schools:** Our program proposal is to serve approximately over 4,500 Elementary students and approximately 615 Jr. High students based on SAUSD numbers provided. Service will be offered throughout 6 week rotations of; such system the SAUSD will run during each school year of this 3 year service proposal. Starting September 2015-June 2016 we will teach all Elementary kids in the after school program based on 6 rotations of 6 weeks in each area which will have approximately an average of 774 students. We will service all Jr. Highs with the same 6 week rotation structure serving approximately 112 students per site.

**D. Program Details:** Students will receive a Karate Class 5 times a week for a total of 30 classes in their 6 week rotation. The classes will be 1 hour long, serving groups of 20 students in each group as some sites which require 2 to 3 consecutive classes. **Additional Service:** Students will be able to attend our local dojo at no cost on Saturdays for FREE training during and after their rotation and also in case of no classes during the Holidays, or non-instruction days to continue their training. Students and their parents will be invited to participate in Out-Door Classes once a month, 4 Karate-Day Camps throughout the year, Tournaments, and Seminars.

**E. Safety and Responsibility:** Students are provided with an Application which serves as a waiver to be part of our program. We make sure parents are aware students will be taking place in our Karate Class and released from other activities to participate. Once a student is on a list he or she will be asked to participate in every session. Once the Instructor arrives and checks in with After School Coordinator, we assume all legal responsibility and liability by providing our General Liability covering every site we teach at. That ends when we return or dismiss students to your staff. On the waiver parents sign there is also a section which ask for the permission to take pictures and video for reporting purposes only. We are also responsible for reporting to you on a monthly report explaining in detail what was accomplished throughout that month.

**F. Class Structure:** All classes will be conducted with the same Teaching Guideline in order to maximize our time with students regardless of group. This guideline is called the Yon (Japanese #4) System, which is a system that is composed of 4 components. (1)Warm-Up, which are exercises that nurture conditioning, resistance, and willpower not to give up. (2)Basics, review of old and new material. (3)Accomplishment, which will always take place as the end of class; this is when students perform what they have learned. (4) Enrichment, activities or hand-outs that tie up with important dates such as Family Day, Walk to School Day, Red Ribbon Week, as well as Martial Arts Material for better discipline, confidence etc.

**G. Class Principles:** Our program will expose and teach students how to demonstrate the following principles throughout specialized movement in martial arts: (1)**Concentration & Focus**; creating positive habits that will help students become better in school, home, and everyday activities. (2)**Respect & Values**; improving their self-conscience, which will make a positive change in the way students respect themselves and others. (3)**Confidence**; preparing students physically and mentally secure to execute any given task. (4)**Physical Fitness**; enhancing their body strength, endurance, and motor skills needed in order to perform well in any activity. (5)**Discipline**; having them set commitments to carry out directions and completing tasks, making it harder to accept failure. (6)**Leadership**; showing them they are always in control to make positive choices without following others actions. (7)**Nutrition**, helping them understand the positive outcomes as a result of a healthy life style and eating habits. (8)**Safety & Self-Defense**; showing them to be aware of the surroundings and prepared to stay away from possible dangers.

**H. Class Expectations:** Throughout every class in our program students will be asked to follow instructions in order to have them understand and demonstrate respect, discipline, and self-confidence. We will teach them to answer “Yes Sir”, “Hai” or “Yes Sensei” when instructors ask a question or give a command. As a form of respect for the location we train in, students will be asked to have a “Shoe Line Up” in order for them to practice good conduct and responsibility. There will also be “Class Line Up” to ensure that there is order and safety for training.

**I. Class Enrichment Approach:** Students will participate in activities and hand-outs during class and at home as part of our enrichment approach. The goal is to promote Literature, Parent Involvement, Academics, Drug and Alcohol Prevention, and the importance of being confident to avoid being a Bully or being Bullied. Here are some of the Examples: (1)Toyama Karate-Do History Hand-Out- This is a packet that is read in class to let students know a little more about Toyama Karate-Do. Serves as a tool for Instructors to share their story of how Karate has helped them become great leaders, as well as inspire students. This activity promotes Role Models and leading by example. Instructors read the material for the first 2 weeks of school in order for students to be more familiar with our program. (2)Family Day Hand-Out- A National Movement that promotes a Family Night in which students and parents sit down and discuss the importance of staying Drug and Alcohol Free. This activity promotes Parent Involvement because it is a hand-out we created for students and parents to fill out and encourage students to have dinner with the Family

that night. We award 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place winners at each school for the best work from students once it is returned and read by Instructors. (3)New Student Survey-Students are given a survey. This helps us understand what students expect from us and why they decided to be part of the program. This activity promotes personality and individualism. It is important to us because we want to keep students involved and in the after school program in order to prevent dangers at home or in the streets because the lack of no parent supervision after school. (4)El Dia De Los Muertos / The Day of the Dead (Halloween)- This is an English Literature Activity explaining the history and the meaning behind the Hispanic “Dia de los Muertos” Culture. This promotes Literature and Culture. The Instructors direct the reading during the first 15 minutes of class. Students are then asked to take home the material to share with parents. (5)Thanksgiving Turkey Hand Out- This is a fun activity that is geared for students to express what they are thankful for. Students get a chance to take home their Turkey drawing and bring it back the next day colored and with their top choices on what they were thankful for. This activity promotes values and appreciation for everything students have and receive. (6)Just Be Safe Rules Hand-Out- A fun and simple list of rules for students to follow in order to be safe at all times. This activity promotes safety and awareness. Students go over the list with the Instructors and are asked questions in regards to several different examples of when to put the rules in action. (7)Black Belt Academy Packet Hand-Outs- This activity packet is geared to help students understand the Martial Arts Principles, and when they should be demonstrated. Instructors spend a few minutes once a week for the entire school year program going over the material. The hand-outs give different exercises in which students have to analyze and response to the questions. This activity promotes team effort and literature because students have to use their reading skills and retention.

**J. Student and Family Attraction:** Because of the community already aware of our on going 13 year Karate Program as part of the SAUSD, we can always predict a 98% guaranteed enrollment within the first few weeks because of returning studentS. The other 2% to attract new students is never a challenge because the main reason why Karate is always a demand in any District is the cost. Karate is a very popular physical activity that many parents seek for their children as well as students. Unfortunately they sometimes never get a chance to get involved because of the high fees of most local studios such as \$150 and a few topping \$225 a month per child. This makes our program a perfect fit as one of the enrichment programs for the students in the SAUSD. Throughout specialized movement in martial arts they will gain a mental and physical strength which will create a positive impact in their life and education.

**K. Student Retention:** As far as retention our strategy has a great track record with 99% retention. Our program will not have any problem having retention by students and parents as asked in the proposal. Our Karate After School Program is designed to offer high quality teachings just like any other well recognized studio. We have the ability and experience to provide a dynamic fun approach towards teaching karate and meeting educational requirements while doing so. We use new trends such as Xtreme Karate, Flashy Routines, and Crossfit Karate workouts that always have the students engaged and learning. With that approach we incorporate our Traditional Karate System which teaches the principles of Martial Arts.

**L. Organizational Structure:** Our organizational structure is designed to assist in any efforts that are being worked on by after-school program. This will allow the communication between District and us in order to maintain a high level of performance. We will provide the following: Director, Coordinator, Teaching (Karate) Advisor, Supervisor, and Instructors. The Program Director will be responsible for providing elements to staff in order for the entire program operation to be efficient. Director will also take part of any District requirements or meeting in the best interest of the After School Program. The Coordinator will manage the day-to-day operations such as schedules, times, and attendance as a whole. The Teaching Advisor is the person who will coordinate what lesson plan throughout karate will be executed. Such duties involve preparing techniques and drills which are to be taught to students. The Supervisor will oversee and keep record of Instructor performance and also student evaluations. Duties will involve communicating with After School Program Staff regarding issues or concerns to make sure both parties are in collaboration. The Instructors responsibility is to teach class and follow guideline on lesson plan, take attendance, and prepare students towards better individuals.

## **2. Elements of High-Quality Programming**

**A. Linkages to the School Day:** Our program is committed to provide teachings and efforts connected to the regular school day. One example is when there is Testing, we make sure that our classes are geared to distress students and pump them up with positive feedback in their training so they feel confident and ready to take on the next day of testing. When there are special events such as Red Ribbon Week, Back to School Night, Open House, Spirit Week, and many more, we gear our classes based on a supporting tool to help the goal of the school and after school program direction. This can only be accomplished with the communication between our Instructors, Supervisor, Teaching Advisor, Coordinator, and your Staff to keep us informed as to what they need us to cover. Communication will play an important part in order to have student in the program released from any other activity once the Karate Instructor arrives to the school and checks in with coordinator or staff member. Since we are a service provider that will arrive after snack or announcements are over, we plan to make sure coordinator is aware of our schedule and arrival. Communication between Instructor and Staff will be essential because if another activity does not allow for Karate, we will have to re-schedule or work with each other towards a different time. When it comes to space, we always petition for an indoor open space.

Communication plays a big role in this, because sometimes these multiple purpose rooms are sometimes not available for our training which requires our Instructor and Coordinator to adapt and be creative in order to find another location or teach outside in the field. We are also aware that there are also rules and expectations from the students involved in the After School Program. We plan to offer a support system to the Staff by making sure we up-hold students to keep the same rules and expectations prior, during, and after class. We will make ourselves available to take over occasional students or groups who need extra discipline and guidance to help the school program. Our curriculum will be such as described on our Program Design on Section 1. We will provide leadership support by having Instructors take charge of their group when at sites. Students will be asked to follow directions and encouraged to work out. We can serve as Role Models or rewards to those groups of students who deserve an incentive. Leadership is what we will bring to the Karate class in order for students to follow directions not just in Karate but also in their classrooms and promote good behavior to their peers. Our methods for instruction are very unique in a sense that we are always innovating new moves and new drills that test and engage students. By using positive feedback methods when students do well, students will grow as individuals.

**B. High-Quality Staff:** We offer some of the best Instructors to teach the students in the program. Our Instructors are all Black Belts recruited from within Toyama Karate-Do to ensure quality teaching. Our proposal is to serve as Service Providers in order to offer Martial Arts as a tool to meet Educational Enrichment needs. The standards for Instructors and staff we hire have been set for years and up-hold the (NCLB). This allows us to offer a competent program for students to receive great benefits. Our standards/requirements are the following: (1) Instructors must have a High School Diploma and be an Active Student or Graduate of an accredited University, Vocational School, or College. (2) 18 years of age or older. (3) They must be Black Belt Graduate from our studio with no less than 6 months of active (un-interrupted) training prior to hire. (4) 100 Hours of Teaching Experience completed as a Black Belt 3 months before hire. (6) Must be an active student under Toyama Karate-Do. Our retention of Instructors is 98% success rate, Karate Instructors receive training 3 times a week at our dojo to ensure their skills and competition level is at high standards. They are up-to-date with new trends and skillful in Traditional Karate because we encourage them to form part of seminars and competitions. Our Instructors are great at working with kids and experienced in working with program expectations. Instructors hired through our program have experience in teaching students from all walks of life, administrating attendance, and tracking performance. We offer qualified instructor who are examples of higher education. Once again our instructors are required to be enrolled in a accredited University, College, or Vocational School unless already Graduated.

**C. Safe and Appropriate Environment:** Our program offers a safe environment to the students we fingerprint all of our Instructors and promote Role Model behavior at sites and in daily life. As far as the location we make sure that possible hazards can be avoided by removing tables and chairs in order to have a safe open space. Students are not allowed to wonder or walk around while under our supervision. Students are always motivated to try their best even if their best is

not as good as others. We make sure students are emotionally safe, by not exposing the students to perform, or signaling them to take up on a task we know needs work. Our purpose is to help them gain confidence and feel safe. In the event of any dangers students are shown to go by emergency guidelines given to us by school or after school program staff. During class, Instructors do not instruct from only one place in the room, they walk around and observe for any students who need help or assistance to avoid injuries. Although Karate is a physical sport we promote self-control and do not engage in full-contact fighting. In the event of an emergency we always contact a staff member right away. Our 20:1 ratio allows for students to learn faster and perform better in school. Although the group is small we encourage students from time to time for individual training of a routine to test their retention and accuracy. Our classes are also kept in order to provide precautions in a safe environment which is asked of us by insurance.

**D. High-Interest Programming:** All of our classes maintain students physically active and engaged regardless of age or grade level. Our Karate teachings are the same because studies show that students who are engaging in mixed groups rather than by level, perform better and as a result become more confident in classrooms. It allows returning (advanced) students to serve as guides for new students (beginners). This gives the advanced students a sense of pride and leadership, yet as at the same time the positive pressure to take initiative and perform better to maintain being a leader by helping others. Mixed classes also give the beginners the positive desire not to give up and seek same level of performance as advanced students. Together both groups balance each other out and help one another to reach better results in grades in school as well as in their training. By doing these mixed classes we are not limited to teaching new material to advanced students. Instructors are capable to incorporate material that both advanced and beginners will understand and execute. The only developmental difference is in their motor skills, conditioning, retention, and moves. But the developmental stages that stay the same is the increase in attention, focus, confidence, and performance in the classroom.

### **3. Organizational Design**

**A. Program Leadership:** Our program provides a Coordinator, Teaching Advisor, and a Supervisor to ensure Instructors are prepared and efficient. The requirements are the following: (1) Must be able to carry out the direction of the program on a day-to-day operation. (2) Experience in working as a Martial Arts Instructor with a minimum of 2 years experience for Supervisor, 4 for Coordinator and, 6 Teaching Advisor. (3) High School Diploma and be an Active Student or Graduate of an accredited University, Vocational School, or College. (4) 18 years of age or older for Coordinator and Supervisor, and 25 and older for Teaching Advisor. (5) Minimum 1<sup>st</sup> Degree Black Belt for Supervisor, 4<sup>th</sup> Degree for Coordinator, 6<sup>th</sup> Degree for Teaching Advisor. (6) Coordinator and Teaching Advisor must be Certified Martial Arts Instructor by World Professional Black Belt Martial Arts Organization. (7) The Teaching Advisor must have experience in Testing and evaluation Karate.



**B. Capacity:** We have a 98% retention in our group of Instructors because we encourage them to further their education and training. We have a capacity to hire 2-5 new Instructors every year because we graduate anywhere from 5-15 Black belts per year. Many who at that point begin their training to one day be considered to be part of the After School Program. In the event of a After School Assigned Instructor being absent we first get a substitute Instructor already in the program to cover the class. We then contact Coordinator of the After School program to inform them of the change for the day.

**C. Professional Development:** Our program is always seeking continued education for our employees. We provide them with opportunities to be part of work-shops, seminars, and trainings by other outside agencies such as: Orange County Department of Education, Santa Ana College, National Association of Professional Martial Arts Instructors, etc. Instructors are in a special Training every two weeks called "Instructor College" which is a training every two weeks were we train them in house to come up with new methods and re-enforce old ones. The also have to be part of their regular 3 times a week class to be able to continue teaching for the program. Instructor will also be asked to participate in any training given by the SAUSD.

**D. Communication/Information Dissemination:** We provide our own flyers and information sheets given to the students and their parents. Prior to sending them we always seek approval from After School Staff Directors and provide a copy to After School Program Staff to make sure they are aware. Communicating important dates and times to our extra-curricular events to parents and students is important to us. We also follow up with some of our Instructors making phone calls to recognize great work and also to inform parents when there is a concern. Our method to communicate our program details will be through constant communication with newsletters and reports provided to every site. The community at large is also kept informed by presenting informational reports to the School Board as to how the program is doing. We host an a open-house at Toyama Main Studio in which parents are part of a meeting and informed of program success and important dates. We provide mentoring for parents and various Karate Day Camps for the students in the program. Several organizations with areas of expertise in education assist by giving workshops.

**E. Volunteers:** We value the time of those who want to help. We recruit our Jr. Black Belts to come and assist in the implementation of our program. We also encourage parents to take part of their child's training by coming to a class and assist in the holding of punching bags or setting up materials. We are always open to volunteers and plan to promote more volunteers to be part of our program. It allows for students to take the most out of every class.

#### **4. Program Evaluation**

Evaluations are also a great piece of how our program is able to record data and track their improvement, performance, and educational enrichment. We have developed evaluation hand-outs such as: Student Profile Evaluation, Student Survey, and the I Feel Better Evaluation. The Evaluations are a very important part of how our system works. We also ask parents for copy of

report cards and track how they are improving or what area we need to help them with by distressing their mind and helping them become more efficient at the skills needed in that subject. Here is an example: If math is a challenging subject we focus to teach and guide students how to coordinate and retain drills which exercise their mind, piece things together, and follow a step by step approach.

We also make this information available to the parents and the school by providing reports and statistics to staff members in order to stay informed of students progress. All the information will be open to public in order to be transparent in our program.

We have always presented to the SAUSD board and will continue to do so in order to maintain a high caliber program.

### **5. General Budget Information**

The proposed budget will cover the cost of Toyama Karate-Do for services rendered for 10 months as a Service Provider specializing in Enrichment throughout Specialized Movement. Our After School Program cost is 68% less of its value, and 75% less than other Karate After School Programs at Private Studios. Our services will include: Karate After School program for up to 774 Elementary students and up to 112 Jr. High Students in 6 rotations of 6 weeks each throughout each of the school years. Toyama agrees to teach 5 times a week and have Instructors work 4 hours Mondays, Tuesdays, Thursdays, Fridays, and 5 hours on Wednesdays. Toyama is responsible for the following expenses upon proposed budget approval: (1) Payroll of Instructors, Supervisors, Coordinators, Advisors, and Director. (2) Training of Instructors (3) General Liability Insurance. (4) Materials such as gear and equipment for training. (5) Office Materials and communication such as copies and flyers. (6) Instructor apparel

**A. Example of Normal Cost Per Student in Karate:** Regular fees for a service such as the one in this proposal, has a valued cost per child of \$10 each hour, which represents \$50 a week = \$300 a 6 week rotation.

**B. Our proposed cost for SAUSD will be substantially less because of our efforts to reach out to the community and assist district goals for the enrichment portion of the After School Program.** Our mission is to use Dynamic Martial Arts as a tool for enrichment in order to help student maximize their potential academically. The cost per child is \$3 for each hour of class, which represents \$15 a week = \$90 a 6 week rotation.

- **Explanation of Regular Karate Fees**

- **Normal Cost Elementary Schools (1 Student)**

1 Hour Class/Per Day	\$	10.00
5 Classes / 1 Week	\$	50.00
Cost Per Child 1 Rotation	\$	300.00
<b>Cost for up to 774 Students 6 rotations of 6 weeks</b>		<b>\$1,393,200.00</b>

- **Normal Cost Jr. Highs Schools (1 Student)**

1 Hour Class/Per Day	\$	10.00
5 Classes / 1 Week	\$	50.00
Cost Per Child 1 Rotation	\$	300.00
<b>Cost for up to 112 Students 6 rotations of 6 weeks</b>	\$	<b>201,600.00</b>

- **TOTAL DIRECT (REGULAR) COST FOR SERVICE** **\$1,594,800.00**

**C. Proposed Cost Break Down to SAUSD for the same service 2015-2016**

**(District Commitment):**

**Elementary**

- 1 Hour Class/Per Day / Per Student \$ 3.00
- 5 Classes / 1 Week / Per Student \$ 15.00
- 1 Rotation of 6 weeks / Per Student \$ 90.00
- 1 Rotations of 6 weeks / up to 774 Elementary Students \$ 69,660.00
- 6 Rotations of 6 weeks / up to 774 Elementary Students \$ 417,960.00

**Total Cost for Elementary for 2015-2016** **\$417,960.00**

**Jr. High School**

- 1 Hour Class/Per Day / Per Student \$ 3.00
  
- 5 Classes / 1 Week / Per Student \$ 15.00
  
- 1 Rotation of 6 weeks / Per Student \$ 90.00
  
- 1 Rotations of 6 weeks / up to 112 Jr. High Students \$ 10,080.00
  
- 6 Rotations of 6 weeks / up to 112 Jr. High Students \$ 60,480.00

**Total Cost for Jr. High for 2015-2016 \$ 60,480.00**

**D. Total Cost to SAUSD for 2015-2016 \$ 478,440.00**

- **Elementary \$ 417,960.00**
- **Jr High \$ 60,480.00**

**\*Budget Breakdown**

- **Staff ( In compliance with contract) \$ 464,800.00**
  - Staff ( In compliance with contract)
  - Director, Coordinator, Instructors  
(15 Instructors + 1 Permanent backup Instructor)
- **Statutory and other employee benefit cost \$ 10,500.00**
- **Supplies and Equipment \$ 3,140.00**

**D. In-Kind Resources Provided:** The value cost of our program to provide a service to all the kids in the after school program k-8 at all 46 schools (Elementary & Jr. High) is **\$1,594,800.00.00** in which we are committed to helping the community by giving the SAUSD an “in-kind” donation discount of **\$1,116,360.00** towards the cost of the 2015-2016 program. **Leaving a total cost to the SAUSD of \$478,440.00.**

**E. Total Cost forecast for the same service 2016-2017**

<b>Total Cost SAUSD 2016-2017</b>	<b>\$ 518,310.00</b>
○ <b>Elementary Budget</b>	<b>\$ 452,790.00 at \$3.25 a class per student</b>
○ <b>Jr High Budget</b>	<b>\$ 65,520.00 at \$3.25 a class per student</b>

**F. Total Cost forecast for the same service 2017-2018 (Status Quo)**

<b>Total Cost SAUSD 2016-2017</b>	<b>\$ 518,310.00</b>
○ <b>Elementary Budget</b>	<b>\$ 452,790.00 at \$3.25 a class per student</b>
○ <b>Jr High Budget</b>	<b>\$ 65,520.00 at \$3.25 a class per student</b>

**G. Commitment and Adequate Resources:** Our commitment towards SAUSD is to provide our area of expertise to facilitate the educational enrichment needed for the students in the district. We have the resources to meet the requirements of providing a program at each of the sites requested, and to maintain a transparent program that provides what it is contracted for. Our program is willing to negotiate alternatives, new ideas, and implement our services as needed. Our commitment to the community is far beyond just a contract, we want to empower and inspire the students we serve to pay attention to the Teachers, and Staff who guide their Academic Goals.

**6. Success and Sustainability**

**A. Record of Success:** This is will be our 14<sup>th</sup> consecutive year providing our Karate Program to the SAUSD as Enrichment Providers offering Specialized Movement through Dynamic Martial Arts. We have taught an average of 645 students per year up to 2014 and now over 3500 per year as of 2015, and have had a daily attendance of approximately 96%. We are the most seked enrichment activities selected by administrators, teachers, staff and most important students during enrichment time; and our program will have completed 213,640 Healthy Hours of training once the 2014-2015 after school program is done. The students in the program or who have been exposed to our program show more discipline, confidence, and focus which has lead them to better grades and better conduct.

We have always maintained a great relationship with District in order to provide a program that always meets guidelines and collaborates with the mission to help students achieve Academic Achievement. Our program has been a stepping stone for many great students who started in the After School Program and continued. Some examples are (1) Eileen Macias, Segerstrom High School Alumni Class of 2012, attending UC San Francisco on a Scholarship for her GPA and volunteer hours as a Jr. Black Belt in our program. (2) Noemi Urquiza, Godinez High School Alumni Class of 2013, Attending Harvard University on a Scholarship and part of the Taekwondo Team(3) Julissa Mendoza, Saddleback High School Alumni, Class of 2014 attending Concordia University and part of the Young Senators program as well as a Jr. Black Belt. They all started in the after school programs.

We have great relationships with many organizations and institutions that we have worked with and still maintain a great partnership. Santa Ana Parks and Recreation, Tustin Parks and Recreation, Orange County Educational Arts Academy (OCEA), Orange County Therapeutic Arts Center (OCTAC), California Youth Soccer League, Los Amigos of Orange County, Youth Motivational Task Force, Santa Ana Public Library, Mary's Shelters in Tustin, 20 Santa Ana District Schools as Official Partners, Mothers Against Drunk Driving (MADD), The National Center on Addiction and Substance Abuse at Columbia University,

**B. Sustainability Plan:** Toyama will continue to offer its unique Dynamic Karate program in order to promote a specialized movement activity that will teach values and principles to students at the same time. Toyama will also be available whenever the SAUSD is in need of educational enrichment support far beyond just teaching Karate at the proposed sites. The communication between our program and District will be a key element to the ongoing partnership established.

**C. References:** The following individuals have expressed an interest to support and serve as a reference towards our proposal. Detailed information can be provided upon request.

Senator, Mimi Walters - Former Senator Lou Correa - City of Santa Ana Mayor, Miguel Pulido - City of Santa Ana Councilwoman, Michelle Martinez - City of Santa Ana Councilman, Roman Reyna - Santa Ana Parks and Recreation, Jeannie Jurado - President of Los Amigos de Orange County, Dr. Jose Moreno - Santa Ana Public Library, Silvia Cisneros - Mothers Against Drunk Driving (MADD), Belem Solis – District 4 PTA, Helen Martinez.

**End Notes:** Toyama Karate-Do Organization is submitting this proposal to the Santa Ana Unified School District (SAUSD) for the up-coming 2015-2016 school year followed by 2 consecutive years after that for the 2016-2017 and 2017-2018, in an effort to continue on-going service which has had great results and cost effectiveness as a providers since 2000.



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Rodolfo Cazales, Owner/Chief Instructor



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Araceli Cazales/Director

“Youth Developing Self Discipline Through Martial Arts”

**PROPOSAL  
SANTA ANA UNIFIED SCHOOL DISTRICT  
RFP 15-15  
AFTER SCHOOL EDUCATION & SAFETY PROGRAM  
ENRICHMENT PARTNERS**

*José Hernández*  
*Mariachi Academy*

**Provided By**

**MARIACHI  
HERITAGE SOCIETY**

**[mariachiheritagesociety.com](http://mariachiheritagesociety.com)**



**Submitted: March 23, 2015**



# Mariachi Heritage Society

*Dedicada a la herencia musical de Mexico*

March 23, 2015

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Santa Ana Unified School District  
ATTN: Purchasing Dept. Director, Jonathan Geiszler  
1601 E. Chestnut Avenue  
Santa Ana, CA 92701

RE: RFP # 15-15

Dear Mr. Geiszler:

On behalf of the Mariachi Heritage Society (MHS), a 501(c)(3) nonprofit agency, it is my pleasure to present our Proposal for *After-School Program Enrichment for After-School Education and Safety Program/21<sup>st</sup> Century Community Learning Centers Grant*.

Our founder and chair, Maestro José Hernández, Grammy nominated mariachi performing artist, foresaw that the future of this vibrant performance genre lies in the hands of our precious youth. In 1991, he established the Society to provide a forum for young people to experience the joy of playing mariachi music and experience the value it can bring to developing their understanding of music in relation to history and culture.

Under the supervision of Maestro Hernández, the Mariachi Heritage Society continues to provide quality instruction in violin, guitar, trumpet, vihuela, guitarrón, and voice. Through this partnership, we would bring this same level of training to the students who would choose to participate in the Intermediate Level After-School Program.

MHS is eager to offer a program that is aligned with the artistic processes that encompass the skills, knowledge and abilities articulated in the *Visual and Performing Arts Content Standards for California Public Schools* and delivered through a team of professionals with proven experience in district and community mariachi programs.

This cover letter acknowledges our understanding of the information provided in RFP # 15-15 as well as our agreement with the stated requirements including the expectation that the program link and support the SAUSD mission and vision as well as align with the district's three main LCAP goals. It also constitutes our willingness to provide the requested services subject to the articulated terms and conditions.

MHS is also flexible in our approach and we are willing to work with the SAUSD to further refine our model to better match the program goals. In the proposal that follows, MHS has identified factors crucial to the success of this initiative.

Thank you for your consideration and for the opportunity to participate.

Regards,

  
Teresa Hernandez

626.279.1700  
10926 Rush St. Suite C  
South El Monte, CA 91733



*José Hernandez Mariachi Academy*  
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## INTRODUCTION:

The *José Hernández Mariachi Academy* is built on the four (4) pillars that are the hallmarks of the Learning and Innovations Skills of the 21<sup>st</sup> Century Student Outcomes and Support Systems – Critical Thinking, Communication, Collaboration and Creativity. The Mariachi Heritage Society, a 501(c)(3) nonprofit agency, and provider of the *Academy* program, operates with the understanding that mariachi music is the bridge to instill the identity of a harmonious heritage within our children. Because of programs like the one described in this Proposal, the beauty of our heritage will be celebrated and perpetuated.

The *Academy* not only engages its participants, but the families of the students, the school staff and the community as well through its performance-based approach to learning. This program supports music literacy in that it reinforces the same key concepts, skills, and values taught in similar, more traditional, performance-based music courses (e.g. band, orchestra, choir). It will be made accessible to any student who has the interest and desire to participate. The section on the Elements of High Quality Programming below details how the *Academy* curriculum is aligned with the *Visual and Performing Arts Content Standards for California Public Schools*<sup>1</sup>.

## QUALIFICATION:

a. The Mariachi Heritage Society (MHS) was founded by performing artist, José Hernández, director of the world-renowned Mariachi Sol de Mexico®. (See Appendix A.1.) Teresa Hernández, MHS Board Member and authorized representative of this agency and the *José Hernández Mariachi Academy*, is submitting this Proposal. (See Appendix A.2.)

b. The MHS has been in existence since 1991, and has no conflict of interest with any other work performed for the Santa Ana Unified School District.

c. The MHS provides high-quality instruction in violin, guitar, trumpet, vihuela, guitarrón, and voice. In addition to providing instruction to students ages 7 to 18, MHS creates culturally enriching performance experiences throughout Los Angeles County. MHS has worked with numerous districts to provide training in this art form so that students may be able to perform in the authentic, traditional mariachi style. Some of those districts include:

- Anaheim Unified School District
- Bellflower Catholic High School
- Compton Unified School District
- Lakewood Unified School District
- Los Angeles Unified School District
- Pasadena Unified School District

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1. *Visual and Performing Arts Content Standards for California Public Schools*, © 2001 by the California Department of Education. All rights reserved.

In a letter of appreciation to MSH, Juan Reyes, principal of LAUSD's Magnolia Avenue Elementary School, wrote:

This program is important not only because students learn music, but because they also learn Spanish language skills, good study habits, teamwork, and self-discipline. Equally important is the appreciation of their heritage students acquire by learning to play Mariachi music.

We will continue to provide these important services to the students at Magnolia Avenue Elementary School. (See Appendix B.)

d. Many of the students who have started in the MHS programs have gone on to become professional performers but we take the most amount of pride in seeing how the vast majority of past students continue to play as amateurs simply because their lives are significantly enhanced by the experiences that come with live music-making.

#### 1. PROGRAM DESIGN: *Arts and Culture*

A. In addition to focusing on the performance skills articulated in the *Visual and Performing Arts Content Standards for California Public Schools*,<sup>2</sup> the *José Hernández Mariachi Academy* curriculum provides students with an exceptional introductory educational experience that expands their cultural awareness and promotes a lifelong appreciation for music and music-making. Participants will be introduced to music of the mariachi genre through the singing of traditional songs and the playing of instruments inherent to the mariachi ensemble. Those instruments include violin, trumpet, guitar, vihuela and guitarrón.

B. There are countless research-based studies indicating that music-making has a profound impact on children. It taps into multiple skill sets, often simultaneously. "There's some good neuroscience research that children involved in music have larger growth of neural activity than people not in music training. When you're a musician and you're playing an instrument, you have to be using more of your brain," writes Dr. Eric Rasmussen, chair of the Early Childhood Music Department at the Peabody Preparatory of The Johns Hopkins University.<sup>3</sup> Including a music-making component in the 21<sup>st</sup> Century Community Learning Centers After-School Enrichment Program will allow for a more comprehensive and diverse offering of alternatives for the SAUSD participants and thus complement the entire program district-wide.

C. The *José Hernández Mariachi Academy* curriculum is being proposed as three (3) separate 12-week rotations thus combining two (2) teams of schools per rotation to serve three (3) intermediate schools simultaneously during each rotation. The strategy for

2. *Visual and Performing Arts Content Standards for California Public Schools*.

3. Laura Lewis Brown, "The Benefits of Music Education," <http://www.pbs.org/parents/education/music-arts/the-benefits-of-music-education/>, Web

this, as opposed to six 6-week rotations, is to allow students a longer period of time to develop the cognitive and physical skills required to experience success when learning to play a musical instrument. The combining of teams would be at the discretion of SAUSD however the following is recommended.

- Rotation I Schools: Carr (Team 1), McFadden and Willard (Team 3)
- Rotation II Schools: MacArthur (Team 2), Sierra and Villa (Team 4)
- Rotation III Schools: Mendez and Spurgeon (Team 5), Lathrop (Team 6)

During their assigned rotations, each of the three (3) intermediate schools being served will be assigned two (2) teachers – one whose expertise is in violin and trumpet plus another whose expertise is in guitar, vihuela, and guitarrón. MHS would thus provide a total of six (6) teachers (2 teachers per school x 3 intermediate schools) per rotation.

Because the instrumentation of the traditional mariachi ensemble is made up of five (5) separate instruments (violin, trumpet, guitar, vihuela, and guitarrón), it is recommended that instruction on these instruments be combined into classes as follows:

- Violin and Trumpet Class taught by “Teacher A” at each school
- Guitar, Vihuela, and Guitarrón Class taught by “Teacher B” at each school

So that these learning experiences may be provided to as many students as possible at each school, thus having a more wide-reaching impact, the following schedule options are being submitted:

**Option 1:**

Provide each of the above classes in two, two-hour blocks each day: one from 2:00 PM – 4:00 PM then repeated from 4:00 PM – 6:00 PM thus providing the identical content twice (back-to-back) so that more students would be able to participate. This option also allows for a separate, one-hour Voice class each Wednesday from 12:00 PM – 1:00 PM.

**Option 2:**

Provide each of the above classes as a one-hour class each day that would be repeated hourly (back-to-back) which would serve twice as many students as Option 1; however, would cover half the content because the class time is half as long (i.e. 1 hour as opposed to 2 hours). This option also allows for a separate, one-hour Voice class each Wednesday from 12:00 PM – 1:00 PM.

Either option is being made available and will serve the schools as required in RFP # 15-15. MHS is flexible in its design and will provide whichever option is chosen by the SAUSD. A suggested Master Schedule for each option is provided. (See Appendices C.1. and C.2.) The budget provided allows for the implementation of either option.

## 2. ELEMENTS OF HIGH-QUALITY PROGRAMMING

A. Linkages to the School Day: The curriculum for each of the twelve-week units also encompasses the *National Core Arts Standards*<sup>4</sup> (NCAS), created by the National Coalition for Core Arts Standards (NCCAS) and released in June, 2014. These standards are framed by a definition of artistic literacy that includes “philosophical foundations and lifelong goals, artistic processes and creative practices, anchor and performance standards that students should attain, and model cornerstone assessments by which they can be measured.” They grow from four specific artistic processes – Creating, Performing, Responding, and Connecting – all of which are also found in the skills, knowledge and abilities articulated in the five (5) strands of the *Visual and Performing Arts Content Standards for California Public Schools*<sup>5</sup> released in 2001.

- 1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music
- 2.0 Creative Expression: Creating, Performing, and Participating in Music
- 3.0 Historical and Cultural Context: Understanding the Historical Contributions and Historical Dimensions of Music
- 4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works of Music
- 5.0 Connections, Relationships, Applications: Connecting and Applying What is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

The *José Hernández Mariachi Academy* curriculum would thus dovetail with that of the SAUSD standards-based music education program already in place during the regular school day. Although this is an afterschool-program, the Understanding by Design framework (UbD)<sup>6</sup>, co-created by Grant Wiggins and Jay McTighe, serves as the foundation for identifying key concepts, developing instructional objectives and demonstrating an appropriate level of performance standard.

At the conclusion of each rotation, a performance would be provided so that students would have the opportunity to “show off” their newly-acquired skills to family members, school staff, school officials, and community members. Award certificates, signed by their teachers and Maestro Hernández, would be provided to each of the student participants at this event.

B. High Quality Staff: The instructors will be selected by José Hernández. Each will be a professional-level mariachi performer/educator who possesses a minimum of an Associate’s degree or equivalent in college credits. A cadre of substitute teachers is also

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4. *National Core Arts Standards, A Conceptual Framework for Arts Learning*, © 2014 State Education Agency Directors of Arts Education (SEADAE) on behalf of NCCAS. All rights reserved.

5. *Visual and Performing Arts Content Standards for California Public Schools*.

6. Wiggins, Grant and McTighe, Jay. *Understanding by Design*®. (Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1998).

available and similarly qualified. The standards-based curriculum that would be implemented has been designed by Marcia Neel, president of Music Education Consultants, Inc. (See Appendix A.3.) Mrs. Neel is the retired Coordinator of Secondary Fine Arts for the Clark County School District (Las Vegas), home of the largest standards-based curricular mariachi program in the United States, where she served in this capacity for 14 years. She has also developed the evaluative procedures (including student assessments) relating to this program. MHS will have access to a staff employee who will be assigned to provide support services as needed. All of the above have agreed to the "Statement of Work" as outlined in the RFP.

C. Safe and Appropriate Environment: Safety is paramount. The curriculum focuses on and promotes a teamwork (ensemble) approach where students are encouraged to work, train, and play "as one." They come to understand that they are better as one group than they are as one person and this helps to build trust that will extend beyond the boundaries of the classroom itself. This collaborative approach also teaches respect: respect for the music, respect for the culture, respect for each other, and respect for oneself.

D. High-Interest Programming: According to the United States Census Bureau State & County QuickFacts website<sup>7</sup>, the city of Santa Ana is 78.2 percent Hispanic or Latino and according to the ProximityOne California School Demographic Profiles website,<sup>8</sup> the Santa Ana Unified School District is 81.5% Hispanic or Latino (of any race). Mariachi music is firmly rooted in the history and culture of Mexico and is regarded as a symbol of Mexican culture. Since it is one of the most extroverted, expressive, and exciting forms of music, a program that focuses on teaching this vibrant, beloved art form will certainly be well-received in this community.

### 3. ORGANIZATIONAL DESIGN

A. Capacity: The MHS maintains a cadre of professional staff which will provide instruction as described in this proposal. Six (6) total staff will be chosen by José Hernández to serve three (3) intermediate schools (2 teachers per school) during each rotation. Substitutes are also available and will be provided on an as-needed basis.

B. Professional Development: Professional development will be provided by MHS founder, José Hernández, and curriculum consultant, Marcia Neel. Specific professional development activities will include:

- Full-day Teacher Induction In-service Training provided by Marcia Neel
- Instructional materials and assessment strategies coordinated throughout the year

7. United States Census Bureau State & County QuickFacts.  
<http://quickfacts.census.gov/qfd/states/06/0669000.html>, Web

8. ProximityOne. California School Demographic Profiles. [http://proximityone.com/ca\\_sdc.htm](http://proximityone.com/ca_sdc.htm), Web

- Clinics and/or performances at each intermediate school provided by José Hernández during all three (3) rotations (9 total clinics/performances)
- Two (2) supervisory teacher observations of each of the six (6) teachers per rotation provided by José Hernández (36 total observations)

C. Communication/Information Dissemination: José Hernández would bring members of Mariachi Sol de Mexico® to perform at each intermediate school site to encourage the students from that site to participate in the *José Hernández Mariachi Academy* enrichment program. Toward the conclusion of each rotation, each school site would host a concert that would be provided for all of the students participating in the after-school program as well as parents and family, school district officials, school staff, and members of the Santa Ana community. Hernández will present each student with a Certificate of Achievement and recognize each their successful participation in the *Academy* in front of all concert attendees.

D. Volunteers: MHS alumni who have participated in previous programs will visit each class during each of the three (3) rotations as a “Visiting Artist.” They will perform for the students as well as teach sectionals or provide a master class. Many of these MHS alumni have gone on to college and become productive members of their respective communities. MHS visiting artists thus serve to inspire and motivate students by providing a leadership model for participants to emulate. The goal is to provide a vision for students to realize how mariachi may play a significant part in their post-secondary future – perhaps attending college to learn to become a mariachi educator: a growing career field. To further address college- and-career-readiness, MHS hopes to secure visits from members of the Music Department at Santa Ana College at least once per school during each rotation. Prior to their visitations, all volunteers will participate in an orientation session that will serve to describe the program in detail and to review how their participation will enhance college- and-career-readiness goals.

#### 4. PROGRAM EVALUATION

A. The evaluation of this program will be based upon student involvement and achievement. A variety of assessment strategies and performance indicators will be provided for teachers to use to measure student growth. Samples that measure both individual growth as well as ensemble growth have been provided. (See Appendices D.1. and D.2.)

B. Sample instructional goals (See Appendix E.) and related assessment strategies (See Appendix F.) that will be used to measure them have also been provided.

C. One of the marks of successful music programs is the intense desire of students to want to become a part of it. As one indicator, MHS will continuously monitor the level of student participation as well as survey those who leave the program to determine the reason for their departure, if appropriate. (See Appendix G.) In addition to recruitment and retention, the level of performance demonstrated by the participants is another indicator of success. MHS will evaluate the results yielded from the various data sources

to determine which aspects of the program, if any, may need additional professional development. For example, if students do not perform at the desired levels with regard to vocal performance, we will provide additional training and teaching strategies in this area to assist teachers in delivering this instruction so that better results will be evident in future rotations. The purpose of the site visitations by José Hernández and Marcia Neel is to help teachers implement and practice UbD tenets: “backward planning,” designing standards and rubrics (beyond those already provided), and improving lessons and assessments through critique, peer review and sharing.

## 5. GENERAL BUDGET INFORMATION

An overview of the proposed budget for FY 16, FY17 and FY18 may be found below (see Figure 1). A more detailed line item budget has also been provided. (See Appendix H.) Please note that there is a one-time expense of \$50,208 (FY16) to purchase instruments and storage units for those instruments which will become the property of SAUSD. The equipment and supplies presented in the budget are based upon the equipment standards and supplies that are in place in similar districts with established, curricular mariachi programs. It is extremely important that quality instruments are made available as durability is essential considering the number of students who would be playing the instruments daily over the course of the entire program. This budget allows for the implementation of the program using the Option 1 schedule or the Option 2 schedule described on page 3. Included in the line item budget are the detailed expenditures associated with the following:

<b>Item</b>	<b>Cost for Three 12-Week Rotations at Nine (9) Total Intermediate Schools</b>
Staff (Direct Service)	\$ 179,712.00
Oversight (Indirect Service)	35,082.80
Statutory Costs	7,935.00
Supplies (Books, Maintenance Items)	4,807.50
Equipment (Instruments, Storage Units)	* 50,208.00
<i>*One-time Expense</i>	
Equipment Repair, Replacement Costs	5,020.80
Transportation	6,210.00
Professional Development	9,500.00
<i>YEAR 1 TOTAL:</i>	298,476.10
<i>YEAR 2 TOTAL:</i>	248,268.10
<i>YEAR 3 TOTAL:</i>	248,268.10
<b><i>3-YR TOTAL</i></b>	<b><i>795,012.30</i></b>

Figure 1. Budget Overview

The comprehensive, line-item budget details the specific cost of each of the items requested for purchase and provides clear evidence that sufficient resources for all participants will be made available at the 20:1 ratio.



The estimated cost per participant per day is indicated in the overview below (see Figure 2). A more detailed explanation of the derivation of these figures is also provided. (See Appendix I.)

	<b>Cost per Week</b> <div style="color: red;">÷ 252 Students (ave.)</div> <b>Served Weekly =</b>	<b>Cost per Week per Student</b> <div style="color: red;">÷ 5 Days per week =</div> <b>Cost per Student per Day</b>
<b>OPTION 1:</b>	<i>Cost per Week per Student</i>	
Year 1 (FY16)	\$32.90	\$6.58
Year 2 (FY17)	\$27.37	\$5.47
Year 3 (FY18)	\$27.37	\$5.47

	<b>Cost per Week</b> <div style="color: red;">÷ 492 Students (ave.)</div> <b>Served Weekly =</b>	<b>Cost per Week per Student</b> <div style="color: red;">÷ 5 Days per week =</div> <b>Cost per Student per Day</b>
<b>OPTION 2:</b>	<i>Cost per Week per Student</i>	
Year 1 (FY16)	\$16.85	\$3.37
Year 2 (FY17)	\$14.02	\$2.80
Year 3 (FY18)	\$14.02	\$2.80

Figure 2. Cost per Student per Day

## 6. SUCCESS AND SUSTAINABILITY

A. Since its inception in 1991, the Mariachi Heritage Society has been providing mariachi education services to school districts throughout the Southern California environs. Our successful model has been replicated across the country and continues to serve thousands of students who want to become music-makers through mariachi. One of the most successful programs of the MHS is the Jose Hernandez Mariachi Nationals and Summer Institute® which has been attended by mariachi ensembles from Santa Ana over the past number of years. We look forward to working with more students from this community if this proposal is funded in SAUSD.

B. MHS anticipates that the mariachi program may be considered for inclusion into the school day in the near future. The comprehensive curriculum is a standards-based course of study that provides instruction in a more long-term (e.g. year-long) setting. It has been our experience that once students begin to play mariachi, they want to continue for many years to come. This will require an articulated sequence of courses so that students may continue to develop their skills. An in-school curricular approach would serve the Santa Ana community greatly in that students who participate in mariachi during the school day tend to continue to come to school and realize how music is, in reality, an intersection for all academic pursuits. The hope is that students will not only continue in school and eventually graduate, but that they will also seek post-secondary educational opportunities as their eyes are opened to the many avenues that are available to them to become positive contributors to their communities.

## APPENDICES

## Appendix A.1. Biographical Information: José Hernández



José Hernández and his Mariachi Sol de Mexico® have a biography and history as rich and colorful as mariachi music itself. A proud fifth generation mariachi musician, Maestro Hernández' roots trace back to 1879 to the birthplace of mariachi – Jalisco, Mexico. Ever since he founded Mariachi Sol de Mexico® in 1981, Jose has gone on to break countless barriers in the world of mariachi music and is now recognized as having turned the genre into the international sensation it is today.

An accomplished trumpet virtuoso and graduate of the Grove School of Music, José is the first mariachi musician to have arranged, composed and conducted for numerous international symphony orchestras. His platinum-selling Sol de

Mexico® became the first mariachi ensemble to be nominated three times for a Grammy – most recently on September 25th for his new symphonic CD, “La Música” with Mariachi Sol de Mexico and the Sinfonica Nacional de Las Americas. He is also being recognized for his work on Vikki Carr’s new CD, “Viva la Vida.” Not only did Jose co-produce the album and provide all of the accompaniment with “Sol de Mexico,” he also composed one of the selections for this album, “Ay Amor De Mis Amores,” “Sol” continues to travel the world as Ambassadors of Mariachi Music having performed to sold-out venues through the world including Spain, Argentina, Chile, Uruguay, Venezuela, Mexico, China and North Korea. Hernandez has performed for five US Presidents: Ronald Reagan, George H. W. Bush, Bill Clinton, George W. Bush and Barack Obama. Hispanic Magazine has recognized him as one of the *Top 100 Most Influential Latinos in America*.

*José is especially proud of his work in education* and is committed to working with young musicians to guide them along the way. He has collaborated with school districts throughout the country to assist them in building standards-based mariachi programs and has developed a full line of mariachi instruments for La Tradición Music, a Division of West Music Company. As a Conn-Selmer Performing Artist, José is solely responsible for developing the new, highly acclaimed and ground-breaking Bach Stradivarius LR19043B Trumpet which was premiered at the NAMM Show in January of 2013.

Over the past year, Hernández has also been collaborating with Hal Leonard Corporation which just released five of his arrangements including *CIELITO LINDO*, *EL SON DE LA NEGRA*, *MARIETA*, *ME HE DE COMER ESA TUNA* and *POR UN AMOR*. These authentic arrangements were inspired by José’s desire to provide appropriate selections for school ensembles that would focus on authentic performance style.

In addition to teaching mariachi courses at VanderCook College of Music and serving as a featured presenter at the Las Vegas National Mariachi Workshops for Educators<sup>®</sup>, recent educational conference presentations also include the following:

- 2014 White House Initiative for Educational Excellence for Hispanics Music and Arts Education Forum
- 2014 CMEA (Colorado Music Educators Association) Conference
- 2014 Kansas State Mariachi Workshop Professional Development Workshop
- 2014 FMEA (Florida Music Educators Association) Conference
- 2013 NAMM Show (National Association for Music Merchants) featured artist
- 2013 Midwest Clinic

José is especially honored to have been invited to speak at the National Policy Forum on Music and the Arts being held in August at Pixar Studios by the White House Initiative on Educational Excellence for Hispanics. Partnering with Marcia Neel, president of Music Education Consultants, Inc., their work in guiding new students to mariachi education has become the national curriculum model being emulated in rural and urban school districts all across the country.

It has been well documented that José Hernández and Mariachi Sol de Mexico<sup>®</sup> are an irrefutable institution within the mariachi genre. They continue to leave an undeniable legacy through their recordings as well as their contributions to the film industry including performances in Seabiscuit, Old Gringo, American Me, Don Juan de Marco, A Million to Juan, Glory Road, Beverly Hills Chihuahua and Rango.

Maestro José Hernández is not only responsible for setting a new standard for all mariachi ensembles today, but also for immortalizing this wonderful, passionate music across the world.

## Appendix A.2. Biographical Information: Teresa Hernández



Teresa Hernandez is a lifetime resident of California. Teresa and her husband, Jose, have been married for thirty-six (36) years and have four (4) children ages 28, 22, and 14 year old twins.

Teresa worked as a registered nurse at Whittier Hospital Medical Center and in 1986, she and José opened Cielito Lindo Restaurant in South El Monte. It has become a local landmark and popular family restaurant.

A few years later they formed Hernandez Productions to launch Mariachi Sol de Mexico® and Mariachi Reyna de Los Angeles® to produce Mariachi Festivals and live shows across the United States. In 1991, Teresa and Jose founded the Mariachi Heritage Society to provide in school and after school music classes for local children who could not otherwise afford instruments or lessons. Over 7,000 children have participated in this program from schools in Azusa, South El Monte, Norwalk, Pico Rivera among many others.

Teresa has been involved in numerous local charities and serves as Executive Director of the Mariachi Heritage Society, a Board Member for the Mariachi Nationals, and Chairwoman of the Governing Board of Greater El Monte Hospital. She oversees their restaurant of 70 employees and as Vice President of Hernandez Productions, continues to co-produce mariachi shows around the country.

### Appendix A.3. Biographical Information: Marcia Neel



A veteran of 36 years in public school music education, Marcia Neel has directed successful secondary music programs in Connecticut, Ohio, Massachusetts, and Nevada. She received her Bachelors Degree in Music Education with a concentration in Choral Music from Miami University in Oxford, Ohio. She received a Master of Arts Degree in History from the University of Nevada Las Vegas specializing in 20th Century Labor History. Marcia served as the Supervisor of the Secondary Music Education Program of the Clark County School District (CCSD), headquartered in Las Vegas, Nevada, from 1994 through 2007. During the course of those years, she led the Secondary Music Education Program to a total class count of over 50,000

in 56 middle and 38 high school music programs and over 100,000 in Secondary Fine and Performing Arts overall. Her greatest pride was in knowing that all of the students in each of the district's secondary schools were provided with an equal opportunity to study music. In conjunction with the National Association of School Boards, VH1 and NAMM awarded the National Distinguished Service to Music Education Award to the CCSD Board of School Trustees in 2007.

Well-known for her commitment to program expansion and innovation, Marcia is recognized as a leader among her peers for her creative approaches to curriculum design and implementation. One of the most successful is the CCSD's standards-based Mariachi Program which was instituted in 2002 with four (4) instructors teaching 250 students and is now staffed by twenty-three (23) full-time, licensed mariachi educators teaching over 4,600 students daily. Over the years, she has become a leader in assessment-driven curriculum for mariachi education and as a result of her Professional Development Summer Mariachi Workshops for music educators, she has been instrumental in starting or further developing over 100 mariachi programs across the nation. Marcia is tireless in her endeavor to bring more students to music-making through hands-on, high quality experiences provided by a sequential curriculum that focuses on achievement. Her greatest joy is to see young people excelling as a result of becoming engaged in these types of life-changing music education programs. The pride displayed by these young musicians and their families is the ultimate reward! Marcia sees mariachi as yet another opportunity for students to find meaningful experiences at school and over the years, many young people have relayed the similar story that they stayed in school solely because of the connections they made – some within their own families – through participation in their mariachi ensemble.

Marcia is an ardent Music Education advocate at the local, state, and national levels and serves on the Supportmusic.com Steering Committee. She has authored and edited an array of articles and publications for NAFME, the National Association for Music Education, School Band and Orchestra (SBO) Magazine, Strings Magazine, Parent

Magazine and Leadership Magazine. Marcia and her husband, Keith, are honored to serve as Music Ambassadors to The Ohio State University School of Music.

Marcia was chosen to serve as Educational Advisor to The Music Achievement Council, a 501(c)(6) non-profit corporation whose main focus is professional development for educators to reach and serve more music students. Her busy schedule has her providing motivating keynotes and workshops all across the country for educators looking to grow their programs and sharpen their pedagogical skills thus helping their students achieve at a higher level.

Elected to numerous leadership positions, Marcia has served as Western Division President of MENC; President of the Nevada Music Educators Association (two separate terms); and President of the Nevada Choral Directors Association. She was appointed by two Nevada governors to sit on the Goals 2000 Panel and in that capacity, co-chaired the team responsible for the writing of Nevada's Content Standards in Arts Education. In 1993, The Disney Channel selected Marcia as their National Performing Arts Teacher of the Year and in 2013, she was inducted into the Conn-Selmer Institute's Hall of Fame.

In addition to recent residencies at school districts and universities, recent conference presentations include the following:

- 2014 White House Initiative for Educational Excellence for Hispanics Music and Arts Education Forum
- 2014 CASMEC (California All State Music Education) Conference
- 2014 NAMM Show (National Association for Music Merchants)
- 2014 CMEA (Colorado Music Educators Association) Conference
- 2014 FMEA (Florida Music Educators Association) Conference
- 2014 KMEA (Kansas Music Educators Association) Conference
- 2014 OMEA (Ohio Music Educators Association) Conference
- 2014 OMEA (Oklahoma Music Educators Association) Conference
- 2014 TMEA (Tennessee Music Educators Association) Conference

Marcia is president of Music Education Consultants, Inc., a consortium of music education professionals working with a variety of educational organizations, arts associations, and school districts to foster the growth and breadth of school-based music education programs for all children. She currently serves as a consultant-on-retainer with numerous school districts across the country and internationally to assist these organizations in the development of a variety of facets of their Music and Arts Education Programs. Among others, specialty areas include curriculum development and expansion, professional development, teacher induction programs, and the providing of conductors and adjudicators for honor ensembles and music festivals. She has taught graduate music courses at Duquesne University, the Hartt School and Villanova University and continues to each at VanderCook College of Music.

**Appendix B.**  
**Letter from Juan Reyes, Magnolia Avenue Elementary School Principal**



LOS ANGELES UNIFIED SCHOOL DISTRICT - EDUCATIONAL SERVICE CENTER - EAST  
MAGNOLIA AVENUE ELEMENTARY SCHOOL  
1626 Orchard Avenue • Los Angeles, CA 90006  
213.748.6281 • FAX 213.748.3722

Ray Cortines  
Superintendent of Schools  
Roberto A. Martinez  
Instructional Area Superintendent  
Juan Reyes  
Principal  
Aivorene Soell  
Assistant Principal  
Vanessa Sulam  
Assistant Principal EIS

March 18, 2015

Ms. Yolanda Hernandez  
Executive Director  
Mariachi Heritage Society  
10926 Rush St, Suite C  
South El Monte, Ca. 91733

Re: Mariachi Heritage Society, Organizational Grant Program Support Letter

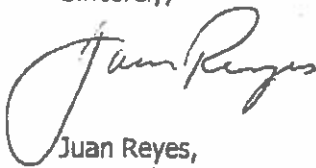
Dear Ms. Hernandez:

Magnolia Avenue Elementary School has been an instructional site for the Mariachi Heritage Society since 1995. Over the past two decades, hundreds of students from low-income families have learned to play Mariachi instruments. This program is important not only because students learn music; but because they also learn Spanish language skills, good study habits, teamwork, and self-discipline. Equally important is the appreciation of their heritage students acquire by learning to play Mariachi music.

We will continue to provide these important services to the students at Magnolia Avenue Elementary School with the support of our teachers Ms. Mabel Martin and Ms. Martha Medina. As teachers, they volunteer their time to assist the Mariachi program with supervision, logistics, communicating with parents, record keeping, and assisting Mariachi Heritage Society's Teachers. Of course the school will continue to fully equip classrooms for instruction.

I wholeheartedly support this program at Magnolia Avenue Elementary and look forward continuing this wonderful relationship with Mariachi Heritage Society.

Sincerely,

  
Juan Reyes,  
Principal





Appendix C.2. Option 2 Master Schedule

**1-HOUR CLASSES**  
**José Hernández Mariachi Academy**  
**Three 12-Week Rotations**

<i>OPTION 2: Provides 6 Teachers serving 480 Students Daily (+60 more on Wed) at three (3) Intermediate Schools per Rotation</i>					
Meeting Days/Times	Rotation I Carr (Team 1)	Rotation I McFadden (Team 3)	Rotation I Willard (Team J)	No. Students per Section	TOTAL STUDENTS SERVED
M, T, Th, Fri					
2:00 - 3:00	Violin/Trumpet Class-Section A	Violin/Trumpet Class-Section A	Violin/Trumpet Class-Section A	20	20
2:00 - 3:00	Guitar/Vihuela/Guitarron Class-Section A	Guitar/Vihuela/Guitarron Class-Section A	Guitar/Vihuela/Guitarron Class-Section A	20	20
3:00 - 4:00	Violin/Trumpet Class-Section B	Violin/Trumpet Class-Section B	Violin/Trumpet Class-Section B	20	20
3:00 - 4:00	Guitar/Vihuela/Guitarron Class-Section B	Guitar/Vihuela/Guitarron Class-Section B	Guitar/Vihuela/Guitarron Class-Section B	20	20
4:00 - 5:00	Violin/Trumpet Class-Section C	Violin/Trumpet Class-Section C	Violin/Trumpet Class-Section C	20	20
4:00 - 5:00	Guitar/Vihuela/Guitarron Class-Section C	Guitar/Vihuela/Guitarron Class-Section C	Guitar/Vihuela/Guitarron Class-Section C	20	20
5:00 - 6:00	Violin/Trumpet Class-Section D	Violin/Trumpet Class-Section D	Violin/Trumpet Class-Section D	20	20
5:00 - 6:00	Guitar/Vihuela/Guitarron Class-Section D	Guitar/Vihuela/Guitarron Class-Section D	Guitar/Vihuela/Guitarron Class-Section D	20	20
1:00 - 2:00	CARR STUDENTS SERVED			160	480 Daily + 60 on Wed Only
	Voice Class - Wednesday Only				
	TEACHERS			2	
Meeting Days/Times	Rotation II MacArthur (Team 2)	Rotation II Sierra (Team 4)	Rotation II Villa (Team 4)	No. Students per Section	TOTAL STUDENTS SERVED
M, T, Th, Fri					
2:00 - 3:00	Violin/Trumpet Class-Section A	Violin/Trumpet Class-Section A	Violin/Trumpet Class-Section A	20	20
2:00 - 3:00	Guitar/Vihuela/Guitarron Class-Section A	Guitar/Vihuela/Guitarron Class-Section A	Guitar/Vihuela/Guitarron Class-Section A	20	20
3:00 - 4:00	Violin/Trumpet Class-Section B	Violin/Trumpet Class-Section B	Violin/Trumpet Class-Section B	20	20
3:00 - 4:00	Guitar/Vihuela/Guitarron Class-Section B	Guitar/Vihuela/Guitarron Class-Section B	Guitar/Vihuela/Guitarron Class-Section B	20	20
4:00 - 5:00	Violin/Trumpet Class-Section C	Violin/Trumpet Class-Section C	Violin/Trumpet Class-Section C	20	20
4:00 - 5:00	Guitar/Vihuela/Guitarron Class-Section C	Guitar/Vihuela/Guitarron Class-Section C	Guitar/Vihuela/Guitarron Class-Section C	20	20
5:00 - 6:00	Violin/Trumpet Class-Section D	Violin/Trumpet Class-Section D	Violin/Trumpet Class-Section D	20	20
5:00 - 6:00	Guitar/Vihuela/Guitarron Class-Section D	Guitar/Vihuela/Guitarron Class-Section D	Guitar/Vihuela/Guitarron Class-Section D	20	20
1:00 - 2:00	MacARTHUR STUDENTS SERVED			160	480 Daily + 60 on Wed Only
	Voice Class - Wednesday Only				
	TEACHERS			2	
Meeting Days/Times	Rotation III Mendez (Team 5)	Rotation III Spurgeon (Team 5)	Rotation III Lathrop (Team 6)	No. Students per Section	TOTAL STUDENTS SERVED
M, T, Th, Fri					
2:00 - 3:00	Violin/Trumpet Class-Section A	Violin/Trumpet Class-Section A	Violin/Trumpet Class-Section A	20	20
2:00 - 3:00	Guitar/Vihuela/Guitarron Class-Section A	Guitar/Vihuela/Guitarron Class-Section A	Guitar/Vihuela/Guitarron Class-Section A	20	20
3:00 - 4:00	Violin/Trumpet Class-Section B	Violin/Trumpet Class-Section B	Violin/Trumpet Class-Section B	20	20
3:00 - 4:00	Guitar/Vihuela/Guitarron Class-Section B	Guitar/Vihuela/Guitarron Class-Section B	Guitar/Vihuela/Guitarron Class-Section B	20	20
4:00 - 5:00	Violin/Trumpet Class-Section C	Violin/Trumpet Class-Section C	Violin/Trumpet Class-Section C	20	20
4:00 - 5:00	Guitar/Vihuela/Guitarron Class-Section C	Guitar/Vihuela/Guitarron Class-Section C	Guitar/Vihuela/Guitarron Class-Section C	20	20
5:00 - 6:00	Violin/Trumpet Class-Section D	Violin/Trumpet Class-Section D	Violin/Trumpet Class-Section D	20	20
5:00 - 6:00	Guitar/Vihuela/Guitarron Class-Section D	Guitar/Vihuela/Guitarron Class-Section D	Guitar/Vihuela/Guitarron Class-Section D	20	20
1:00 - 2:00	MENDEZ STUDENTS SERVED			160	480 Daily + 60 on Wed Only
	Voice Class - Wednesday Only				
	TEACHERS			2	

## Appendix D.1. Mariachi Performance Rubric, Individual Skills

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

<b>PLAYING (25 points possible)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>TOTAL</b>
<b>POSTURE:</b> correct standing posture, correct right & left hand positions	5	4	3	2	1	
<b>RHYTHM:</b> accurate values of notes & rests, duration, pulse, steadiness, meter	5	4	3	2	1	
<b>NOTES:</b> accurate pitches and intonation	5	4	3	2	1	
<b>TONE:</b> full sound, no buzzing, cracking or squeaking.	5	4	3	2	1	
<b>FINGERING &amp; BOWING:</b> correct fingering and/or bowing as marked	5	4	3	2	1	
<b>SINGING (25 points possible)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>TOTAL</b>
<b>POSTURE:</b> correct standing posture, hands at sides, shoulders back and relaxed, relaxed jaw	5	4	3	2	1	
<b>RHYTHM:</b> accurate values of notes & rests, duration, pulse, steadiness, meter	5	4	3	2	1	
<b>NOTES:</b> accurate pitches and intonation	5	4	3	2	1	
<b>PROJECTION:</b> full volume, breath support and pleasing tone	5	4	3	2	1	
<b>DICTION:</b> proper pronunciation, good vowels & consonants	5	4	3	2	1	
<b>OVERALL (20 points possible)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>TOTAL</b>
<b>PRESENTATION:</b> appearance and facial expressions	5	4	3	2	1	
<b>MUSICIANSHIP:</b> expressive style, dynamics, interpretation	5	4	3	2	1	
<b>BEHAVIOR:</b> following instructions, caused no disruptions while others were performing	5	4	3	2	1	
<b>EFFORT:</b> practice and preparation, including memorization	5	4	3	2	1	
<b>GRAND TOTAL (70 points possible)</b>						

**Instructions:** Score the highest level achieved in each category, underline strengths, circle weaknesses. A "5" is considered a perfect score.

**Criteria:**

5 = Superior (above 99%)	3 = Average (above 75%)
4 = Above Average (above 90%)	2 = Below Average (above 50%)
3 = Average (above 75%)	1 = Not Passing (below 50%)

## APPENDIX D.2. Mariachi Performance Rubric, Ensemble Skills

CATEGORY	ADVANCED	ACCOMPLISHED	PROFICIENT	APPROACHES STNDRD	BELOW STANDARD
<b>INTONATION</b> <ul style="list-style-type: none"> <li>• Instrument Tuning</li> <li>• Ensemble Intonation</li> <li>• Pitch Control</li> <li>• Listening/Adjusting</li> </ul>	<ul style="list-style-type: none"> <li>-Instruments are well-tuned.</li> <li>-Melodic and harmonic intonation demonstrated consistently.</li> <li>-Control of pitch in all registers and dynamic levels is apparent.</li> <li>-Listening/adjusting skills are demonstrated consistently.</li> </ul>	<ul style="list-style-type: none"> <li>-Instruments are well-tuned.</li> <li>-Melodic and harmonic intonation is very good.</li> <li>-Minor problems sometimes occur in range and/or volume extremes or difficult passages.</li> <li>-Listening skills are apparent and students display ability to correct most problems.</li> </ul>	<ul style="list-style-type: none"> <li>-Instruments are tuned relatively well.</li> <li>-Less demanding melodies, intervals and harmonic structures are performed successfully.</li> <li>-More complex intervals, octaves and unisons performed with partial success.</li> <li>-Listening skills are demonstrated and attempts are made to correct obvious problems.</li> </ul>	<ul style="list-style-type: none"> <li>-Instruments are somewhat in tune.</li> <li>-Difficult intervals/harmonic structure are the major intonation weaknesses.</li> <li>-Individual and sectional intonation problems are seldom corrected.</li> <li>-Listening and attentiveness are inconsistent and often neglected.</li> </ul>	<ul style="list-style-type: none"> <li>-Instruments are out of tune consistently.</li> <li>-Simple intervals and harmonic structure show lack of intonation.</li> <li>-Individual and sectional intonation are not corrected.</li> <li>-Listening and attentiveness is not demonstrated.</li> </ul>
<b>TONE</b> <ul style="list-style-type: none"> <li>• Color</li> <li>• Texture</li> <li>• Sonority</li> </ul>	<ul style="list-style-type: none"> <li>-Well-focused full, rich tone is produced consistently.</li> <li>-Uniform color, texture and sonority is demonstrated consistently during the entire performance.</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate tone quality is achieved most of the time with some problems occurring during the most demanding passages.</li> <li>-Uniform color, texture and sonority is well-controlled.</li> </ul>	<ul style="list-style-type: none"> <li>-A basic approach to appropriate tone production is demonstrated in less demanding passages with problems evident in passages of extremes in volumes and/or registers.</li> <li>-Uniform color and texture is apparent in less demanding passages.</li> </ul>	<ul style="list-style-type: none"> <li>-A basic understanding of tone quality concepts is lacking.</li> <li>-Volume and register extremes are not controlled.</li> <li>-Uniform color and texture is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>-Basic elements of color, texture, and sonority are rarely evident.</li> </ul>
<b>TECHNIQUE:</b> <b>Ensemble</b> <ul style="list-style-type: none"> <li>• Uniformity/ Cohesiveness</li> <li>• Articulation</li> <li>• Style/Technique</li> <li>• Flexibility/Dexterity</li> <li>• Posture/Instrument Position</li> </ul>	<ul style="list-style-type: none"> <li>-Ensemble cohesiveness is outstanding.</li> <li>-Comprehensive knowledge of correct articulation style and technique is demonstrated during the entire performance.</li> <li>-The entire ensemble exhibits flexibility and dexterity consistently.</li> <li>-All students exhibit correct posture and instrument position consistently.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensemble cohesiveness is apparent most of the time.</li> <li>-A working knowledge of articulation styles is evident.</li> <li>-Manual dexterity is exhibited with flexibility being evident for the majority of the performance.</li> <li>-Most students exhibit correct posture and instrument position consistently.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensemble cohesiveness is demonstrated inconsistently.</li> <li>-Articulation technique and style are appropriate most of the time. Styles are often performed uniformly but consistency and accuracy are lacking with more complex articulations lacking clarity and control.</li> <li>-Players demonstrate a degree of flexibility and dexterity inconsistently.</li> <li>-Some students exhibit correct posture and instrument position inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>-Uniformity is achieved in some simple passages but overall cohesiveness is not evident.</li> <li>-Articulation technique, styles and accuracy are appropriate some of the time but often cause severe problems.</li> <li>-Flexibility and dexterity are persistent problems. Faster, more complex passages tax players beyond their ability.</li> <li>-Students exhibit correct posture and/or instrument position at times.</li> </ul>	<ul style="list-style-type: none"> <li>-Uniformity and attention to articulation are rarely demonstrated.</li> <li>-Flexibility and dexterity present challenges consistently.</li> <li>-Students do not exhibit correct posture and/or instrument position.</li> </ul>
<b>TECHNIQUE:</b> <b>Strings</b> <ul style="list-style-type: none"> <li>• Bow</li> <li>• Left Hand</li> </ul>	<ul style="list-style-type: none"> <li>-Uniformity in bow direction, contact points and distribution demonstrated consistently.</li> <li>-Hand positions are correct</li> <li>-When used, shifting, vibrato and use of 4<sup>th</sup> finger are accurate and effective consistently.</li> </ul>	<ul style="list-style-type: none"> <li>-Uniformity in bow direction, contact points and distribution often demonstrated.</li> <li>-When used, most shifting, vibrato and use of 4<sup>th</sup> finger are accurate and effective.</li> </ul>	<ul style="list-style-type: none"> <li>-Uniformity in bow direction, contact points and distribution inconsistent.</li> <li>-When used, shifting, vibrato and use of 4<sup>th</sup> finger are sometimes accurate and effective.</li> </ul>	<ul style="list-style-type: none"> <li>-Uniformity in bow direction, contact points and distribution rarely demonstrated.</li> <li>-When used, shifting, vibrato and use of 4<sup>th</sup> finger are not accurate or effective.</li> </ul>	<ul style="list-style-type: none"> <li>-Uniformity in bow direction, contact points and distribution not evident.</li> <li>-Correct hand position is not demonstrated</li> </ul>
<b>TECHNIQUE:</b> <b>Vocal</b> <ul style="list-style-type: none"> <li>• Clarity of Text</li> <li>• Begin/End Consonants</li> <li>• Vowel Uniformity</li> <li>• Attention to Attacks/Releases</li> </ul>	<ul style="list-style-type: none"> <li>-Language is pronounced correctly.</li> <li>-Precise diction enhances rhythmic accuracy.</li> <li>-Consonants are clearly articulated consistently</li> <li>-Vowels are uniform across the sections and the ensemble and modified appropriately when required</li> <li>-Attacks and releases are precise across the sections and the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>-Language is pronounced correctly.</li> <li>-Diction is clear with lapses in faster passages or in extreme ranges.</li> <li>-Consonants are clearly articulated most of the time.</li> <li>-Vowels are uniform across the sections and the ensemble with lapses in faster passages or where modification is required.</li> <li>-Attacks and releases are precise across the sections and the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>-Language is pronounced correctly most of the time.</li> <li>-Efforts are made to achieve accurate diction.</li> <li>-Consonants are clearly articulated some of the time.</li> <li>-Efforts are made to achieve a uniform vowel sound most of the time.</li> <li>-Attacks and releases are precise some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Mastery of language is demonstrated inconsistently.</li> <li>-Diction is clear inconsistently.</li> <li>-Consonants, attacks, and releases are clear and precise only in simple passages.</li> <li>-Uniform vowel sound is demonstrated inconsistently.</li> <li>-Attacks and releases are imprecise.</li> </ul>	<ul style="list-style-type: none"> <li>-Mastery of language is not demonstrated.</li> <li>-Diction is not clear.</li> <li>-Consonants, attacks, and releases are not clear and precise.</li> <li>-Uniform vowel sound is not demonstrated.</li> <li>-Attacks and releases are imprecise.</li> </ul>

## APPENDIX D.2. Mariachi Performance Rubric, Ensemble Skills

<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Appropriate Level</li> <li>• Pulse Accuracy</li> <li>• Rhythmic Accuracy</li> <li>• Note Accuracy</li> </ul>	<p>-Music is well chosen/suitable.</p> <ul style="list-style-type: none"> <li>-Precise steady and well-controlled pulse demonstrated.</li> <li>-Rhythmic accuracy is demonstrated consistently.</li> <li>-Notes and note values are performed correctly.</li> </ul>	<p>-Music is suitable for most players.</p> <ul style="list-style-type: none"> <li>-Generally precise pulse demonstrated.</li> <li>-Minor rhythmic mishaps occur.</li> <li>-Very few incorrect notes/note values evident.</li> </ul>	<p>-Music is suitable for most players.</p> <ul style="list-style-type: none"> <li>-A lack of rhythmic precision and control is evident.</li> <li>-Some rhythms are performed inaccurately.</li> <li>-Incorrect notes and/or note values evident.</li> </ul>	<p>-Music is inappropriate.</p> <ul style="list-style-type: none"> <li>-Erratic and uncontrolled pulse is evident.</li> <li>-Incorrect rhythms are evident</li> <li>-Incorrect notes and note values demonstrated over the course of the entire performance.</li> </ul>	<p>-Music is inappropriate.</p> <ul style="list-style-type: none"> <li>-Consistent pulse is not demonstrated.</li> <li>-Incorrect rhythms are evident consistently.</li> <li>-Inattention to note accuracy is demonstrated consistently</li> </ul>
<p><b>INTERPRETATION</b></p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Nuance</li> <li>• Phrasing</li> <li>• Dynamics</li> </ul>	<p>-Interpretation is communicated through expression.</p> <ul style="list-style-type: none"> <li>-Exceptional use of nuance.</li> <li>-Dynamics are well executed.</li> </ul>	<p>-Expression is often evident.</p> <ul style="list-style-type: none"> <li>-Frequent use of nuance.</li> <li>-Very good phrasing.</li> <li>-Most dynamics are well executed.</li> </ul>	<p>-Expression is evident inconsistently.</p> <ul style="list-style-type: none"> <li>-Use of nuance demonstrated inconsistently.</li> <li>-Some phrasing demonstrated.</li> <li>-Some dynamics are well executed.</li> </ul>	<p>-Expression is rarely evident.</p> <ul style="list-style-type: none"> <li>-Nuance rarely evident.</li> <li>-No attempt at phrasing.</li> <li>-Use of dynamics not evident.</li> </ul>	<p>-Expression is not evident.</p> <ul style="list-style-type: none"> <li>-Understanding of nuance, phrasing and dynamics not demonstrated.</li> </ul>
<p><b>BLEND/BALANCE</b></p> <ul style="list-style-type: none"> <li>• Individuals/Sections</li> <li>• Listening</li> <li>• Melody/Harmony</li> </ul>	<p>-Individuals within the sections are not distinguishable.</p> <ul style="list-style-type: none"> <li>-Listening is evident consistently.</li> <li>-Melody and harmony are balanced accurately.</li> </ul>	<p>-Individuals within the sections are sometimes distinguishable.</p> <ul style="list-style-type: none"> <li>-Evidence of well-developed listening skills is apparent.</li> <li>-Melody and harmony are often balanced accurately.</li> </ul>	<p>-Individuals within the sections are often distinguishable.</p> <ul style="list-style-type: none"> <li>-Listening skills are often demonstrated.</li> <li>-Balance of melody and harmony is inconsistent.</li> </ul>	<p>-Individuals within the sections perform without regard to blend or balance.</p> <ul style="list-style-type: none"> <li>-Listening is inconsistent and often neglected.</li> <li>-Balance of melody and harmony is sometimes achieved during less demanding passages but faster, louder and higher passages are not balanced. Individual players and/or sections tend to dominate.</li> </ul>	<p>-Individuals within the sections perform without regard to blend or balance.</p> <ul style="list-style-type: none"> <li>-Understanding of blend or balance is not demonstrated.</li> <li>-Listening is neglected consistently.</li> </ul>
<p><b>GENERAL EFFECT</b></p> <ul style="list-style-type: none"> <li>• Stage Etiquette</li> <li>• Ensemble Appearance</li> </ul> <p>(The <i>uniformity</i> of appearance is being adjudicated—not the uniform itself.)</p> <ul style="list-style-type: none"> <li>• Audience Appeal</li> </ul>	<p>-Confidence and discipline are exhibited during the entire presentation.</p> <ul style="list-style-type: none"> <li>-All performers demonstrate an attention to uniform appearance.</li> <li>-Performance is inspiring.</li> </ul>	<p>-Confidence and discipline are often exhibited during the presentation.</p> <ul style="list-style-type: none"> <li>-Uniform appearance is evident by the majority of the performers.</li> <li>-Performance is inspiring most of the time.</li> </ul>	<p>-Discipline is exhibited but a lack of confidence is evident.</p> <ul style="list-style-type: none"> <li>-Attention to uniformity of appearance is lacking by the majority of the performers.</li> <li>-Performance is inspiring some of the time.</li> </ul>	<p>-Confidence and discipline are not evident.</p> <ul style="list-style-type: none"> <li>-Uniformity of appearance is not evident.</li> <li>-Performance is not inspiring.</li> </ul>	<p>-Confidence and discipline are not evident.</p> <ul style="list-style-type: none"> <li>-Attention to appearance is not evident.</li> <li>-Players demonstrate apathy.</li> </ul>

## Appendix E. Sample Instructional Goals

### MARIACHI: ARMONIA (Guitar, Vihuela, and Guitarrón)

#### Instructional Goals:

1. To develop correct vocal production technique.
2. To develop basic listening skills
3. To develop correct posture, hand and instrument position.
4. To identify the parts of the guitar, vihuela and guitarrón and appropriate string designations.
5. To demonstrate proper care and maintenance of the guitar, vihuela and guitarrón.
6. To develop an awareness of correct tuning of the open strings.
7. To develop the ability to play with accurate intonation.
8. To understand the history and origin of the guitar, vihuela and guitarrón and the role each plays within the Mariachi ensemble.
9. To demonstrate a basic knowledge of music fundamentals.
10. To recognize form in simple Mariachi styles through listening to recordings
11. To demonstrate basic chords, simple chord progressions, scales and bass lines in first position.
12. To demonstrate proper strumming technique used in simple Mariachi styles.
13. To incorporate the traditional mánicos used in simple Mariachi styles into musical performances.
14. To demonstrate an awareness of the function of tablature as it relates to the guitar.
15. To demonstrate an awareness of the relationship between music and other arts disciplines.
16. To demonstrate an awareness of the role music plays in society and culture.
17. To demonstrate an awareness of the regional and historical significance and variations of Mariachi music.
18. To demonstrate an awareness of related career fields.

## **Appendix F. Sample Assessment Strategies Related to Instructional Goals**

### **1. VOCAL PRODUCTION**

#### **1.1 THE STUDENT WILL DEMONSTRATE CORRECT POSTURE WHILE SITTING OR STANDING. (IG 1, 2) (Pr)**

1.1.A STRATEGY: Have students demonstrate correct posture sitting forward in the chair with back erect, head in line with body, and feet placed flatly on the floor.

1.1.B STRATEGY: Have students demonstrate correct posture standing with back erect, shoulders down and knees slightly bent, not locked.

#### **1.2 THE STUDENT WILL BE ABLE TO DEMONSTRATE PROPER BREATHING TECHNIQUES NECESSARY FOR SUPPORTING TONE. (IG 1) (Pr)**

1.2.A STRATEGY: Have students practice breathing with an open throat and inaudible breathing.

1.2.B STRATEGY: Have students inhale from the diaphragm and release the air gradually, using the technique of staggered breathing.

#### **1.3 THE STUDENT WILL REPRODUCE A VOCAL TONE WITH A RELAXED, OPEN THROAT. (IG 1) (Pr)**

1.3.A STRATEGY: Have students “yawn” while inhaling then exhale with a sigh.

1.3.B STRATEGY: Have students sing their vowels in Spanish as well as English (teacher should consider using IPA—International Phonetic Alphabet)

#### **1.4 THE STUDENT WILL DEMONSTRATE PROPER DICTION IN ENGLISH AND SPANISH (IG 1) (Pr)**

1.4.A STRATEGY: Using the example of an egg shape, have students smoothly form all vowel sounds, continuing to visualize the egg shape.

1.4.B STRATEGY: Have students demonstrate appropriate use of consonants including attacks, releases and specific characteristics relating to Spanish (ex: rolled r's).

#### **1.5 THE STUDENT WILL EMPLOY CORRECT VOCAL PLACEMENT (IG 1) (Pr)**

1.5.A STRATEGY: Have students practice finding all vocal registers with particular attention to smooth transitions in all voices across all registers.

Sample Assessment Strategies Related to Instructional Goals

1.5.B STRATEGY: Have students sing with a resonant tone by placing the vowels in the sinus “mask.”

1.5.C STRATEGY: Have students sing in simple harmony demonstrating matched resonance.

**1.6 THE STUDENT WILL SIGHT-SING USING SOLFEO (IG 1) (Pr)**

1.6.A STRATEGY: Have students sight-sing simple four-measure phrases in unison using solfeo.

1.6.B STRATEGY: Have students sight-sing simple two-part phrases using solfeo.

1.6.C STRATEGY: Have students sight-sing simple melodic lines singing solo while using solfeo.

1.6.D STRATEGY: Have students sight-sing full songs using solfeo before introducing the instrumental parts.

**SYLLABUS KEY**

Key Concept one .....	1.	<b>VOCAL PRODUCTION</b>
Key Concept one, Performance Objective one .....	1.1	<b>THE STUDENT WILL DEMONSTRATE CORRECT POSTURE WHILE SITTING (IG 1, 2) (Pr)</b>
Correlates to Instructional Goal(s) (IG), *Artistic Process (Cr) (Pr) (Re) (Cn)		
Key Concept one, Performance Objective one Assessment Strategy one.....	1.1.A	STRATEGY: Have students demonstrate correct posture sitting forward in the chair with back erect, head in with body, and feet placed flatly on the floor.

**\*Artistic Processes**

Creating (Cr): Conceiving and developing new artistic ideas and work.

Performing (Pr): Realizing artistic ideas and work through interpretation and presentation.

Responding (Re): Understanding and evaluating how the arts convey meaning.

Connecting (Cn): Relating artistic ideas and work with personal meaning and external context.



## Appendix G. Exit Survey Checklist

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

Please check the reasons for planning to no longer participate in the *Jose Hernandez Mariachi Academy*?

### I. Conflict:

- \_\_\_\_\_ With present instructor
- \_\_\_\_\_ With next instructor
- \_\_\_\_\_ With instructor at the next level
- \_\_\_\_\_ With schedule
- \_\_\_\_\_ With 5<sup>th</sup> grade recess
- \_\_\_\_\_ With 6<sup>th</sup> grade rehearsal time
- \_\_\_\_\_ With marching band
- \_\_\_\_\_ With concert band
- \_\_\_\_\_ With athletics
- \_\_\_\_\_ With other school activities
- \_\_\_\_\_ With outside school activities
- \_\_\_\_\_ With music selection
- \_\_\_\_\_ With boredom
- \_\_\_\_\_ With other band students
- \_\_\_\_\_ Not my kind of group
- \_\_\_\_\_ I'm a better athlete and they want me to choose
- \_\_\_\_\_ My parents want me to concentrate on academics
- \_\_\_\_\_ This isn't what I thought it would be

### II. "I've lost interest." Please indicate why you have lost interest.

- \_\_\_\_\_ It's too hard
- \_\_\_\_\_ I feel more rewarded in something else
- \_\_\_\_\_ It takes too much time
- \_\_\_\_\_ I'm not good enough
- \_\_\_\_\_ I don't feel good about my efforts
- \_\_\_\_\_ I'm afraid of playing by myself
- \_\_\_\_\_ I play the wrong instrument for jazz band
- \_\_\_\_\_ Too costly
- \_\_\_\_\_ Seems to control my life

### III. "I have fears (reservations) about continuing in mariachi." Please indicate concerns you have that are causing you to have this fear.

- \_\_\_\_\_ Competition
- \_\_\_\_\_ Time commitment
- \_\_\_\_\_ Physical part of marching band
- \_\_\_\_\_ I'm not good enough

Appendix II. Budget

José Hernández Mariachi Academy  
SAUSD After-School Program  
Three (3) Twelve-Week Rotations

Staff*	Description: Instructional Staff (Direct Service)	Total Hrs per Rotation	Cost Per Hour	Cost Per Rotation	Staff (Direct Service) Three 12-Week Rotations (9 Schools)
3 Violin/Trumpet	26 Hours per week X 6 Instructors = 156 hrs/week	1,872 Hrs	\$ 32.00	\$ 59,904.00	\$ 179,712.00
3 Gtr/Vihuela/Guitarrron	*6 Total staff includes 1 Violin/Trumpet teacher and 1 Gtr/Vihuela/Guitarrron Teacher per school (3 schools per rotation)				Sub Total: \$ 179,712.00
Item	Description: Supervisory Observations		Cost per each Observation	12 Supervisory Observations per 12 Wk Rotation	Overnight Three 12-Week Rotations (9 Schools)
Overnight	1. José Hernández will oversee the program by making regularly scheduled Supervisory Observations of each of the six (6) staff members at least two (2) separate times per rotation for a total of 12 Supervisory Observations per rotation. Travel expenses included.		\$ 75.00	\$ 900.00	\$ 2,700.00
	2. Administration/Operations of the program: 15% of Total Budget (Excluding Initial Instrument/Storage Purchases)		\$ 32,382.80	\$ 32,382.80	Sub Total \$ 35,082.80
Item	Description: Statutory and Related Employee Costs				Statutory Expenses Three 12-Week Rotations (9 Schools)
Statutory Costs	Premium : Workers' Compensation and Liability Insurance All Employees and Substitutes for 36 Weeks (Part-time)		\$ 7,935.00	\$ 7,935.00	Sub Total \$ 7,935.00
Item	Description: Supplies/Books*	Qty	Price	Extended	Supplies/Books Three 12-Week Rotations (9 Schools)
351887	West Music Guitar Strings: Classical, Medium	60 - 2 sets per guitar	\$ 4.04	\$ 242.40	\$ 242.40
355013	Delgado Vihuela Strings, Medium	30 - 2 sets per vihuela	\$ 7.65	\$ 229.50	\$ 229.50
355208	Delgado Guitarrron Strings	5 - 5 sets per guitar teacher	\$ 23.80	\$ 119.00	\$ 357.00
352245	Prelude J810 4/4M Violin Strings	30 - 1 set per violin	\$ 15.85	\$ 475.50	\$ 475.50
351018	Dandrea 1200 Classical Guitar Strmp (for Gtr. Vih)	60 - 1 ea per gtr/vih +15	\$ 5.09	\$ 305.40	\$ 305.40
353123	Levy Guitar Strap, Black	36 - 1 ea per gtr/vih +6	\$ 7.64	\$ 275.04	\$ 275.04
353271	Dunlop 9011R Med Finger Pick	90 - 2 ea per gtr/vih	\$ 0.89	\$ 80.10	\$ 80.10
353272	Dunlop 9021R Large Finger Pick	90 - 2 ea per gtr/vih	\$ 1.02	\$ 91.80	\$ 91.80
354736	Planet Waves 2DBUS Blue Delrin M/H Picks Pl. 100	3 - 1 pk per gtr teacher	\$ 24.28	\$ 72.84	\$ 72.84
450316	Blue Juice B12 Valve Oil	30 - 10 per rotation	\$ 4.28	\$ 128.40	\$ 128.40
355633	Magie Rosin La Tradition	30 - 10 per rotation	\$ 15.00	\$ 450.00	\$ 450.00
839200	Simplemente Mariachi, Teacher Edition	9 - 1 each per teacher +3	\$ 25.60	\$ 230.40	\$ 230.40
839201	Simplemente Mariachi, Violin Edition	36 - 12 per rotation	\$ 8.51	\$ 306.36	\$ 306.36
839202	Simplemente Mariachi, Trumpet Edition	36 - 12 per rotation	\$ 8.51	\$ 306.36	\$ 306.36
839203	Simplemente Mariachi, Guitar/Vihuela Edition	54 - 18 per rotation	\$ 8.51	\$ 459.54	\$ 459.54
839204	Simplemente Mariachi, Guitarrron Edition	24 - 8 per rotation	\$ 8.51	\$ 204.24	\$ 204.24
839205	Libro Acompañante Musical, Full Score	9 - 1 each per teacher +3	\$ 13.68	\$ 123.12	\$ 123.12
839207	Libro Acompañante Musical, Violin Edition	36 - 12 per rotation	\$ 5.13	\$ 184.68	\$ 184.68
839206	Libro Acompañante Musical, Trumpet Edition	36 - 12 per rotation	\$ 5.13	\$ 184.68	\$ 184.68
839208	Libro Acompañante Musical, Guitar/Vihuela Edition	54 - 18 per rotation	\$ 5.13	\$ 277.02	\$ 277.02
839209	Libro Acompañante Musical, Guitarrron Edition	24 - 8 per rotation	\$ 5.13	\$ 123.12	\$ 123.12
	* All Supplies Rotate with the Program. New instructional books are provided for each Rotation				Sub Total: \$ 4,807.50

\* Plus Sign (+) indicates a few extra items ordered in case of loss or breakage through normal use. Should be divided equally.



**Appendix I. Cost per Student per Day**

*José Hernández Mariachi Academy*  
**SAUSD After-School Program**  
**Three (3) Twelve-Week Rotations**

	Total Annual Budget ÷ 3 Rotations =	Cost per Rotation ÷ 12 Weeks =	Cost per Week + 252 Students Served*	Cost per Week per Student ÷ 5 Days per week =
<b>OPTION 1:</b>	<b>Cost per 12-Week Rotation</b>	<b>Cost per Week</b>	<b>Cost per Week per Student</b>	<b>Cost per Student per Day</b>
Year 1 (FY16)	\$ 99,492.03	\$ 8,291.00	\$ 32.90	\$ 6.58
Year 2 (FY17)	\$ 82,756.03	\$ 6,896.34	\$ 27.37	\$ 5.47
Year 3 (FY18)	\$ 82,756.03	\$ 6,896.34	\$ 27.37	\$ 5.47
			<b>Cost per Week</b>	
			<b>+ 492 Students Served**</b>	<b>Cost per Week per Student</b>
			<b>Weekly (ave) =</b>	<b>÷ 5 Days per week =</b>
<b>OPTION 2:</b>	<b>Cost per 12-Week Rotation</b>	<b>Cost per Week</b>	<b>Cost per Week per Student</b>	<b>Cost per Student per Day</b>
Year 1 (FY16)	\$ 99,492.03	\$ 8,291.00	\$ 16.85	\$ 3.37
Year 2 (FY17)	\$ 82,756.03	\$ 6,896.34	\$ 14.02	\$ 2.80
Year 3 (FY18)	\$ 82,756.03	\$ 6,896.34	\$ 14.02	\$ 2.80
*During each rotation, <b>Option 1</b> would serve 240 students daily plus 60 students on Wednesdays only. (60 Students on Wednesdays only = additional 12 students added into daily count when averaged across the rotation for purposes of this per-participant, per day cost)				
*During each rotation, <b>Option 2</b> would serve 480 students daily plus 60 students on Wednesdays only. (60 Students on Wednesdays only = additional 12 students added into daily count when averaged across the rotation for purposes of this per-participant, per day cost)				

April 28, 2015

**Board Meeting**

**TITLE: Facilities Update: Prioritization of Projects**  
**ITEM: Action**  
**SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations**  
**PREPARED BY: Jessica Mears, Facilities Planning**

**BACKGROUND INFORMATION:**

At the Special Study Session held on March 17, 2015, the Board requested information regarding prioritization of projects.

**RATIONALE:**

This presentation will provide the Board an update and report of the construction options for the SAUSD Sports Complex and other projects identified at the Special Study Session. The purpose of this agenda item is to seek Board direction on: 1) naming the Sports Complex, 2) prioritization of projects utilizing the available cash on-hand, and 3) close-out of Measure G in fall 2015.

**FUNDING:**

Fund 25: \$10 million  
Fund 40: \$ 5 million  
 Total: \$15 million

**RECOMMENDATION:**

1. Approve the naming of the Sports Complex located at Valley High School.
2. Approval of facility priorities up to an aggregate amount of \$15,000,000.

	<b>Board priority</b>	<b>Additional Scope</b>	<b>Estimated Cost</b>
Priority 1	Valley P2P	Two-story, 28-classroom bldg.	\$10 million
Priority 2	Sports Complex - additional restroom/concession	One additional building at baseball fields	\$400,000
Priority 3	Sports Complex - all fields multi-purpose	Striping of 2 fields at Carr	\$30,000
Priority 4	Sports Complex - all fields with scoreboard	Additional scoreboard at practice field	\$63,750
Priority 5	Sports Complex - baseball bleachers	Bleachers seating 100	\$280,000
Priority 6	Sports Complex - additional	500 additional seats	\$170,000

	stadium bleachers	(total 4,000)	
Priority 7	Seegerstrom field	Synthetic turf	\$2 million
Priority 8	Godinez field	Synthetic turf	\$1 million (\$1M City)
	CONTINGENCY	Unforeseen conditions	\$1,000,000
		<b>Total:</b>	<b>\$14,943,750</b>

3. Approve the tentative close-out of Measure G in fall 2015.

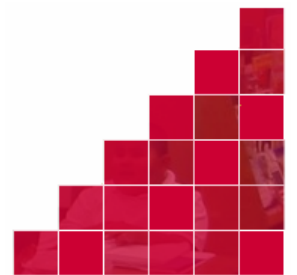
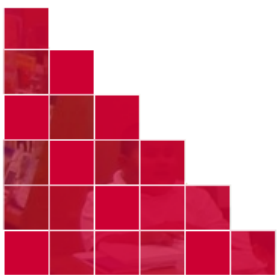
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**Santa Ana**  
Unified School District

# **Facilities Update & Discussion of Priorities**

April 28, 2015





## **Agenda**

1. Sports Complex
2. Water consumption
3. Facilities Master Plan – Needs Assessment
4. Recap of remaining facilities funding
5. Discussion and direction regarding Board priorities





## Sports Complex

At the June 10, 2014 meeting, the Board adopted a resolution approving:

- Environmental Impact Report (EIR)
- The “construction and operation of the SAUSD Sports Complex”

## Stadium

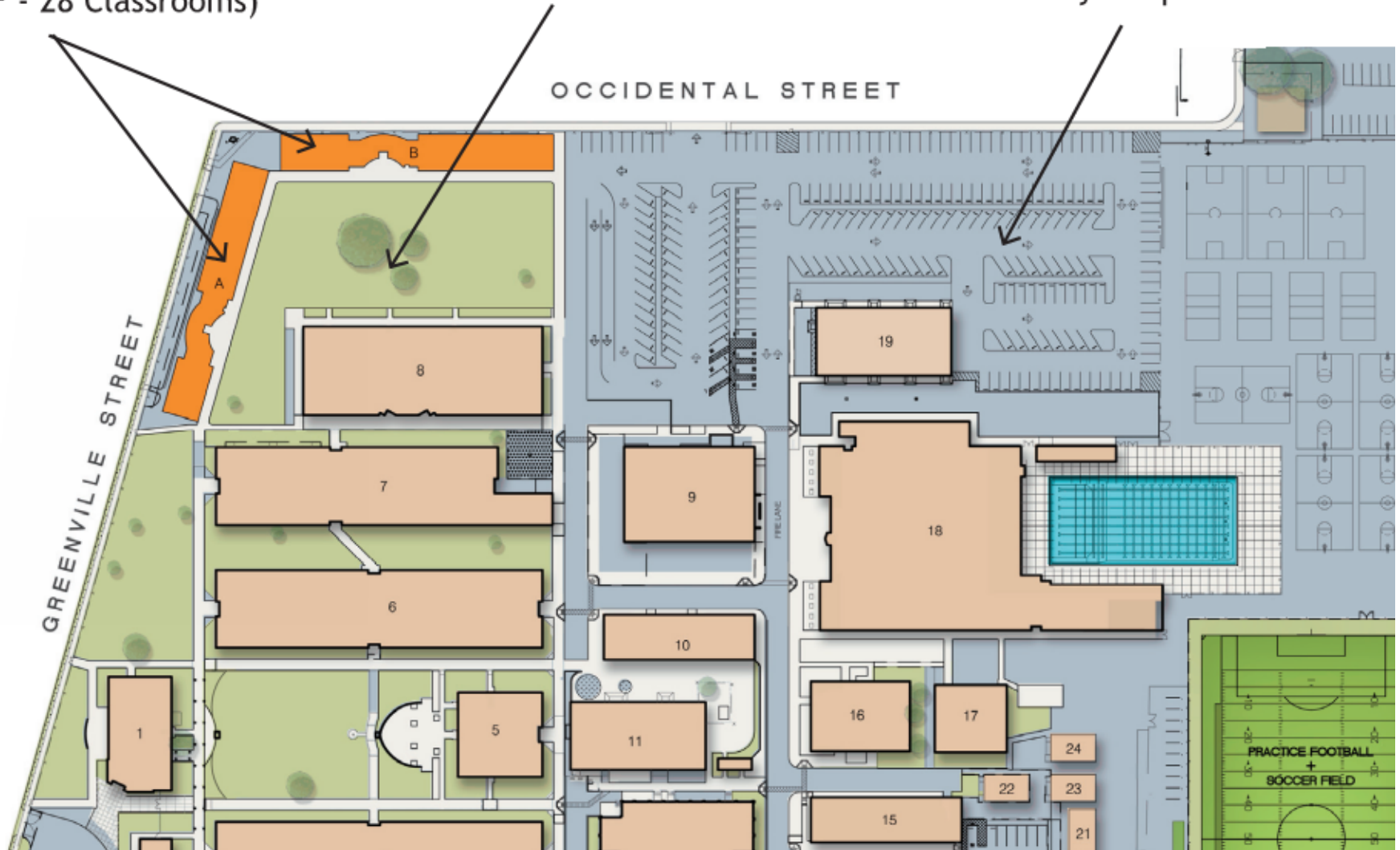
- Mid-field Valley High School logo
- Electronic scoreboard with interchangeable school names and colors



New 2-Story Addition  
(33,600 SF - 28 Classrooms)

Student Parking Becomes  
New Campus Courtyard

Relocatables Replaced with  
New Parking Area In Closer  
Proximity to Sports Facilities





Artificial Turf Fields (SAHS, Saddleback, Century)	5,495,850 gal/yr
Waterless Urinals (approx. 380)	15,200,000 gal/yr
<b>Implemented (Since 2013)</b>	<b>Est. Water Savings</b>
Artificial Turf Fields (Willard, Garfield, Romero-Cruz)	2,635,973 gal/yr
Turf Removal (added parking lots) (5 sites)	1,248,859 gal/yr
Reclaimed Water (4 sites / 42 acres)	32,382,504 gal/yr
Drought-tolerant and Artificial Landscape (new sites / 10%)	3,579,543 gal/yr
“Smart Clocks” – Watering Times (75% of sites)	33,673,433 gal/yr
Waterless Urinals (approx. 20)	800,000 gal/yr
<b>In the Works</b>	<b>Est. Water Savings</b>
SAUSD Sports Complex (Artificial turf, reclaimed water, new parking lot, paving, cisterns)	20,288,837 gal/yr (turf, reclaimed) 3,282,787 gal/yr (cisterns)
Waterless Urinals (in new P2Ps)	560,000 gal/yr
<b>TOTAL</b>	<b>98,451,936 gallons/year</b> <b>30.6% reduction</b>



# Santa Ana Facilities Master Plan

Unified School District

Needs Assessment	Amount
<b>Multipurpose Buildings</b> (Adams, Greenville, Harvey, Sepulveda, Taft, Chavez)	\$21,000,000
<b>Intermediate School Auditorium Buildings</b> (Sierra, Spurgeon)	\$3,000,000
<b>Intermediate School Gymnasiums</b> (Lathrop, MacArthur, McFadden, Sierra, Spurgeon, Willard)	\$27,000,000
<b>High School Stadiums</b> (Godinez, SAHS, Saddleback)	\$3,300,000
<b>High School Pools</b> (Century, Godinez)	\$7,000,000
<b>Nutrition Services Renovations</b>	\$37,795,000
<b>5-Year Maintenance Plan</b>	\$104,672,000
<b>District Office</b> (Restrooms and Emergency Operation Center)	\$650,000
<b>SUBTOTAL</b>	<b>\$204,417,000</b>
<b>Program Contingency (10%)</b>	<b>\$20,441,700</b>
<b>Soft Costs (25%)</b> (design, inspection fees, etc.)	<b>\$51,104,250</b>
<b>TOTAL</b>	<b>\$275,962,950</b>



**CASH**

(Estimated Year-End Balance)

Prop 39 Fund	Cell Tower Lease Fund	Capital Facilities Fund (Developer Fees, RDA)	Measure G	State School Building Fund	Capital Outlay (ERP, QZAB, Solar, Other Reimb.)	CFD
Fund 1	Fund 25	Funds 24, 26, 28, 29	Fund 35	Fund 40	Fund 49	
\$2.9M	\$296K	\$10M	\$3M	\$25M	\$5M	\$684K

**\$15 million available**



## Board Direction

Board priority	Additional Scope	Estimated Cost
<b>SAUSD Sports Complex</b>		
All fields multi-purpose	Striping of 2 fields at Carr	\$30,000
All fields with scoreboard	Add'l scoreboard at practice field	\$63,750
Optional baseball bleachers	100 seats	\$280,000
Additional stadium bleachers	500 add'l seats (total 4,000)	\$170,000
Additional restroom/concession	One add'l building at baseball	\$400,000
	<b>Subtotal</b>	<b>\$943,750</b>
<b>Valley P2P</b>	Two-story, 28-classroom bldg.	\$10 million
<b>INDA school</b>	Lease office building	\$1 million annual lease
<b>Century pool</b>	New aquatic facility	\$5 million
<b>Godinez field</b>	Synthetic turf	\$1 million (\$1M City)
<b>Segerstrom field</b>	Synthetic turf	\$2 million
<b>Cafeterias</b>	Expansions and equipment	\$37,795,000



**Santa Ana**  
Unified School District

# Discussion and direction on Board priorities

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Adoption of Resolution No. 14/15-3048 - Proclaiming May 2015 as Asian Pacific American Heritage Month

**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 seek Board adoption of Resolution No. 14/15-3048 to declare May 2015 as Asian Pacific American Heritage Month in the Santa Ana Unified School District (SAUSD).

**RATIONALE:**

The District is committed to honoring and respecting the cultural diversity and many contributions made by the local Asian Pacific American community, including the parents and students. SAUSD seeks to ensure that all students are educated as to the background, history, and contributions of Asian Pacific Americans in the United States.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Adopt Resolution No. 14/15-3048 proclaiming May 2015 as Santa Ana Unified School District's Asian Pacific American Heritage Month.



1 RESOLUTION NO. 14/15-3048

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5 ASIAN PACIFIC AMERICAN HERITAGE MONTH

6 MAY 2015

7  
8 WHEREAS, the State of California is home to more than 700,000 students of  
9 Asian and Pacific Islander descent, from kindergarten through grade 12; and,

10 WHEREAS, the Santa Ana Unified School District is home to over 1,700  
11 students of Asian Pacific Islander descent, representing 27 different languages;  
12 and,

13 WHEREAS, these students reflect the great diversity of culture and heritage  
14 of the many countries of Asia and the Pacific Islands; and,

15 WHEREAS, the people of Asia and the Pacific Islands who came to this country  
16 and their descendants have made substantial contributions to California's growth  
17 and development and have woven clear, distinct threads into this nation's social  
18 fabric; and,

19 WHEREAS, Asian Pacific Islanders serve to enrich the quality of our society  
20 through their daily contributions; and,

21 WHEREAS, the Santa Ana Unified School District is committed to honoring and  
22 respecting the many contributions made by the local Asian Pacific American  
23 community, including the parents and students of the District; and,

24 WHEREAS, the Santa Ana Unified School District is committed to educating our  
25 teachers, staff, and administrators about the educational needs and concerns about  
26 the Asian Pacific Islander students enrolled in the District;

1 WHEREAS, the Santa Ana Unified School District will continue to provide  
2 opportunities for Asian Pacific Islander parents to participate in educational  
3 programs;

4 NOW, THEREFORE, BE IT RESOLVED: That the Santa Ana Board of Education  
5 proclaims the month of May 2015 as Asian Pacific American Heritage Month and  
6 encourages all schools community organizations, businesses, and the City of Santa  
7 Ana to commemorate this occasion with appropriate instructional and celebration  
8 activities.

9 Upon motion of Member \_\_\_\_\_ and duly seconded, the foregoing  
10 Resolution was adopted by the following vote:

11 AYES:

12 NOES:

13 ABSENT

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

17  
18 I, John Palacio, President of the Board of Education of the Santa Ana  
19 Unified School District of Orange County, California, hereby certify that the  
20 above and foregoing Resolution was duly adopted by the said Board at a regular  
21 meeting thereof held on the \_\_\_\_\_ day of \_\_\_\_\_, 2015, and passed by a  
22 vote of \_\_\_\_\_ of said Board.

23 IN WITNESS WHEREOF, I have hereunto set my hand this \_\_\_\_\_ day of  
24 \_\_\_\_\_, 2015.

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26  
27 \_\_\_\_\_  
28 John Palacio  
29 President, Board of Education  
Santa Ana Unified School District

**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Adoption of Resolution No. 14/15-3040 - Proclaiming May 4-8, 2015, as National Teacher/Support Staff Appreciation Week and May 18-22, 2015, as Classified School Employee Week

**ITEM:** Action

**SUBMITTED BY:** Rick 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 seek Board adoption of Resolution No. 14/15-3040 to declare May 4-8, 2015, as National Teacher/Support Staff Appreciation Week and May 18-22, 2015, as Classified School Employee Week. A letter of appreciation from the Superintendent will be issued to all employees. Additionally, a tribute to employees for their ongoing contribution to the educational process will be aired on Santa Ana Unified School District (SAUSD) TV Channel 31 and the website.

**RATIONALE:**

The District hereby recognizes and wishes to honor the contributions of teachers, support staff and classified employees as partners in producing an environment that supports and encourages learning. SAUSD employees fill many roles as listeners, explorers, role models, motivators and mentors. SAUSD is aware of the valuable services they give to students and schools and the vital role in providing for the welfare and safety of students.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Adopt Resolution No. 14/15-3040 proclaiming May 4-8, 2015, as National Teacher/Support Staff Appreciation Week and May 18-22, 2015, as Classified School Employee Week.

/DP:ja





**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Adoption of Resolution No. 14/15-3041 - Proclaiming May 6-12, 2015, as National School Nurses' Week

**ITEM:** Action

**SUBMITTED BY:** Rick 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 seek Board adoption of Resolution No. 14/15-3041 to declare May 6-12, 2015, as School Nurses' Week. A letter of appreciation from the Superintendent will be issued to all school nurses. Additionally, a tribute to nurses for their ongoing contribution to the educational process will be aired on Santa Ana Unified School District (SAUSD) TV Channel 31 and the website.

**RATIONALE:**

In addition to providing services to students and health instruction, quality nurses provide invaluable inspiration, encouragement and support to students. The SAUSD commemorates the unique contribution of school nurses to the total education program and urges all citizens to participate in observances that express their appreciation for nurses and the services they provide.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Adopt Resolution No. 14/15-3041 proclaiming May 6-12, 2015, as National School Nurses' Week.

/DP:ja

1 RESOLUTION NO. 14/15-3041

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5  
6 Proclamation Declaring National School Nurses' Week

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

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

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

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

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

22 NOW, THEREFORE, BE IT RESOLVED: That the Santa Ana Unified School District's  
23 Board of Education declares May 6-12, 2015, as "National School Nurses' Week" and  
24 commemorates the unique contribution of school nurses to the total educational  
25 program.

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

28 AYES:

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NOES:

ABSENT:

STATE OF CALIFORNIA )  
 ) ss.  
COUNTY OF ORANGE )

I, Rick Miller, President of the Board of Education of the Santa Ana Unified School District of Orange County, California, hereby certify that the above and foregoing Resolution was duly adopted by the said Board at a regular meeting thereof held on the \_\_\_\_\_ day of \_\_\_\_\_, 2015, and passed by a vote of \_\_\_\_\_ of said Board.

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

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



**AGENDA ITEM BACKUP SHEET**  
**April 28, 2015**

**Board Meeting**

**TITLE:** Adoption of Resolution No. 14/15-3042 - Proclaiming May 11-17, 2015 as National Police Week

**ITEM:** Action

**SUBMITTED BY:** Rick 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 seek Board adoption of Resolution No. 14/15-3042 to declare May 11-17, 2015, as National Police Week. A letter of appreciation from the Superintendent will be issued to all school police officers. Additionally, a tribute to our officers for their ongoing vital service will be aired on Santa Ana Unified School District (SAUSD) TV Channel 31 and the website.

**RATIONALE:**

The District hereby recognizes the good work the school police department continues to perform daily. The District is aware of the valuable services the school police officers provide to students and staff and their vital role in providing for the welfare and safety of the school community at large.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Adopt Resolution No. 14/15-3042 proclaiming May 11-17, 2015, as National Police Week.

/DP:ja



1 NOW, THEREFORE, BE IT RESOLVED: That the Santa Ana Unified School District's  
2 Board of Education proclaims May 11-17, 2015, as National Police Appreciation  
3 Week, and in addition, urges all citizens to participate in observances that  
4 express their gratitude and appreciation for our police officers.

5 Upon motion of Member \_\_\_\_\_ and duly seconded, the foregoing  
6 Resolution was adopted by the following vote:

7 AYES:

8 NOES:

9 ABSENT

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

14 I, Rick Miller, Secretary of the Board of Education of the Santa Ana Unified  
15 School District of Orange County, California, hereby certify that the above and  
16 foregoing Resolution was duly adopted by the said Board at a regular meeting  
17 thereof held on the \_\_\_\_\_ day of \_\_\_\_\_, 2015, and passed by a vote of  
18 \_\_\_\_\_ of said Board.

19 IN WITNESS WHEREOF, I have hereunto set my hand this \_\_\_\_\_ day of  
20 \_\_\_\_\_, 2015.

21  
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23 \_\_\_\_\_  
24 Richard Miller, Ph.D.  
25 Secretary to the Board of Education  
Santa Ana Unified School District